

**K to 12 BASIC EDUCATION CURRICULUM**  
**GRADE 1**  
 ELEMENTS OF MUSIC

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>FIRST QUARTER</b>					
<b>I. RHYTHM</b>  1. Distinction Between Sound and Silence 2. Steady Beats 3. Simple Rhythmic Patterns 4. Ostinato	demonstrates basic understanding of sound, silence and rhythm	responds appropriately to the pulse of the sounds heard and performs with accuracy the rhythmic patterns	1. identifies the difference between <i>sound</i> and <i>silence</i> accurately	<b>MU1RH-Ia-1</b>	Pilot School MTB-MLE
			2. relates images to sound and silence within a rhythmic pattern	<b>MU1RH-Ib-2</b>	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.3-8
			3. performs <i>echo clapping</i>	<b>MU1RH-Ib-3</b>	Pilot School MTB-MLE
			4. maintains a steady beat when chanting, walking, tapping, clapping, and playing musical instruments	<b>MU1RH-Ic-4</b>	Pilot School MTB-MLE
			5. claps, taps, chants, walks and plays musical instruments with accurate rhythm in response to sound <ul style="list-style-type: none"> <li>o in groupings of 2s</li> <li>o in groupings of 3s</li> <li>o in groupings of 4s</li> </ul>	<b>MU1RH-Ic-5</b>	Pilot School MTB-MLE
			6. creates simple ostinato patterns in groupings of 2s, 3s, and 4s through body movements	<b>MU1RH-Id-e-6</b>	Pilot School MTB-MLE Music, Arts, Physical

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<b>I. RHYTHM</b>  1. Distinction Between Sound and Silence 2. Steady Beats 3. Simple Rhythmic Patterns 4. Ostinato	demonstrates basic understanding of sound, silence and rhythm	responds appropriately to the pulse of the sounds heard and performs with accuracy the rhythmic patterns			Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.25-31
			7. performs simple ostinato patterns on other sound sources including body parts	<b>MU1RH-If-g-7</b>	Pilot School MTB-MLE
			8. plays simple ostinato patterns on classroom instruments 8.1 sticks, drums, triangles, nails, coconut shells, bamboo, empty boxes, etc.	<b>MU1RH-Ih-8</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.32-33
<b>SECOND QUARTER</b>					
<b>II. MELODY</b>  1. Pitch 2. Simple Melodic Patterns	demonstrates basic understanding of pitch and simple melodic patterns	responds accurately to high and low tones through body movements, singing, and playing other sources of sounds	1. identifies the pitch of a tone as high or low	<b>MU1ME-IIa-1</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.43-45
			2. matches the correct pitch of tones with other sound sources	<b>MU1ME-IIb-2</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.47-50
			3. sings simple melodic patterns 3.1 ( so –mi, mi –so, mi – re-do)	<b>MU1ME-IIb-3</b>	Pilot School MTB-MLE
			4. matches the melody of a song with the correct pitch vocally	<b>MU1ME-IIc-4</b>	Pilot School MTB-MLE  Music, Arts, Physical

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<b>II. MELODY</b>  1. Pitch 1. Simple Melodic Patterns	demonstrates basic understanding of pitch and simple melodic patterns	responds accurately to high and low tones through body movements, singing, and playing other sources of sounds	4.1 greeting songs 4.2 counting songs 4.3 action songs		Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.52-55
			5. sings in pitch 5.1 rote singing 5.2 greeting songs 5.3 counting songs 5.4 echo singing	<b>MU1ME-IIc-5</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.52-55
<b>III. FORM</b>  1. Musical Lines 2. Beginnings and Endings in Music 3. Repeats in Music	demonstrates basic understanding of the concepts of musical lines, beginnings and endings in music, and repeats in music	responds with precision to changes in musical lines with body movements	6. identifies with body movements the 6.1 beginnings 6.2 endings 6.3 repeats of a recorded music example	<b>MU1FO-IIId-1</b>	Pilot School MTB-MLE
			7. identifies similar or dissimilar musical lines with the use of: 7.1 body movements 7.2 geometric shapes or objects	<b>MU1FO-IIe-2</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.72-76
			8. relates basic concepts of musical forms to geometric shapes to indicate understanding of: 8.1 same patterns 8.2 different patterns	<b>MU1FO-IIf-3</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.72-76
			9. chooses the exact geometric shapes that correspond to musical form	<b>MU1FO-IIg-h-4</b>	Pilot School MTB-MLE

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<b>THIRD QUARTER</b>					
<b>IV. TIMBRE</b>  1. Quality of Sound in Music 2. Distinction Between Speaking and Singing	demonstrates understanding of the basic concepts of timbre	distinguishes accurately the different sources of sounds heard and be able to produce a variety of timbres	1. identifies the source of sounds 1.1 wind, wave, swaying of the trees, animal sounds, sounds produced by machines, transportation, through body movements	<b>MU1TB-IIIa-1</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.97-102
			2. responds appropriately to differences in sounds heard through body movement	<b>MU1TB-IIIa-2</b>	Pilot School MTB-MLE
			3. replicates the sounds heard from different sources	<b>MU1TB-IIIb-3</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.103-106
			4. uses voice and other sources of sound to produce a variety of timbres	<b>MU1TB-IIIb-4</b>	Pilot School MTB-MLE
<b>V. DYNAMICS</b>  1. Volume of Sound in Music 2. Distinction Between Loudness and Softness in Music	demonstrates understanding of the basic concepts of dynamics	creatively interprets with body movements the dynamic levels to enhance poetry, chants, drama, and musical stories	5. demonstrates dynamic changes with movements	<b>MU1DY-IIIc-1</b>	Pilot School MTB-MLE
			6. uses the terms <i>loud</i> and <i>soft</i> to identify volume changes	<b>MU1DY-IIIc-2</b>	Pilot School MTB-MLE
			7. relates the concepts of dynamics to the movements of animals 7.1 elephant walk – loud 7.2 tiny steps of a mouse – soft	<b>MU1DY-IIIc-3</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.132-134
			8. interprets with body movements the dynamics of a song	<b>MU1DY-IIIe-f-4</b>	Pilot School MTB-MLE  Music, Arts, Physical

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<b>V. DYNAMICS</b>  1. Volume of Sound in Music 2. Distinction Between Loudness and Softness in Music	demonstrates understanding of the basic concepts of dynamics	creatively interprets with body movements the dynamic levels to enhance poetry, chants, drama, and musical stories	8.1 small movement – soft 8.2 big movement –loud		Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.132-134
			9. applies the concepts of dynamic levels to enhance poetry, chants, drama, and musical stories 9.1 small movement – soft 9.2 big movement – loud	<b>MU1DY-IIIg-h-5</b>	Pilot School MTB-MLE
<b>FOURTH QUARTER</b>					
<b>VI. TEMPO</b>  1. Speed of Sound In Music 2. Distinction Between Fastness and Slowness in Music	demonstrates understanding of the basic concepts of tempo	performs with accuracy varied tempi through movements or dance steps to enhance poetry, chants, drama, and musical stories	1. mimics animal movements 1.1 horse – fast 1.2 carabao – slow	<b>MU1TP-IVa-1</b>	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.143-145
			2. demonstrates the basic concepts of tempo through movements	<b>MU1TP-IVa-2</b>	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.137-140
			3. responds to varied tempo with movements or dance steps 3.1 slow movement with slow music 3.2 fast movement with fast music	<b>MU1TP-IVb-3</b>	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.137-140
			4. relates tempo changes to movements	<b>MU1TP-IVb-4</b>	Pilot School MTB-MLE
			5. uses varied tempo to enhance poetry, chants, drama, and musical stories	<b>MU1TP-IVc-5</b>	Pilot School MTB-MLE

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<b>VII. TEXTURE</b>  1. Distinction Between Thinness and Thickness in Music 2. Single Melodic Line or Simultaneous Occurrence of Multiple Melodic Lines	demonstrates understanding of the basic concepts of texture	sings songs to involve oneself and experience the concept of texture	6. identify sounds alone, sounds together	<b>MU1TX-IVd-1</b>	Pilot School MTB-MLE
			7. demonstrates awareness of texture by using visual images	<b>MU1TX-IVe-2</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.154-159
			8. distinguishes accurately between single musical line and multiple musical lines which occur simultaneously in a given song	<b>MU1TX-IVf-3</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.160-162
			9. demonstrates the concept of texture by singing two-part round 9.1 Are You Sleeping, Brother John? 9.2 Row, Row, Row Your Boat	<b>MU1TX-IVg-h-4</b>	Pilot School MTB-MLE  Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.160-162

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### GLOSSARY

<b>Accent</b>	emphasis/stress on a note, making it louder than the other notes
<b>Accelerando</b>	becoming faster
<b>Aerophone</b>	Any musical instrument that produces sound primarily by causing a body of air to vibrate, without the use of strings or membrane.
<b>Allegro</b>	fast
<b>Alto</b>	female voice of low range
<b>Alternative music</b>	A type of rock music that originated from the 1980s.
<b>Andante</b>	moderately slow, walking pace
<b>Angklung</b>	An instrument, originally from Indonesia, made of two bamboo tubes attached to a bamboo frame.
<b>Art song</b>	A vocal musical composition usually written for one voice with piano accompaniment.
<b>Ballad</b>	A slow or sentimental romantic song.
<b>Ballet</b>	An artistic dance form performed to music, using precise and highly formalized set steps and gestures.
<b>Barline</b>	a vertical line that divides the staff into measures
<b>Bass</b>	male voice of low range
<b>Beat</b>	regular, recurrent pulsation that divides music into equal units of time
<b>Bebop</b>	Jazz music with complex harmony and rhythms
<b>Big band</b>	A large group of musicians playing jazz or dance music with improvised solos by lead players.
<b>Binary Form</b>	a song or composition with two basic parts or ideas
<b>Blues</b>	A musical style originating from African-Americans and is typically in a twelve-bar sequence; expresses sadness or depression.
<b>Bodabil</b>	A genre of various entertainment composed of song, dance, comedy routines, magic acts, and chorus girls.
<b>Bossa Nova</b>	A style of Brazilian music derived from samba but placing more emphasis on melody and less on percussion.
<b>Cha-cha</b>	A ballroom dance with small steps and swaying hip movements, performed to a Latin American rhythm.
<b>Chance music</b>	Music created by chance and its realization is left to the performer.

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<b>Chord</b>	combination of three or more tones sounded together
<b>Chordophone</b>	Any musical instrument that produces sound primarily by vibrating strings.
<b>Clef</b>	symbol placed at the beginning of the staff to show the exact pitch of each line and space
<b><i>Concerto</i></b>	Musical composition for a solo instrument accompanied by an orchestra.
<b><i>Concerto Grosso</i></b>	Musical composition for a group of solo instruments accompanied by an orchestra.
<b>Crescendo</b>	gradually getting louder
<b>Cumbia</b>	Dance music similar to salsa.
<b>Da Capo</b>	repeat from the beginning; an indication usually meaning that the opening section of a piece is to be repeated after the middle section
<b>Decrescendo</b>	gradually softer
<b>Descant</b>	an independent treble melody or counterpoint usually sung or played above a basic melody
<b>Disco</b>	Dance music typically soul-influenced and melodic with a regular bass beat popularized in the late 1970s.
<b>Dynamics</b>	degrees of loudness and softness in music
<b>Electronic music</b>	Music that employs electronic musical instruments and technology in production.
<b>Expressionism</b>	A style which the maker seeks to express the inner world of emotion rather than external reality.
<b>Flat Sign (b)</b>	a symbol that notates the pitch of a note a half step lower
<b>Folksongs</b>	songs handed down from generation to generation
<b>Form</b>	organization of musical ideas in time; structure of a musical composition
<b>Forte (f)</b>	loud
<b>Fortissimo (ff)</b>	very loud
<b>Foxtrot</b>	A ballroom dance with uneven rhythm of alternating slow and quick steps.
<b>Fugue</b>	A contrapuntal composition in which a short melody or phrase is introduced by one part and successively taken up by others; developed by the interweaving of the various parts.



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<b><i>Gamelan</i></b>	Indonesian musical ensemble featuring a variety of metallophones (instruments made of metal and played by hitting or striking).
<b><i>Gangsa Ensemble</i></b>	An instrumental ensemble that uses metallophones
<b>Grand Staff</b>	combination of the treble and bass staves, used to encompass the wide range of pitches
<b>Harmony</b>	the pleasing sound produced when three or more tones are blended simultaneously
<b>Homophonic Texture</b>	refers to a melody sung or played with chord accompaniment e.g. guitar or piano
<b>Idiophones</b>	A musical instrument that creates sound through its own vibration, without the use of any strings or membrane.
<b>Impressionism</b>	A style or movement that depicts the visual impression of the moment, especially in terms of the shifting effect of light and color.
<b>Interval</b>	distance in pitch between two tones
<b>J-Pop</b>	Japanese popular music.
<b>Jazz</b>	Music originated from African-American people characterized by improvisation, syncopation, and usually a regular or forceful rhythm.
<b>K-Pop</b>	Korean popular music.
<b><i>Kabuki</i></b>	Traditional Japanese theater performance.
<b>Key Signature</b>	sharp or flat signs immediately following the clef sign at the beginning of a piece of music, indicating the key in which the music is to be played
<b>Key (tonality)</b>	central note, scale and chord within a piece, in relationship to which all other tones in the composition are heard
<b>Keynote</b>	central tone of a melody or piece of music e.g. when a piece is in the Key of C Major, C is the keynote
<b><i>Kulintang</i></b>	A set of gongs usually played by ensembles in Mindanao.
<b>Largo</b>	very slow
<b>Ledger Lines</b>	short, horizontal lines above or below the staff, used to indicate a pitch that falls above or below the range indicated by the staff
<b>Liturgical music</b>	Music composed for and played during liturgical celebrations and worship.
<b><i>Lumad</i></b>	Means “native” or “indigenous”.
<b>Madrigal</b>	Music for several voices with elaborate counterpoint; was popular during the Renaissance Period.
<b><i>Maracatu</i></b>	A musical style from Brazil.


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<b>Measure</b>	the space between two barlines, containing a fixed number of beats
<b>Medieval</b>	Term that refers to the “Middle Ages”.
<b>Melody</b>	the line of music that moves up and down in succession; series of single tones that add up to a recognizable whole
<b>Melodic Contour</b>	the upward and downward direction of the notes
<b>Melodic Pattern</b>	the combination of repeated, similar and contrasting figures, motives and phrases
<b>Melodic Ostinato</b>	group of tones used to accompany a tone or a melody
<b>Membranophone</b>	Any musical instrument that produces sound primarily by a vibrating stretched membrane.
<b>Meter</b>	organization of beats into regular groups
<b>Mezzo piano (<i>mp</i>)</b>	moderately soft
<b>Mezzo forte (<i>mf</i>)</b>	moderately loud
<b>Moderato</b>	moderate tempo
<b>Monophonic Texture</b>	single melodic line without accompaniment
<b>Motive</b>	fragment of a theme, or short musical idea which is developed within a composition; refers to a short melody sung or played which can identify a musical composition
<b>Musical Texture</b>	refers to the relationship of melodic and harmonic elements in music which produces qualities of thickness and thinness, heaviness or lightness of a melody or sound produced
<b><i>Musikong Bumbong</i></b>	An instrumental marching band that uses bamboo instruments.
<b>Natural Sign</b>	symbol used to cancel a previous sharp or flat sign
<b>Notation</b>	system of writing down music so that specific pitches and rhythms can be conveyed
<b>Note</b>	symbol used to indicate pitch
<b>Opera</b>	A dramatic work in one or more acts set to music for singers and instrumentalists.
<b><i>Oratorio</i></b>	A large-scale musical work for orchestra and voices, usually narrative and typically on a sacred theme.
<b>Ostinato</b>	motive or phrase that is repeated persistently at the same pitch

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<b><i>Pangkat Kawayan</i></b>	An instrumental ensemble that uses different kinds of bamboo instruments.
<b><i>Pasa doble</i></b>	A fast-paced ballroom dance based on the Latin American style of marching.
<b>Peking Opera</b>	Traditional Chinese theater performance.
<b>Pentatonic Scale</b>	a five-tone scale, used in folk music and music of the Far East
<b>Phrase</b>	musical statements that express meaning or ideas
<b>Piano (<i>p</i>)</b>	soft
<b>Pianissimo (<i>pp</i>)</b>	very soft; as softly as possible
<b><i>Pinpeat</i></b>	A Cambodian instrumental ensemble.
<b><i>Piphat</i></b>	A Thai instrumental ensemble which features wind and percussion instruments.
<b>Pitch</b>	relative highness or lowness of a sound
<b>Pitch Range</b>	distance between the highest and lowest tones that a given voice or instrument can produce
<b>Polyphonic Texture</b>	refers to a musical composition with two or more independent melodies sung or played to create a harmonious effect
<b>Program music</b>	Music that is intended to evoke images or to convey the impression of events.
<b>Ragtime</b>	A kind of music which evolved with syncopated melodic line and regularly accented accompaniment.
<b>Reggae</b>	A style of music originally from Jamaica and popularized in the 1960s.
<b>Renaissance</b>	Term that refers to the revival of European art under the influence of Classical Models.
<b>Rest</b> 	a symbol that indicates the duration of silence in music
<b>Rhythm</b>	ordered flow of music through time; the pattern of durations of notes and silences in music
<b>Rhythmic Pattern</b>	combinations of long and short sounds, notes and rests
<b>Ritardando</b>	becoming slower
<b>Rock and roll</b>	Popular dance music from the 1950s characterized by heavy beats and simple melodies.
<b><i>Rondalla</i></b>	An instrumental ensemble that usually consists of musicians playing banduria, octavina, laud, guitar and double bass.

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<b>Round</b>	form of music wherein a melody change from a single-voiced texture to a many-voiced texture; each voice enters in succession; the effect is that of weaving a new and richer rhythmic and harmonic texture
<b>Rumba</b>	A rhythmic dance with Spanish and African elements originally from Cuba.
<b>Sacred music</b>	Music that promotes devotion and faith.
<b>Sarsuela</b>	A musical stage performance popularized in the Philippines during the Spanish colonization.
<b>Saung gauk</b>	An arched harp used in Myanmar.
<b>Scale</b>	series of pitches arranged in ascending or descending order
<b>Secular music</b>	Music for non-religious purposes.
<b>Sharp Sign</b>	symbol that notates the pitch of a note a half step higher
<b>Sonata</b>	A composition for an instrumental soloist, often with a piano accompaniment, typically in several movements with one or more in sonata form.
<b>Sonata-allegro form</b>	A large-scale musical structure popularly used during the middle of the 18 <sup>th</sup> century.
<b>Soprano</b>	female voice of high range
<b>Soul</b>	Musical style that incorporates rhythm and blues and gospel music popularized by African-American people.
<b>Sound</b>	vibrations which are transmitted, usually through air, to the eardrum, which sends impulses to the brain
<b>Staff</b>	a set of five lines and four spaces where notes are positioned or placed
<b>Symphony</b>	An elaborate musical composition for full orchestra, typically in four movements, at least one of which is in sonata form.
<b>Tango</b>	A ballroom dance originating from Buenos Aires, characterized by marked rhythms and postures and abrupt pauses.
<b>Tempo</b>	rate of speed in music
<b>Tenor</b>	male voice of high range
<b>Timbre</b>	quality of sound that distinguishes one instrument or one voice from another
<b>Time Signature</b>	two numbers, one above the other, appearing at the beginning of a staff or the start of a piece, indicating the meter of a piece; the number above refers to the number of beats per measure and the number below represents the kind of note getting one beat.
<b>Tone</b>	sound that has a definite pitch or frequency

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<b>Triad</b>	the most basic type of chord, consisting of three alternate tones of the scale e.g. <i>do, mi, so</i>
<b><i>Troubadour</i></b>	Street musicians singing of love during the Medieval Period.
<b>Unison</b>	performance of a single melodic line by more than one instrument or voice at the same pitch
<b><i>Wayang Kulit</i></b>	Indonesian puppet shadow theater.

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CODE BOOK LEGEND**

**Sample: MU7FT-IVe-h-6**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Music	<b>MU7</b>
	Grade Level	Grade 7	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Theatrical Forms	<b>FT</b>
			<b>-</b>
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Fourth Quarter	<b>IV</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week five to eight	<b>e-h</b>
<b>Arabic Number</b>	Competency	Describes how a specific idea or story is communicated through music in a particular Philippine musical theater	<b>6</b>

DOMAIN/ COMPONENT	CODE
Rhythm	RH
Melody	ME
Form	FO
Timbre	TB
Dynamics	DY
Tempo	TP
Texture	TX
Harmony	HA
Music of Luzon	LU
Music of Cordillera, Mindoro, Palawan, and the Visayas	LV
Music of Mindanao	MN
Theatrical Forms	FT
Music of southeast asia	SE
Music of South Asia and Middle East	WS
Traditional Asian Theater Music	TH
Music of the medieval period	MRB
Music of the classical period	CL
Instrumental music of the romantic period	RO
Vocal Music of the Romantic Period	OP
20 <sup>th</sup> Century	TC
Afro-latin and popular music	AP
Contemporary Philippine music	CM
Multimedia forms	MM

## K to 12 BASIC EDUCATION CURRICULUM REFERENCES

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