

Episode 01

Among Tunog? Guess the Filipino Music Instrument!



Subject Matter: Musical Instruments: Classical, Filipino, and from other Asian countries

Target Learners: Grades 2-4 (Ages 7-9)

Time: 60-90 mins

Curriculum Codes: MU2TB-IIIb-3, MU3TB-IIIb-3, MU4TB-IIIb-3

Summary of the Activity

Learners will engage in a “Guess the Instrument” activity based on the illustration and sound provided. There will be three categories namely: classical, traditional Filipino, and those from other cultures (Asian countries). There will also be lines and a word bank provided so that the learners will have clues.

Background Information

The activity aims to introduce various instruments to the learners. It will first introduce popular classical instruments such as piano, violin, and guitar, followed by traditional instruments in the Philippines. This includes the bungkaka, an instrument made out of bamboo with two tongues. One must strike the bungkaka in their arm or wrist to create beats. Another Filipino instrument is the kulintang, a gong ensemble used in the southern area of the country, that is usually played in festivals and marriages.

The learners will also get to know the instruments from other countries so that they can have an idea of how instruments vary per culture. Among the instruments included in the activity are koto of Japan, veena of India, and ranat ek of Thailand.

Learning Outcomes

After completing this activity, learners must be able to:

- Identify musical instruments based on its image and sound; and
- Compare and contrast traditional Filipino instruments from other cultures

Episode 01

Among Tunog? Guess the Filipino Music Instrument!



Before the Activity

For teachers:

- Access and review all the materials needed for the activity via Google Drive. If you wish to modify the activity, you can edit all the templates via Canva.
- Prepare the sounds needed per instrument. The sounds should be played simultaneously with the presentation.
- You can also share the link of the materials for the learners to access and download.

For self-guided learners:

- Access and download the provided materials.

Materials for the Activity

- Power Point presentation for the activity
- Supplementary handout (answer key and summary of the lesson)
- Assessment worksheet

Instructions for the Activity

For classroom set-ups:

1. Conduct the Guess the Instrument activity and present the Power Point presentation.
2. Play the sound of the instrument projected on the slide. They must allot 10 to 20 seconds for the learners to listen and write their answers.
3. Present the handout that includes the answers and discusses the lesson on musical instruments.
4. Finally, conduct the post-activity assessment. Learners will answer the worksheet provided.

For self-guided learning:

1. Access and review the materials provided.
 2. Answer the post-activity assessment.
-

Episode 01

Among Tunog? Guess the Filipino Music Instrument!



Post-Activity Assessment: Sort the Instrument!

Although the activity can serve as a learning assessment, a post-activity assessment will also be conducted. Learners will have to sort the instruments discussed according to its classification. There will be three columns namely: classic, Filipino, and Asian.

Instructions for the Activity.

Activity Extension



Traditional Music Instruments of the Philippines (Article)



Philippine Ethnic Music (Documentary)



Music of India (Interactive Resource)



Japanese Music Instruments (Video)



Thai Music Instruments (Video)

SORT THE INSTRUMENT!



Write the instrument according to its classification. Is it classic, traditional Filipino, or from other Asian countries?

INSTRUMENTS



Drums



Veena



Kulintang



Haegeum



Dabakan



Ranat Ek



Guitar



Koto



Bungkaka



Guzheng



Violin



Kudyapi



Flute



Kubing



Piano

CLASSIC

FILIPINO

ASIAN

Episode 02

What's Behind the Door?

Subject Matter: Rhythms and Dance: The history of Philippine Folk Dance, Social and Ballroom Dances, and Contemporary Dance.

Target Learners: Grade 4 - 10 (Ages 9-16)

Time: 30-60 mins

Curriculum Codes: A8PL-IVc-1, A9EL-IVc-3, A10EL-IVb-4



Summary of the Activity

For this lesson, the learners will have an activity called “What’s Behind the Door?” In this activity, the goal is to be able to watch various Philippine dances ranging from folk to contemporary hiding behind each door. To open the doors and successfully watch the performances, the learners will need to answer identification questions about Philippine dances. Each door corresponds to one question. The learners will also be provided with choices for each question to help them answer.

Background Information

The Philippines has vibrant celebrations practiced in various regions in the country and are manifested through clothes, music, and dances (Hofilenia, 2019). The country has a rich history of dance. It has long been a component of the culture and socioeconomic functions of the 7,000 islands' primitive cultures and even modern societies (Moore, 1978). In Philippine cultures, dance is the articulation between its history and nationalism. Each type of dance in the Philippines from folk to contemporary, embodies the story of the people practicing it (Alcedo and Jordana, n.d.). A well-known Philippine Folk Dance is called Sayaw sa Banga, an ethnic dance illustrating the fierce warriors of Kalinga, Mountain Province. Another is Singkil, a dance depicting the epic story of the abduction of Princess Gandingan by a supernatural creature and Prince Bantugan’s successful rescue of the princess.

Episode 02

What's Behind the Door?

Adding to that is Cariñosa, a Spaniard introduced dance that features the use of handkerchiefs or fans. Lastly is Binasuan, a dance originating from Pangasinan which involves the use of wine filled glasses.



Due to Western influences, various social and ballroom dances were also introduced. This includes cha-cha and rock and roll among many others. As dance evolved through time, a new classification of Philippine dance was developed. Freedom from colonial rule inspired Filipino dancers to choreograph modern pieces that combine several dance genres (jazz, lyrical, and classical ballet) to create fluid dance movements identified now as contemporary dance. Moreover the opening of theatres and the Cultural Center of the Philippines paved the way for the creation of various contemporary dance groups in the country like the Daloy Dance Company.

Through the "What's Behind the Door?" activity, the learners will be able to discover about these Philippine dances and watch each dance performance. As they get to be familiar with folk, social, and contemporary dance, they will also get to know the nature and background of each.

Learning Outcomes

1. At the end of this activity, the learner must be able to:
2. Identify various type of dances throughout Philippine history;
3. Identify what Philippines dance rose out of Asian influences;
4. Describe the nature and background of each Philippine dance; and
5. Classify each type of dance into various categories such as: Philippine folk, social and ballroom dance, and contemporary dance

Materials for the Activity

- Power Point presentation for the activity
- Supplementary handout (answer key and summary of the lesson)
- Assessment worksheet

Episode 02

What's Behind the Door?



Instructions for the Activity

For the classroom setup:

1. The teacher should access the activity presentation slides in the Lesson Toolkit Google Drive folder or through the presentation link provided.
2. The teacher could flash the presentation slides through a projector screen and facilitate the activity
3. The teachers would read the questions and the choices for each item.
They should also allow 10-20 seconds for the learners to think and write their answers.
4. When students are done answering the item, the teacher would reveal the answer and play the video of dance performances.

For self-guided learners:

- Learners are given access to the activity presentation slides.
- The learners could explore the activity presentation slide on their own using their own gadgets.

Post-activity Assessment:

In order to assess the understanding of the learners, they will need to accomplish the post-activity assessment. Learners are given copies of the worksheets. They will need to write an essay about a Philippine dance of their choice and discuss its origin and the importance of studying it today. A space for their write up will be provided and they will also be asked to include a picture of the dance.

Episode 02

What's Behind the Door?



Activity Extension



Contemporary Dance Group Feature (Video)



Contemporary Dance in the Philippines (Article)



Basic Concept of Dance (Article)



Philippine Dance Research and Documentation (Article)



Pioneers of Filipino Folk and Modern Dance (Article)



Filipino Folk Dances (Article)



Philippine Barangay Folk Dance Troupe (Video)

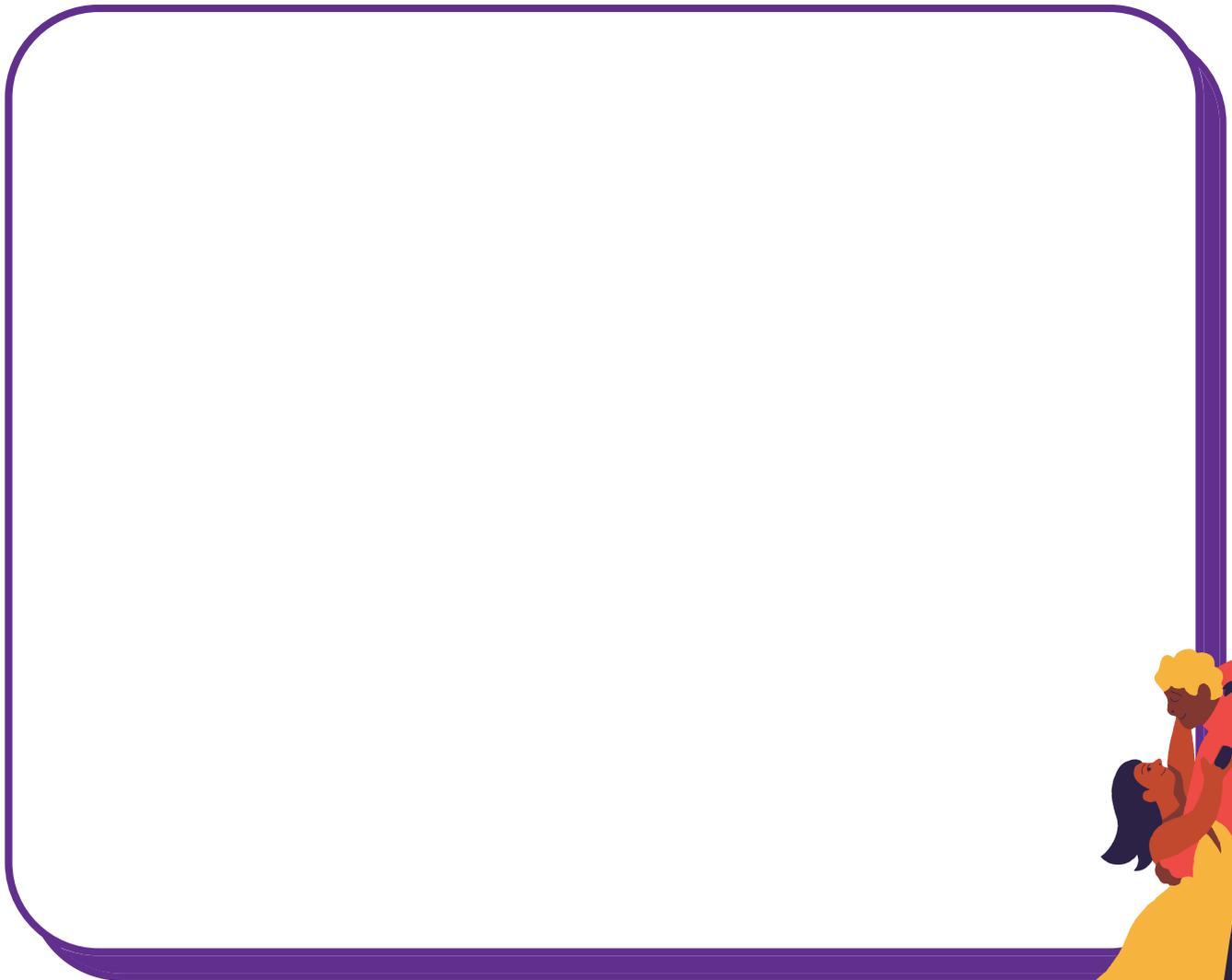
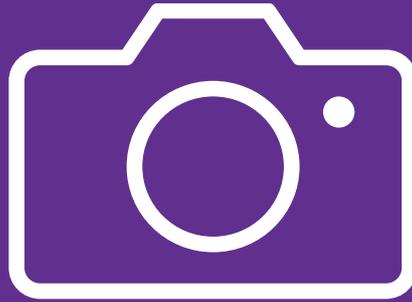


Traditional Dance of Leyte Tinikling, Philippines (Video)



Think! Think!

Now that you have learned about various Philippine Dances, it is time to reflect its importance in the modern society. Choose a specific dance, folk, social, or contemporary and write an essay about its origin and the importance of studying it today. Include a picture of the dance and paste it in the space provided



Episode 03

What am I? Let's learn about Ballet!



Subject Matter: Rhythms and Dance: Social and Ballroom Dances, and Contemporary Dance

Target Learners: Grade 7 - 10 (Ages 12-16)

Time: 30 - 60 minutes

Curriculum Codes/MELCs: PE9RD-IIb-1; PE9RD-IIb-h-4; PE9RD-IIIb-h-4; PE9PF-IIg-h-41

Summary of the Activity

Learners will engage in a multiple choice type of exercise where they are presented with an image or graphic of a ballet move, position, or piece of equipment. They are then given a clue that provides a basic definition of the said movement. A short video clip is also provided in the presentation to provide learners with additional visual information.

Background Information

Ballet is a type of dancing style originating back to the Renaissance period in France and Italy. Since then, ballet has evolved to become one of the most recognizable dance styles in the world and continues to develop to this day (Ballet Austin, n.d.). These days, ballet is seen as a theatrical art form as it is performed to an audience and makes use of costumes, stage design, and lighting to tell a story and express emotions (Pittsburgh Ballet Theatre, n.d.).

The activity aims to introduce the basic equipment that ballet dancers use as well as some common ballet positions and movements. In terms of ballet equipment, the activity will introduce pointe shoes, tutus, and the barre by describing their purpose in the art of ballet and by presenting images and graphics of each piece of equipment. For ballet positions and types of movement, the activity will introduce the pirouette, arabesque, plié and en pointe. Given the European background of ballet, many of the ballet positions have rather complicated names that may be difficult for the young learners to learn. Hence, only the basic and more common positions have been included in the activity.

The post-activity assessment will focus on the ability of a dance style such as ballet to convey emotions. Images of different styles of ballet will be presented in the worksheet and the students will be tasked to find words that describe the emotions being portrayed in each image.

Episode 03

What am I? Let's learn about Ballet!

Learning outcomes

At the end of this activity, the learner must be able to:

1. Identify various types of equipment used by ballet dancers; and
2. Identify various ballet positions and/or types of movement

Before the Activity

For the teachers:

- Access and review the materials needed to conduct the activity (activity powerpoint presentation, lesson handout, worksheet, editable templates) via Google Drive.
- The templates for the materials are editable through Canva should you wish to modify or add more ballet equipment, positions, and/or types of movement to the activity.
- Share with your students the links for the materials should you wish for the students to download them or have their own personal copy.

For the self-guided learners

- Learners could review other references.
- Check out the activity presentation slides and see if they can access it.
- Explore the activity presentation slides.

Instructions for the Activity

For the classroom setup:

- The teacher should access and present the activity presentation slides in the Lesson Toolkit Google Drive folder or through the presentation link provided. The supplementary videos are only accessible through the Canva presentation link.
- The teachers would read the questions and the choices for each item. They should also allow 10-20 seconds for the learners to think and write their answers.
- When students are done answering the item, the teacher will reveal the correct answers.

For self-guided learners:

- Learners are given access to the activity presentation slides.
- The learners could explore the activity presentation slide on their own using their own gadgets.



Episode 03

What am I? Let's learn about Ballet!



Activity Extension



The Origins of Ballet



Winter Waltz Dance Performance



How Ballerinas Customize their Pointe Shoes



Ballet Philippines Swan Lake



The Art of the Philippine Ballet Theatre



To the Barre: What It's Like to Be a Ballerina in Manila

Draw your Dance!

Using the ballet moves you have learned, plan out a ballet performance. Write down the order of your dance steps and sketch the movements in the space provided.

A large, empty rectangular box with a dark purple border, intended for drawing a ballet performance. In the bottom right corner of this box, there is a small illustration of a pair of gold ballet slippers with ribbons.

Describe your dream ballet performance in detail! What would be the theme of your dance? Which songs would you use? What costumes would you wear?

A large, empty rectangular box with a dark purple border, intended for writing a description of the dream ballet performance.

Episode 04

Tanghalan Na!



Subject Matter: Theater and Performance, Philippine Festivals ,
and Philippine Contemporary Theatre

Target Learners: Grade 7 - 10 (Ages 12-16)

Time: 30-60 mins

Curriculum Codes: A7EL-IVa-1; A7EL-IVb-2

Summary of the Activity

The activity for this lesson is called, “Tanghalan Na!”. This activity is a quiz game wherein the learners are to identify the type of Philippine Theater with the help of visual cues provided.

Hints are provided in the form of four pictures, and would include any of the following art elements: (1) gesture, movement and dance, (2) costume, mask, makeup and accessories, and (3) spectacle. The learners are asked to identify the type of theater performance that correctly corresponds to the given hints.

Each correct answer merits the learner a point. Should the learner choose the wrong answer, they earn no point. Regardless of whether the answer the learner chose was correct or incorrect, the correct answer (i.e., the theater performance) would be discussed afterwards to give further context to the learners

Background Information

Performance arts in the Philippines have been present since pre-colonial times. Throughout the country’s history, different cultures have also influenced Philippine theater. This includes the indigenous cultures, the Spaniards and the Americans.

During the Spanish colonization of the Philippines, drama or dramatization was used to communicate religious messages by the friars (Fernandez, 1980). This influence may still be seen in religious festivals in the country today (e.g., Moriones, Sinakulo).

Other secular forms of performance arts that are influenced by the Spaniards include the zarzuela.

Episode 04

Tanghalan Na!



The American occupation of the Philippines also influenced the theater scene in the country. This type of theater is scripted, costumed, and staged plays (Fernandez, 1980). These plays are secular in nature, often focusing on realism. Theater brought by the Americans to the country include vaudeville.

Although having been influenced by western theater, the Philippine theater scene has its own post-colonial identity, with Filipino theater makers constantly redefining it (Tiatco, 2011). The Philippine theater's repertoire of performances is diverse, often a bricolage of pre-colonial, colonial, and post-colonial influences.

The aim of this activity is to introduce and contextualize the different types of theater in the Philippines. This includes performance arts done in festivals and community theater, as well as contemporary performances staged in closed theaters.

Learning Outcomes

At the end of this activity, the learner must be able to:

1. Identify the festivals and theatrical forms celebrated all over the country throughout the year;
2. Research on the history of the festival and theatrical composition and its evolution, and describe how the townspeople participate and contribute to the event

Before the Activity

For the teachers:

- Check for access to the presentation slides for the activity. Make sure that the hyperlinks are working.
- You can use the editable file of the activity presentation to add more information or include other types of dance that were not included but are deemed important.

For the self-guided learners

- You can review other references.
 - Check out the activity presentation slides and see if you can access it.
 - Explore the activity presentation slides and prepare to answer the questions for the post-activity assessment.
-

Episode 04

Tanghalan Na!



Materials for the Activity

- Powerpoint presentation for the activity
- Supplementary handout (answer key and summary of the lesson)
- Assessment worksheet

Instructions for the Activity

For the classroom setup:

1. Access the activity presentation slides in the Lesson Toolkit Google Drive folder or through the presentation link provided.
2. You can flash the presentation slides through a projector screen and facilitate the activity.
3. Read the questions and the choices for each item. Allow 10-20 seconds for the learners to think and write their answers.
4. When students are done answering the item, proceed to the next slide for the description of the festival and its theatrical form.

For the online classroom setup:

1. Access the activity presentation slides in the Lesson Toolkit Google Drive folder or through the presentation link provided.
2. You can share the presentation slides through the chosen web conference platform (e.g., Zoom or Google Meet) and facilitate the activity.
3. Read the questions and the choices for each item. Allow 10-20 seconds for the learners to think and write their answers. You may also opt for the answers to be sent through the chat box.
4. When students are done answering the item, proceed to the next slide for the description of the festival and its theatrical form.

For self-guided learners:

1. Learners are given access to the activity presentation slides.
2. Explore the activity presentation slide using your gadgets.

Episode 04

Tanghalan Na!



Post-Activity Assessment: ... And Scene!

To gauge the learners' appreciation of Philippine festivals and theatrical forms, the post-activity assessment shall ask the learners to identify the Philippine festival they are most interested in. After identifying a festival, they would draw over a template of a house and design it based on their chosen festival.

Afterwards, the learners must briefly answer the following questions:

1. What made this your favorite Philippine festival theater? Why?.
2. How will you explain this festival to a 5-year-old?
3. How will you explain this to someone who initially did not have an idea that this festival existed?

Activity Extension

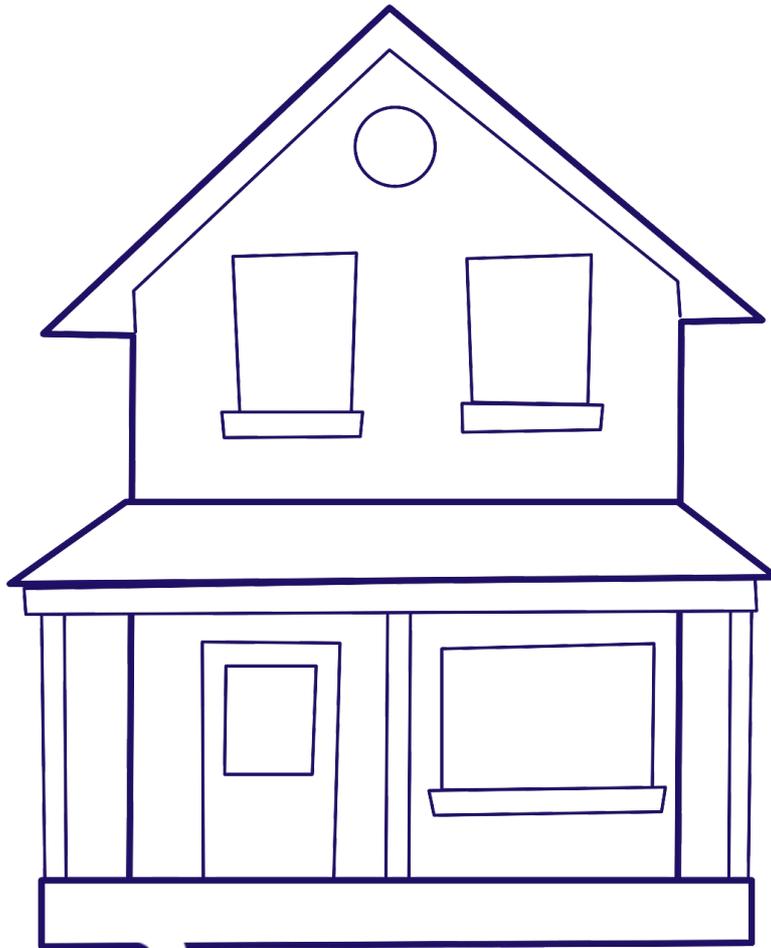


Morion Local Legends
(Video)

...AND SCENE!

Now that we've learned the different types of Philippine festivals and their theatrical forms, identify the festival which interests you the most. After identifying your favorite Philippine festival, customize the house below based on the visual elements found in the festival's theater performances!

Note: Don't be afraid to make your scene colorful and festive! You may refer to the costumes, props, etc. used in the festival's theater performance!



What made this your favorite Philippine festival theater? Why?

...AND SCENE!



How will you explain this festival to a 5-year-old?



How will you explain this to someone who initially did not have an idea that this festival existed?

Episode 05

Move It: Know Your Gymnastics Moves



Subject Matter: Gymnastics (Artistic and Rhythmic),
Basic Gymnastics Positions and Techniques

Target Learners: Grade 3-6 (Ages 9-11)

Time: 45-60 minutes

Curriculum Codes: A7EL-IVa-1; A7EL-IVb-2

Summary of the Activity

The activity aims to introduce gymnastics to the learners. This includes artistic and rhythmic gymnastics and the events performed under these disciplines. The learners will also be introduced to the positions and techniques gymnasts perform.

Background Information

Gymnastics is a physical activity that involves the manipulation of body parts into different positions and movements (Diñoso, 1990). It entails physical skills such as coordination, strength, and flexibility as well as the ability to be graceful and poised. Gymnastics started as activities and exercises such as stunts, balancing, hanging, flipping, and turning in the early civilization (Diñoso, 1990). The Greeks invented apparatuses and coined the term gymnastics which means “Naked Art”.

Gymnastics is also made up of different disciplines including artistic and rhythmic. Artistic gymnastics entails performing short routines on apparatuses (Lacey & Baer, 2016). Apparatuses in artistic gymnastics include balance beam, pommel horse, and vault. On the other hand, rhythmic gymnastics involves the manipulation of hand apparatuses using body movements (Palmer, 2003). This includes the use of a ball, hoop, and ribbon.

Learning Outcomes

After completing the activity, the learners must be able to:

1. Define gymnastics;
 2. Define artistic and rhythmic gymnastics;
-

Episode 05

Move It: Know Your Gymnastics Moves



3. Define artistic and rhythmic gymnastics;
4. Identify the events in artistic and rhythmic gymnastics;
5. Enumerate at least three gymnastics positions; and
6. Enumerate at least three gymnastics techniques

Before the Activity

For teachers:

- Access and review the materials for the activity via Google Drive. You can also modify the material should you wish to add more gymnastics concepts and terms.
- You can also collate videos of the gymnastics events, positions, and techniques as a supplementary visual for each item. You can embed the video in the presentation.
- Share the link of the materials with the learners. It is your prerogative whether you will share it before or after the class.

For self-guided learners:

- Access and download the materials.
- You could also read about gymnastics before doing the activity.

Materials for the Activity

- Activity presentation
- Handout (answer key and summary of the lesson)
- Assessment worksheet

Instructions for the Activity

For classroom set-ups:

1. Present the activity slides to the class. You can also read each item out loud for the students.
2. Play the corresponding video afterward and give the students ample time to answer the item
3. Present the lesson slides to the students. The answers to the activity are already incorporated here.

Episode 05

Move It: Know Your Gymnastics Moves



4. Finally, the teacher gives the post-activity assessment as an assignment to the students.

For self-guided learning:

1. Access and download the materials.
2. Answer the activity and review the handout.
3. Answer the post-assessment activity.

Post-Activity Assessment: Guess the Term!

Learners will have to answer a crossword puzzle that will serve as a post-activity assessment. The clues will be the description of the gymnastics term discussed in the handout.

Activity Extension



Evolution of Gymnastics (Video)



About the Sport: Artistic Gymnastics



About the Sport: Acrobatic Gymnastics



About the Sport: Rhythmic Gymnastics



Gymnastic Moves (Article)



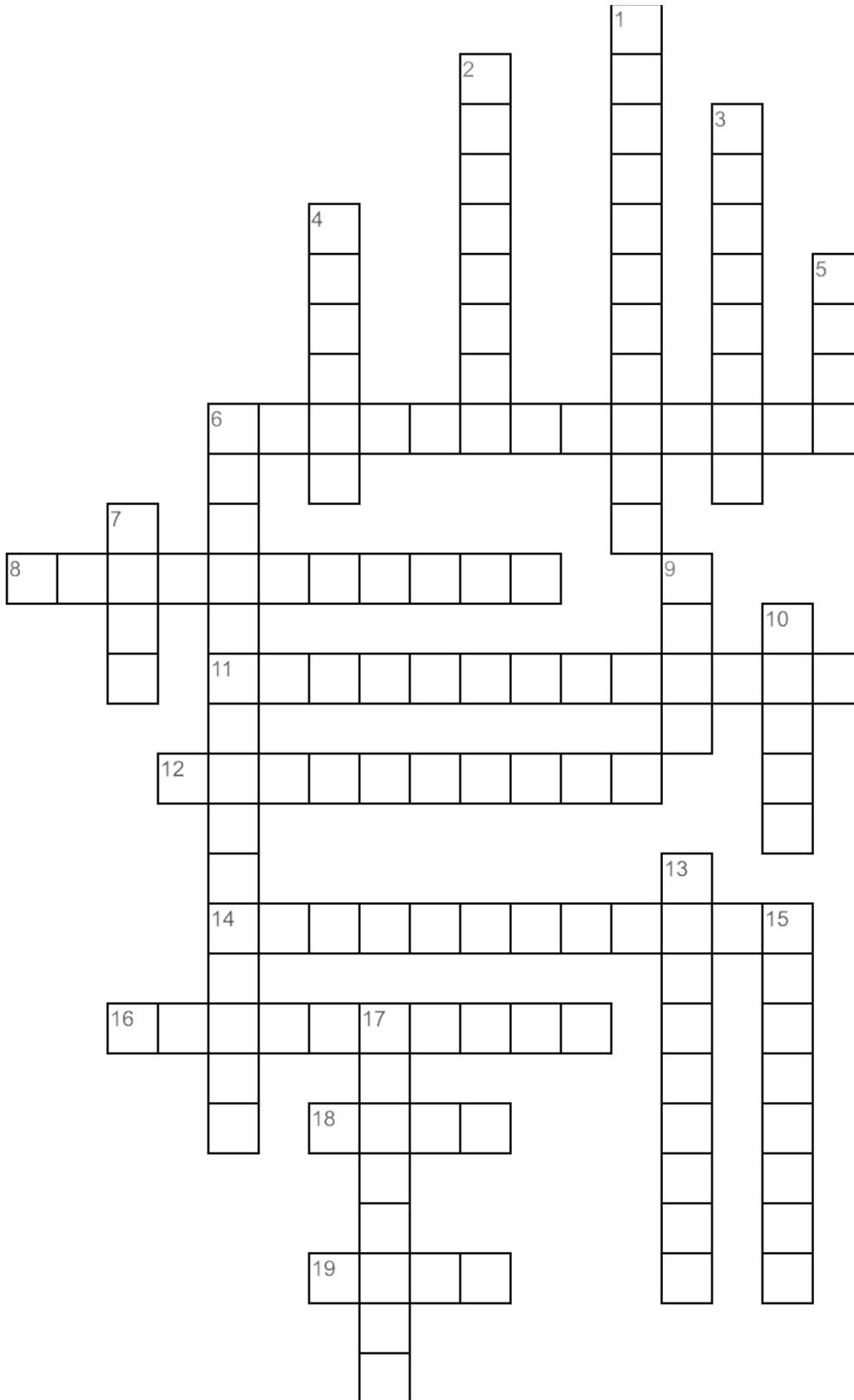
Gymnastic Positions (Video)



How gymnastics became a deeply beloved Olympic sport

GUESS THE TERM!

Here are the descriptions of the gymnastics terms. Can you fill up the puzzle?



GUESS THE TERM!

Here are the descriptions of the gymnastics terms. Can you fill up the puzzle?



Across

6 gymnast performs a routine composed of tumblings, twists, and other dance elements that must cover the whole floor

8 gymnast performs a routine composed of acrobatic movements, dance, and tumbling on a four-inch wide beam

11 also known as high bar

12 gymnast moves from one bar to another while performing swings, handstands, and pirouettes

14 gymnast holds on to two bars while performing a routine with swing and flight elements

16 gymnast performs their routine while grasping on two suspended rings

18 gymnast hugs their knees against their chest in midair

19 routine includes tossing and catching, spinning, and passing through a ring

Down

1 gymnast performs continuous circular movements defined by complex hand placements

2 gymnast bends at their hips and spreads their legs apart

3 also known as back handspring

4 routine that includes figure-eight movements, spirals, and swings

5 gymnast bends their body until the angle between their body and knees is less than 90°

6 acrobatic move used to build up speed and height

7 routine includes circles, rhythmical tapping, and swings

9 routine includes movements while balancing a ball on the hand

10 gymnast runs towards a springboard to push themselves off the vault table to perform flips and twists

13 technique where the gymnast balances their body with their hands

15 gymnast keeps their body in line with their shoulders, hips, and ankles in midair

17 fast cartwheel where the gymnast lands on two feet

ANSWER KEY!

Did you answer correctly?



Episode 06

Music Makeup

Subject Matter: Gymnastics (Artistic and Rhythmic),

Basic Gymnastics Positions and Techniques

Target Learners: Grade 4-6 (Ages 9-11)

Time: 30-60 minutes

Curriculum Codes: A7PR-IVe-f-3, A8EL-IVb-2, A8PR-IVh-3



Summary of the Activity

The activity is a pop quiz on gymnastics for the learners. Each item has a description of a gymnastics term that the learners will have to answer. These terms will range from gymnastics events, positions, and techniques. There will also be a photo that will also serve as a visual and multiple choices will also be provided.

Background Information

Gymnastics is a physical activity that involves the manipulation of body parts into different positions and movements (Diñoso, 1990). It entails physical skills such as coordination, strength, and flexibility as well as the ability to be graceful and poised. Gymnastics started as activities and exercises such as stunts, balancing, hanging, flipping, and turning in the early civilization (Diñoso, 1990). The Greeks invented apparatuses and coined the term gymnastics which means "Naked Art".

Gymnastics is also made up of different disciplines including artistic and rhythmic. Artistic gymnastics entails performing short routines on apparatuses (Lacey & Baer, 2016). Apparatuses in artistic gymnastics include balance beam, pommel horse, and vault. On the other hand, rhythmic gymnastics involves the manipulation of hand apparatuses using body movements (Palmer, 2003). This includes the use of a ball, hoop, and ribbon.

The activity aims to introduce gymnastics to the learners. This includes artistic and rhythmic gymnastics and the events performed under these disciplines.

The learners will also be introduced to the positions and techniques gymnasts perform.

Episode 06

Music Makeup

Learning Outcomes

At the end of this activity, the learner must be able to:

- Identify the seven different elements of music
- Provide examples of each element of music

Before the Activity

For teachers:

- Access and review the materials for the activity via Google Drive. You can also modify the material should you wish to add more gymnastics concepts and terms.
- You can also collate videos of the gymnastics events, positions, and techniques as a supplementary visual for each item. You can embed the video in the presentation.
- You can share the link of the materials with the learners. It is your prerogative whether you will share it before or after the class.

For self-guided learners:

- Access and download the materials.
- You can read about gymnastics before doing the activity.

Materials for the Activity

- Activity presentation
- Handout (answer key and summary of the lesson)
- Assessment worksheet

Instructions for the Activity

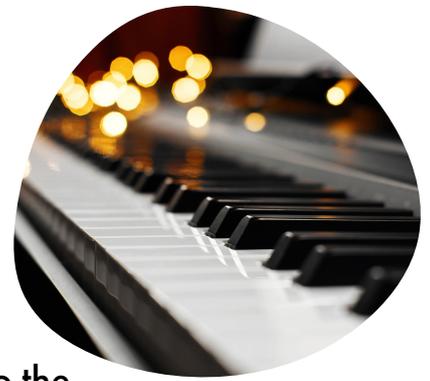
For the classroom setup:

1. Present the activity slides to the class. You can also read each item out loud for the students.
2. Play the corresponding video afterward and give the students ample time to answer the item.



Episode 06

Music Makeup



3. Present the lesson slides to the students. The answers to the activity are already incorporated here.
4. Finally, give the post-activity assessment as an assignment to the students.

For self-guided learners:

1. Learners are given access to the activity presentation slides.
2. The learners could explore the activity presentation slide on their own using their own gadgets.

Activity Extension



Elements of Music



Elements of Music-
Dynamics

YOUR FAVORITE SONG

Tell us your favorite song! Describe it using the different elements that make up music.



Episode 07

Trip Down Memory Lane - OPM Genres Through Time

Subject Matter: Music Genres

Target Learners: Grades 7-10 (Ages 13-16)

Time: 30-60 mins

Curriculum Codes: A8EL-Ib-1, A8EL-IIb-1, A8PR-IIIc-3, A8PR-IIId-4, A9EL-Ib-1, A9EL-Ia-2, A9EL-Ia-3, A9PL-Ih-1, A9PL-Ih-4, A9PR-Ic-e-1, A9PR-Ic-e-2, A9PR-Ic-e-3, A9PR-If-4, A9PR-If-5, A9EL-IVa-1, A9EL-IVb-2, A9EL-IVc-3, A10EL-Ia-2, A10EL-Ia-3, A10PL-Ih-1, A10PL-Ih-3, A10PR-Ic-e-2, A10EL-IIa-3, A10PL-IIh-1, A10PL-IIh-3, A10EL-IVb-4, A10EL-IVa-2, A10PL-IVh-1

Summary of the Activity

For this lesson, the learners will have an activity called "Trip Down Memory Lane" wherein they will have to guess the music genre described on each slide. They will be provided with clues and some notable artists for each Original Pinoy Music (OPM) genre to help them fill out the blanks.

Background Information

Philippine Music, which is now known as Original Pinoy Music (OPM), started and became popular during the 1970s (Enriquez, 2020). During this period, the rich and the middle-class flocked to foreign music, while the majority of Filipinos enjoyed this type of music.

During the early 1970s, songs such as "Anak" by Freddie Aguilar became very popular in various Asian and European countries. Asin, who was a folk band, also brought a pro-environment message to the airwaves through "Masdan Mo Ang Kapaligiran". Ryan Cayabyab, Rico Puno, Nora Aunor, Pilita Corrales, rock musicians Juan Dela Cruz Band, and Hotdog are among the OPM pioneers. Ballad and rock music began to be written in local languages in the early 1970s. Songs like "Ikaw Ang Miss Universe Ng Buhay Ko" by Hotdog helped to pioneer the Manila Sound by combining Tagalog and English words within the same song. Filipinos are some of the world's most sociable individuals, and they like connecting with others (de Guzman, 2020).



Episode 07

Trip Down Memory Lane - OPM Genres Through Time

Subject Matter: Music Genres

Target Learners: Grades 7-10 (Ages 13-16)

Time: 30-60 mins

Curriculum Codes: A8EL-Ib-1, A8EL-IIb-1, A8PR-IIIc-3, A8PR-IIId-4, A9EL-Ib-1, A9EL-Ia-2, A9EL-Ia-3, A9PL-Ih-1, A9PL-Ih-4, A9PR-Ic-e-1, A9PR-Ic-e-2, A9PR-Ic-e-3, A9PR-If-4, A9PR-If-5, A9EL-IVa-1, A9EL-IVb-2, A9EL-IVc-3, A10EL-Ia-2, A10EL-Ia-3, A10PL-Ih-1, A10PL-Ih-3, A10PR-Ic-e-2, A10EL-IIa-3, A10PL-IIh-1, A10PL-IIh-3, A10EL-IVb-4, A10EL-IVa-2, A10PL-IVh-1



Summary of the Activity

For this lesson, the learners will have an activity called "Trip Down Memory Lane" wherein they will have to guess the music genre described on each slide. They will be provided with clues and some notable artists for each Original Pinoy Music (OPM) genre to help them fill out the blanks.

Background Information

Philippine Music, which is now known as Original Pinoy Music (OPM), started and became popular during the 1970s (Enriquez, 2020). During this period, the rich and the middle-class flocked to foreign music, while the majority of Filipinos enjoyed this type of music.

During the early 1970s, songs such as "Anak" by Freddie Aguilar became very popular in various Asian and European countries. Asin, who was a folk band, also brought a pro-environment message to the airwaves through "Masdan Mo Ang Kapaligiran". Ryan Cayabyab, Rico Puno, Nora Aunor, Pilita Corrales, rock musicians Juan Dela Cruz Band, and Hotdog are among the OPM pioneers. Ballad and rock music began to be written in local languages in the early 1970s. Songs like "Ikaw Ang Miss Universe Ng Buhay Ko" by Hotdog helped to pioneer the Manila Sound by combining Tagalog and English words within the same song. Filipinos are some of the world's most sociable individuals, and they like connecting with others (de Guzman, 2020).

Episode 07

Trip Down Memory Lane - OPM Genres Through Time



Through music, Filipinos found a way to express themselves and celebrate their lives by relating to the lyrics of the songs that they listen to (uDOu PH, 2018).

Before the rise of Manila Sound, most performers did covers of American and Spanish music. OPM has been based in Manila since the beginning, where Tagalog and English are the most widely spoken languages. Apo Hiking Society's Danny Javier, also a marketing executive at Jem Records, coined the term OPM to draw the interest of the colonially oriented record-buying market (Concepcion, 2020). It was thought to be a more encompassing name that opposed the Manila-centric constraints of referring to Filipino music as just Manila-sounding; as a result, it evolved into a movement rather than a genre. Despite producing music in their languages, ethnolinguistic groups like the Visayan, Bikol, and Kapampangan have not been acknowledged as OPM. Although some Filipino artists believe that with the rise of music from different countries such as J-Pop and K-Pop, language is not an issue anymore when it comes to music. With the emergence of OPM, many local bands started performing these songs. OPM, up until now, is still evolving and exploring new sounds to bring to the public. From the emergence of OPM in the 1970s up to date, the known genres are as follows:

P-POP: A mainstream music genre with a catchy melody and accessible manner.

NOVELTY: Songs written with the intention of provoking laughter or commentary.

DISCO: Music with a steady bass rhythm that is primarily designed for dancing to. It is generally soul-influenced and lyrical.

HIPHOP: Music characterized by structured rhythmic music that frequently accompanies rapping.

Episode 07

Trip Down Memory Lane - OPM Genres Through Time



HARD ROCK: A subgenre of rock music which has loud vocals, distorted electric guitars, bass guitar, and drums, occasionally backed by keyboards (hard & upbeat).

FOLK ROCK: Music that is rooted from folk music but adds rock music's strong beat and the usage of electric instruments.

ALT ROCK: A subgenre of popular rock music that arose as a result of bands who refused to sign with major record labels.

BALLAD: Songs that portray a narrative, which may be dramatic, humorous, or romantic in nature.

SOUL: Music with a gospel element, strong vocals, and a call-and-response format.

INDIE: Music made by artists not signed to any record label.

EDM: Music with a fast tempo and engaging melodies that use synths and a house beat.

Learning outcomes

At the end of this activity, the learner must be able to:

1. Identify the different OPM genres through time;
2. Describe the features of each music genre;
3. Identify some notable artists for each genre; and
4. Classify each genre according to the year it became popular in the Philippines

Before the Activity

For the teachers:

- Access and review all the materials needed for the activity via Google Drive. If you wish to modify the activity, you can edit all the templates via Canva.
- Prepare songs per genre that must be played simultaneously with the presentation if you cannot present the slides directly from Canva.

Episode 07

Trip Down Memory Lane - OPM Genres Through Time



- Share the materials' link so that learners can view and download them.

For self-guided learners:

- Access and download the resources.

Materials for the Activity

- Powerpoint presentation for the activity
- Supplementary handout (answer key and summary of the lesson)
- Assessment worksheet

Instructions for the Activity

For classroom set-ups:

1. Conduct the "Trip Down Memory Lane" activity and present the Power Point presentation.
2. Flash the slide on the screen for 20 seconds while the students write their answers on a piece of paper.
3. Present the handout directly from Canva which includes the correct answers, and discuss the features of each music genre
4. Lastly, conduct a post-activity assessment. The learners answer the worksheet provided.

Post-Activity Assessment:

In order to assess the understanding of the learners, they will need to accomplish the post-activity assessment. Learners are given copies of the worksheets. They will need to choose a song that they like and give a brief explanation why they like it. The learners must also identify their favorite song's genre and enumerate certain elements in the song that explain why they belong to that particular genre.

TRIP DOWN MEMORY LANE

Pick out a song that you like and tell us why you like it! Identify your favorite song's genre and enumerate certain elements in the song that explain why they belong to that particular genre!



Episode 8

Who Am I?

Subject Matter: Choir vocal range: Soprano, Alto, Tenor, Bass

Target Learners: Grades 6-10 (Ages 12-16)

Time: 30-45 Minutes

Curriculum Codes/MELCs: MU6TX-IVc-d-2, MU8SE-Ic-h-6, MU8SE-Ic-h-7, MU9MRB-Ib-f-5, MU9MRB-Ia-h-2, MU9MRB-Ib-d-7, MU9MRB-Ib-h-4, MU9CL-IIa-f-3, MU9CL-IIe-9, MU9CL-IIb-h-7, MU9RO-IIIc-h-8, MU9RO-IIIe-h-6, MU9OP-IVb-h-3, MU9OP-IVb-h-5, MU10TC-Ib-5, MU10CM-IIIb-h-4



Summary of the Activity

For this lesson, the learners will have an activity called “Who Am I?” wherein they will have to guess the vocal range described on each slide. They will be provided with clues, choices, and musical notations to help them fill out the blanks.

Background Information

A choir is an organized group of singers that usually sings in church services or in public on a regular basis (Merriam-Webster, n.d.). Some of the songs performed by choirs are either from the classical or popular music repertory, which dates from the middle ages to the current day.

Soprano, Alto, Tenor, and Bass are the four main kinds of voices in a choir. Voices are categorized by range, gender, and to some extent, quality (Jean, 2020).

Soprano is the highest vocal range, alto or contralto is the second highest voice range, tenor is the second to lowest voice range, while bass is the lowest voice range.

Men whose voices have matured sing in the tenor and bass ranges, while young children and women sing in the soprano and alto ranges. Countertenors are male vocalists who sing in a range close to that of an alto. A voice part that falls somewhere between soprano and alto is sometimes included and is known as mezzo-soprano.

They make up a large portion of the alto part in choral music. Baritone, on the other hand, is a vocal type that falls between tenor and bass (Jean, 2020).

Coloratura soprano, a rare voice that is extraordinarily high, light, and sharp, especially for a soprano, would be another addition (Librettexts, 2020).

Episode 8

Who Am I?



Learning Outcomes

At the end of this activity, the learners must be able to:

1. Identify the different vocal ranges;
2. Describe the features of each vocal range; and
3. Identify the comfortable range for each singing voice

Before the Activity

For the teachers:

- Use Google Drive to access and evaluate all of the activity's resources. If you want to change or add more explanation you can use Canva to update all of the templates.
- Prepare examples per vocal range that must be played simultaneously with the presentation if you can not present the slides directly from Canva
- You can also share the materials' link so that learners can view and download them.

For self-guided learners:

- The resources must be accessed and downloaded by the students
- and prepare to answer the questions included.

Materials for the Activity:

- Activity Slides
 - Handout
 - Worksheet
-

Episode 8

Who Am I?



Instructions for the Activity

For classroom set-ups:

1. The teacher conducts the "Who Am I?" activity and presents the powerpoint presentation
2. The teacher projects the slide on the screen for 15 seconds while the students write their answers on a piece of paper
3. The teacher presents the handout directly from Canva which includes the correct answers and discusses the features of each vocal range
4. Lastly, the teacher conducts a post-activity assessment. The learners answer the worksheet provided.

Post-Activity Assessment

To assess the understanding of the learners, they will need to accomplish the post-activity assessment. Learners are given copies of the worksheets. The learners are asked to check out what their vocal range is using a piano that they own or a virtual piano here. They will begin by determining the lowest note they are capable of singing on the keyboard by finding the middle C (C4) and singing a steady vowel sound like "ah." The learners should be able to match the C4 note to their voice and sing along to each note on the white keys until they achieve the lowest recognized pitch they can maintain. The last note that they can sing comfortably without gasping is their low note. A guide is included in the worksheet to help them determine their vocal range. The learners are also encouraged to look up a song that matches their vocal range and a well-known artist with the same vocal range as theirs.

Episode 8

Who Am I?

Activity Extension



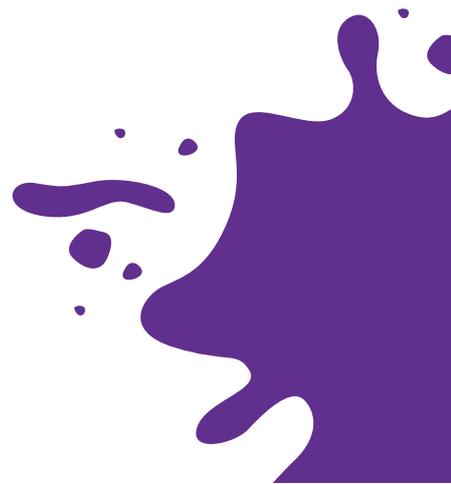
Introduction to Opera
Voice Types (Video)



Children's Choir
(Video)

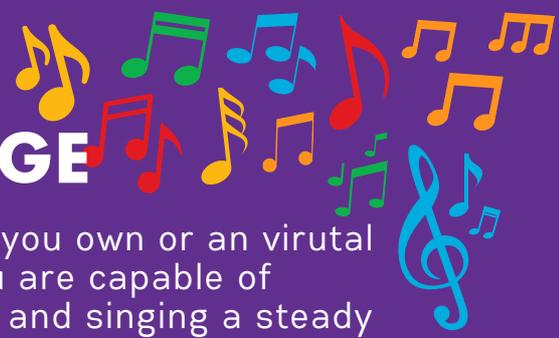


Teen's Choir (Video)



KNOW YOUR VOCAL RANGE

Find out what your vocal range is using a piano that you own or an virtual piano [here](#). Begin by determining the lowest note you are capable of singing on the keyboard by finding the middle C (C4) and singing a steady vowel sound like "ah." Match the C4 note to your voice and sing along to each note on the white keys until you achieve the lowest recognized pitch you can maintain. The last note you can sing comfortably without gasping is your low note. Make sure to write it down.



VOICE TYPE	BASS	BARITONE	TENOR	ALTO	MEZZO SOPRANO	SOPRANO
TOP NOTE	C4	E4	G4	D5	F5	A5
BOTTOM NOTE	E2	G2	B2	F3	A3	C4

1. The highest note I can hit is: _____

2. The lowest note I can hit is: _____

3. My voice type is: _____

4. A song that I can sing perfectly with my voice range is: _____
by _____.

5. A well-known singer with the same voice type is: _____
_____.



Episode 9

Guess the Dance!

Subject Matter: Rhythms and Dance: Promotion and Appreciation of Philippine Folk Dance.

Target Learners: Grade 4 - Grade 6 learners (Ages 9-11)

Time: 30-60 Minutes

Curriculum Codes/MELCs: PE4GS-IIIb-1; PE4RD-IVb-1; PE5RD-IIIb-1; PE5RD-IVb-1; PE6RD-IIIb-1; PE6RD-IVb-1



Summary of the Activity

In this lesson, the learners will engage in an activity called “Guess the Dance!” which will feature Philippine folk dances from the three major islands in the Philippines, namely, Luzon, Visayas, and Mindanao. The activity will be in the form of a four-pics-one-word game. The learners will be presented with a short description of the dance along with four pictures which will serve as clues as to what Philippine folk dance they represent. Learners are required to fill in the missing letters in each item.

Background Information

Dance is embedded in a nation’s culture. The many dances practiced in every country reveal the cultural heritage, art, and character of the people in that nation (Aquino, 1952). As an important component of culture in the Philippines, it is seen as a form of expression, a leisure activity, a kind of entertainment, and a professional career for many Filipinos (Domingo, 2018). The history of Filipino folk dance is not the history of a particular national dance from one or two areas. As there are more than 7,000 islands in the country, one can find a wide range of folk dances that depict indigenous culture and others that are of foreign influences.

Aquino (1952) revealed in her article that the Philippine folk dances have been endangered before. Philippine traditional dances were not included in the Islands' physical education program. There were no books or music on folk dances since none had been written. They were simply passed down from generation to generation, with little variations as they were performed.

Episode 9

Guess the Dance!



Fortunately, it was revived decades after and has been integrated into the education system. However, the threat cannot be disregarded as Western thought and culture continue to penetrate the nation.

Through the activity “Guess the Dance!” learners would get to know the nature, and background of Philippine folk dances. More importantly this activity aims to teach students to appreciate and promote this part of the Filipino culture so that it would further live on.

Learning outcomes

At the end of this activity, the learner must be able to:

1. Identify various Philippine folk dance through pictures;
2. Describe the nature and background of each Philippine folk dance; and
3. Classify Philippine folk dances according to its origin island (Luzon, Visayas, and Mindanao).

Before the Activity

For the teachers:

- Access and review the lessons on Philippine folk dance through the [DepEd curriculum guide](#) included in the [Lesson Toolkit Google Drive folder](#).
- Check for access to the presentation slides for the activity. Make sure that the hyperlinks are working.
- Use the editable file of the activity presentation and handout to add more information or include other types of dance that were not included but are deemed important.

For the self-guided learners

- Learners could review other references.
 - Check out the activity presentation slides and see if they can access it.
 - Explore the activity presentation slides and prepare to answer the questions included.
-

Episode 9

Guess the Dance!

Instructions for the Activity

For the classroom setup:

1. The teacher should access the activity presentation slides in the Lesson Toolkit Google Drive folder or through the presentation link provided.
2. The teacher can flash the presentation slides through a projector screen and facilitate the activity
3. The teachers would read the questions and the choices for each item. They should also allow 10-30 seconds for the learners to think and write their answers.

For self-guided learners:

1. Learners are given access to the activity presentation slides.
2. Review the handout and learn from other references
3. The learners could explore the activity presentation slide on their own using their own gadgets.
4. Refer to the handouts to check for the correct answers in each item.

Post-Activity Assessment

In order to assess and further enrich the understanding of the learners, they will need to accomplish the worksheet "Dancing Roots". In this activity, learners are tasked to research the folk dance of their own province or region. They will draw a key item or clothing used in the dance, or make a collage. After which, they will write a short description or background about the folk dance.



Episode 9

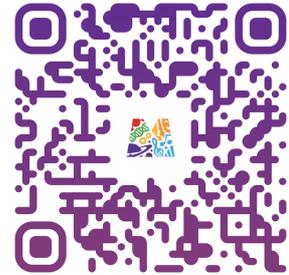
Guess the Dance!



Philippine Barangay Folk
Dance Troupe



Traditional Dance of Leyte
Tinakling, Philippines



Sayaw sa Banga



Idaw · Bayanihan Philippine
Dance Company



Pioneers of Filipino Folk
and Modern Dance



Philippine Dance Research
and Documentation



Filipino Folk Dances



Singkil

DANCING ROOTS!

After learning about the different folk dances in the Philippines, it is time to find out the dances from our own communities!

Look for the folk dance that originates from your province or region. In the box below, you can either draw the key item or clothing used in the dance, OR make a photo collage.



Write a short description about the folk dance from your hometown. You can also include additional information regarding its origin or purpose.

Episode 10

Awitin Mo, I-kwento Ko!



Subject Matter: Theater and Performance and Philippine Contemporary Theatre

Target Learners: Grades 10 (Ages 15-16)

Time: 30-60 mins

Curriculum Codes: A10EL-IVb-4; A10PR-IVd-4; A10EL-IVc-3

Summary of the Activity

The activity for this lesson is called “Awitin Mo, I-Kwento Ko!”. It is a writing exercise based on Freytag’s Pyramid, discussing the five key stages of the narrative structure commonly used in fiction writing. These stages are: (1) exposition, (2) rising action, (3) climax, (4) falling action, and (5) resolution. The learners must associate a song with each key stage, creating a story as they go along with the activity. The teacher will give a specific theme or issue to further help the learners narrow down a list of songs.

Background Information

Philippine theatre as we know it today is not only “an amalgamation of the country’s pre-colonial, colonial, and post-colonial cultures”, but it is also defined by Filipino theatre makers who redefine their artistic identity (Tiatco, 2011, as cited by Delimata, 2013). With different theatre groups staging numerous plays since the 1950s, the Philippine theatre has a rich repertoire of plays that people enjoy. These often discuss societal concerns and issues relevant to the Filipino community (Tabuena, 2021).

This activity aims to introduce the concept of communicating an idea or theme through music, in this case OPM. The learners are to write and create a narrative that correlates with their chosen songs. The learners must be able to connect the key stages of the narrative structure and make the story coherent. The post activity assessment, on the other hand, aims to synthesize the learnings from the activity.

Episode 10

Awitin Mo, I-kwento Ko!



Learning outcomes

At the end of this activity, the learner must be able to:

1. Explain how an idea or theme is communicated in a selected performance through the integration of musical sounds, songs, dialogue and dance;
2. Contribute to the conceptualization of an original performance; and
3. Illustrate how the different elements are used to communicate the meaning.

Before the Activity

For the teachers:

- Check for access to the presentation slides for the activity. Make sure that the hyperlinks are working.
- You can use the editable file of the activity presentation to add more information or include other types of dance that were not included but are deemed important.

For the self-guided learners

- Learners could review other references.
- Check out the activity presentation slides and see if they can access it.
- Explore the activity presentation slides and prepare to answer the questions for the post-activity assessment.

Materials for the Activity

- Powerpoint presentation for the activity
- Supplementary handout (answer key and summary of the lesson)
- Assessment worksheet

Instructions for the activity

For the classroom setup:

1. Access the activity presentation slides in the Lesson Toolkit Google Drive folder or through the presentation link provided.

Episode 10

Awitin Mo, I-kwento Ko!



2. Flash the presentation slides through a projector screen and facilitate the activity. Read the description of the five key stages of the narrative structure according to Freytag's Pyramid and proceed with the activity instructions afterwards.
3. Ask the students for their input during the said activity, and give comments and/or suggestions.

For self-guided learners:

1. Access the activity presentation slides.
2. Explore the activity presentation slide using your gadgets.

Post-activity Assessment:

Learners must "give life" to the story they've written thus far by drawing their main character for the story. The learners should also draw the environment they picture their character lives in (i.e., mimicking stage design).

After designing their character and the character's environment, the students must briefly answer the following questions:

1. Introduce your character as if he/she/they is your close friend.
2. How would you describe the environment they are living in?
3. What is/are the problems/issues that your character may face in their environment?
4. How would you relate these problems/issues to the real world?

Activity Extension



Random Picker
Wheel



Freytag's
Pyramid (Article)



What Makes a
Hero? (Video)



Rated: PG
(Video)

AWITIN MO, I-KWENTO KO!

Now that you have written your own story, it's time to bring it to life! What is your main character like? Is it a human, an animal or an animated object? Where does it live? In the city, forest, under the sea or in outer space?

Draw and design your main character, and the environment it lives in. Be creative and let your imagination run free!



What is/are the problems/issues that your character may face in their environment? How would you relate these issues to the real world?

