

## Describing the Musical Characteristics of Representative Music Selections from Mindanao after Listening;



## REGION VI – WESTERN VISAYAS

## **MUSIC 7**

### **Learning Activity Sheet Quarter 3 – MELC 1: Describe the Musical Characteristics of Representative Music Selections from Mindanao after Listening** **First Edition, 2021**

Published in the Philippines  
By the Department of Education  
Region 6 – Western Visayas

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

This **Learning Activity Sheet** is developed by DepEd Region 6 – Western Visayas.

**ALL RIGHTS RESERVED.** No part of this learning resource may be reproduced or transmitted in any form or by any means electronic or mechanical without written permission from the DepEd Regional Office 6 – Western Visayas.

#### Development Team of Music Activity Sheet

Writer: Aprille Diane V. Bibiano

Layout Artists: Dhessa Mae G. Arino, Mara Jamaica B. Floreno

Division of Cadiz City Management Team:

Ma. Lorlinie M. Ortillo

May P. Pascual

Rona F. de la Torre

Francisco C. Dela Pena, Jr.

Regional Management Team

Ramir B. Uytico

Pedro T. Escobarte Jr.

Elena P. Gonzaga

Donald T. Genine

Athea V. Landar

# ***Introductory Message***

Welcome to MAPEH 7!

The **Learning Activity Sheet** is a product of the collaborative efforts of the Schools Division of Cadiz City and DepEd Regional Office VI - Western Visayas through the Curriculum and Learning Management Division (CLMD). This is developed to guide the learning facilitators (teachers, parents and responsible adults) in helping the learners meet the standards set by the K to 12 Basic Education Curriculum.

The **Learning Activity Sheet** is self-directed instructional materials aimed to guide the learners in accomplishing activities at their own pace and time using the contextualized resources in the community. This will also assist the learners in acquiring the lifelong learning skills, knowledge and attitudes for productivity and employment.

---

## **For learning facilitator:**

The **Music 7 Activity Sheet** will help you facilitate the leaching-learning activities specified in each Most Essential Learning Competency (MELC) with minimal or no face-to-face encounter between you and learner. This will be made available to the learners with the references/links to ease the independent learning.

---

## **For the learner:**

The **Music 7 Activity Sheet** is developed to help you continue learning even if you are not in school. This learning material provides you with meaningful and engaging activities for independent learning. Being an active learner, carefully read and understand the instructions then perform the activities and answer the assessments. This will be returned to your facilitator on the agreed schedule.

## Learning Activity Sheets (LAS) (For Music MOI LA)

Name of Learner: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Section: \_\_\_\_\_

Date: \_\_\_\_\_

### MUSIC 7 ACTIVITY SHEET No. 1

#### I. LEARNING COMPETENCY WITH CODE

Describes the musical characteristics of representative music selections from Mindanao after listening; **MU7MN-IIIa-g-1**

#### II. BACKGROUND INFORMATION FOR LEARNERS

##### Introduction

This quarter is an overview on the music from Mindanao (vocal and instrumental). You will discover the socio-cultural influences and distinct religious beliefs of the people of Mindanao.

##### I. MORO / ISLAMIC MUSIC

##### A. Vocal Music of Mindanao

- The uniqueness of the cultures and their musical practices that make up the larger Islamic society in the Mindanao and Sulu belongs to one single tradition.
- Similarities in vocal styles based on theoretical concepts, functions, and aesthetics.
- Repertoires from culture to culture (and even from village to village).

##### 1. CHANTS – a lyrical rendition of the different improvised text.

*Yakans* do their chantings through solo and counter singing or group singing. Their three famous everyday style of chants are the:

- **Lugu** – chants used in their Qur'an and books they use in their Islam religion
- **Kalangan** – songs used for serenading loved ones
- **Sail/Lunsey** – a chant to be sung by the wife-to-be during the ceremony

Maranao's vocal repertoire:

- a. **Dikker** – sacred song highlighted by quotations from the Qur'an
- b. **Bayok** – semi-generic term for a lyrical rendition of different improvised text

##### 2. LULLABY – a chant-style or chant formula used for rocking a baby to sleep.

- **Yaya** – song of the *Yakans* to put the baby to sleep
- **Bayok** – maranao term for "lullaby"

## II. NON-ISLAMIC

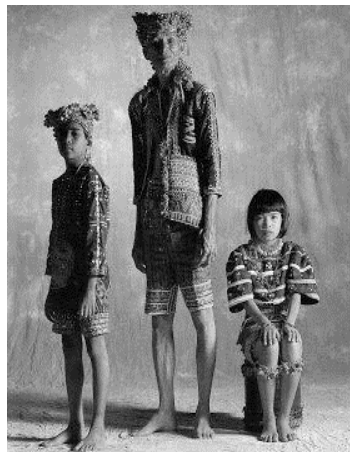
- Migrants/Christians – The people who migrated from Luzon and Visayas (mostly Christians) came to Mindanao during the Philippine Commonwealth under the Americans and in the 1950s and 1960s.
- Moro and *Lumad* music are often featured in Mindanao cultural presentations, the people who migrated from Luzon and Visayas brought along their own culture. Even though they still have family ties in Luzon and Vsayas, they are evolving into their own Mindanao identity.

### ***Lumad***

- a group of indigenous people of the Southern Philippines.
- a Cebuano term meaning native or indigenous, short for *Katawhang Lumad*
- Known as Non-Muslim and Non-Christians, the orientation of their cultural developments appears to be toward the Muslim groups.



T'boli



Bagobo



Yakan

Did you know that...

the rich musical culture of T' Boli of South Cotabato is not meant for entertainment only? Their tribal songs serve as a living contact with their ancestors and a source of ancient wisdom.

## III. EXERCISES/ACTIVITIES

### **Activity 1: Music Listening**

- Maguindanao Bangsamoro: Vocal and Culture and Tradition  
<https://www.youtube.com/watch?v=XCTobmUWuuQ>

What do you think is the message of the music?

---

---

---

---

- T' Boli Music Instruments

[https://youtube.com/watch?v=DMPghFac\\_U&feature=share](https://youtube.com/watch?v=DMPghFac_U&feature=share)

How were the musical instruments used in bringing about the message?

---

---

---

---

#### **IV. REFLECTION**

Describe the distinguishing characteristics of the music of Mindanao in relation to their history and culture.

---

---

---

---

## **V. REFERENCE FOR THE LEARNERS**

Rosenberger, Ledda G., et.al., 2017 *Music and Arts Learner's Material 7, First Edition*, Meralcon Avenue, Pasig City

Website/Sources:

Filipinas Heritage Library (n.d) The Lumad of Mindanao retrieved February 25, 2015 (The Lumad of Mindanao)

<https://images.app.goo.gl/yepu7fg7J1szsP3V7>

<https://images.app.goo.gl/X4wnLJBq1DnhigSi6>

<https://images.app.goo.gl/AN78WsdAaNG5W2z78>

## **VI. ANSWER KEY**

Activity 1: Answer may vary