

K to 12 BASIC EDUCATION CURRICULUM
GRADE 2
ELEMENTS OF MUSIC

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER					
I. RHYTHM 1. Distinction Between Sound and Silence 2. Steady Beats 3. Simple Rhythmic Patterns 4. Ostinato	demonstrates basic understanding of sound, silence and rhythmic patterns and develops musical awareness while performing the fundamental processes in music	responds appropriately to the pulse of sounds heard and performs with accuracy the rhythmic patterns in expressing oneself	1. distinguishes aurally and visually between sound and silence	MU2RH-Ia-1	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.3-8
			2. relates visual images to sound and silence within a rhythmic pattern	MU2RH-Ib-2	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.3-8
			3. replicates a simple series of rhythmic sounds (i.e. echo clapping)	MU2RH-Ib-3	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.21-24
			4. maintains a steady beat when chanting, walking, tapping, clapping, and playing musical instruments	MU2RH-Ic-4	Pilot School MTB-MLE
			5. claps the written stick notation to show steady beats 5.1 divides the stick notations into measures of 2s, 3s and 4s to show rhythmic patterns	MU2RH-Ic-5	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al,

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I. RHYTHM 1. Distinction Between Sound and Silence 2. Steady Beats 3. Simple Rhythmic Patterns 4. Ostinato	demonstrates basic understanding of sound, silence and rhythmic patterns and develops musical awareness while performing the fundamental processes in music	responds appropriately to the pulse of sounds heard and performs with accuracy the rhythmic patterns in expressing oneself	6. creates simple ostinato patterns in measures of 2s, 3s, and 4s with body movements	MU2RH-Id-e-6	2013 pp.25-31 Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.25-31
			7. writes stick notation on the board to represent the sound heard	MU2RH-If-g-7	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.22
			8. plays simple ostinato patterns on classroom instruments 8.1 sticks, drums, triangles, nails, coconut shells, bamboo, empty boxes, etc.	MU2RH-Ih-8	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.32-33
SECOND QUARTER					
II. MELODY 1. Pitch 2. Simple Melodic Patterns	demonstrates basic understanding of pitch and simple melodic patterns	performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments	1. identifies the pitch of tones as 1.1 high 1.2 low 1.3 higher 1.4 lower	MU2ME-IIa-1	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.39-42
			2. responds to ranges of pitch through body movements, singing, and playing sources of sounds	MU2ME-IIa-2	Pilot School MTB-MLE Music, Arts, Physical Education and

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II. MELODY 1. Pitch 2. Simple Melodic Patterns	demonstrates basic understanding of pitch and simple melodic patterns	performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments			Health 2.Illagan, Amelia M. et.al, 2013 pp.43-44
			3. demonstrates high and low pitches through singing or playing musical instruments	MU2ME-IIb-3	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.42-45, 47-50
			4. sings the following songs with accurate pitch: 4.1 wrote songs 4.2 echo songs 4.3 simple children’s melodies	MU2ME-IIb-4	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.52-55
			5. echoes simple melodic patterns through singing or humming	MU2ME-IIc-5	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.54-55
			6. demonstrates the melodic contour with movement	MU2ME-IIc-6	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.57-58
			7. demonstrates the melodic contour through 1.7 body staff 1.8 writing the melodic line “on	MU2ME-IIc-7	Pilot School MTB-MLE Music, Arts, Physical

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II. MELODY 1. Pitch 2. Simple Melodic Patterns	demonstrates basic understanding of pitch and simple melodic patterns	performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments	the air” 1.9 line notation		Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.58-62
			8. relates visual imagery to melodic patterns	MU2ME-IIc-8	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.63-65
III. FORM 1. Musical Lines 2. Beginnings and Endings in Music 3. Repeats in Music	demonstrates understanding of the basic concepts of musical form	performs a song, chosen from among the previously learned songs that shows the basic concepts of musical lines, beginnings, endings and repeats through body movement, vocal sounds, and instrumental sounds	9. identifies the beginning and ending of a song	MU2FO-IIId-1	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.78-82
			10. demonstrates the beginning and ending of a song with 10.1 movements 10.2 vocal sounds 10.3 instrumental sounds	MU2FO-IIId-2	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.78-82
			11. identifies musical lines as 11.1 similar 11.2 dissimilar with movements and with the use geometric shapes or objects	MU2FO-IIe-3	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.72-76
			12. demonstrates repeated musical lines with movements	MU2FO-IIe-4	Pilot School MTB-MLE Music, Arts, Physical

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
IV. TIMBRE 1. Quality of Sound in Music 2. Introduction to Voice Production 3. Differentiation in Sound Quality 4. Introduction to Musical Instruments	demonstrates understanding of the basic concepts of timbre	determines accurately the sources of sounds heard, and produce sounds using voice, body, and objects, and be able to sing in accurate pitch			Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.112-115
			5. sings songs with accurate pitch and pleasing vocal quality	MU2TB-IIIc-5	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.121-122
			6. produces sounds using voice, body, and objects to enhance a given story	MU2TB-III d-6	Pilot School MTB-MLE
V. DYNAMICS 1. Volume of Sound in Music 2. Distinction Between Loudness and Softness in Music	demonstrates understanding of the basic concepts of dynamics	creatively applies changes in dynamics to enhance rhymes, chants, drama, and musical stories	7. interprets through body movements the dynamics of a song	MU2DY-IIIc-1	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.132-139
			8. distinguishes between "loud", "louder", "soft" and "softer" in music	MU2DY-IIIc-2	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2.Illagan, Amelia M. et.al, 2013 pp.132-134
			9. relates movements of animals to dynamics E.g. elephant walking – loud dog walking – medium tiny steps of a mouse - soft	MU2DY-IIIc-3	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.132-134
			10. uses the words loud, louder,	MU2DY-IIIc-4	Pilot School MTB-

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V. DYNAMICS 1. Volume of Sound in Music 2. Distinction Between Loudness and Softness in Music	demonstrates understanding of the basic concepts of dynamics	creatively applies changes in dynamics to enhance rhymes, chants, drama, and musical stories	soft, softer – to identify variations in volume		MLE
			11. replicates “loud,” “medium,” and “soft” with voice or with instruments	MU2DY-III d,e,h-5	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.130-131
			12. sings a given song with appropriate dynamics		MU2DY-III f-h-6
FOURTH QUARTER					
VI. TEMPO 1. Speed of Sound In Music 2. Distinction Between Fastness and Slowness in Music	demonstrates understanding of the basic concepts of tempo	uses varied <i>tempo</i> enhance rhymes, chants, drama, and musical stories	1. mimics animal movements 1.1 horse – fast 1.2 carabao – moderate 1.3 turtle – slow	MU2TP-IV a-1	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.143-145
			2. responds to the accurate tempo of a song as guided by the hand signal of the teacher E.g. <i>The teacher’s slow hand movement means “slow”, while fast hand movement means “fast”.</i>		MU2TP-IV a-2
			3. demonstrates changes in tempo with movements	MU2TP-IV a-3	
			4. responds to variations in		MU2TP-IV b-4

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VI. TEMPO 1. Speed of Sound In Music 2. Distinction Between Fastness and Slowness in Music	demonstrates understanding of the basic concepts of tempo	uses varied <i>tempo</i> enhance rhymes, chants, drama, and musical stories	tempo with dance steps 4.1 slow movement with slow music 4.2 s music		Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.137-140
			5. distinguishes "slow," "slower," "fast," and "faster" in recorded music with voice or with instruments	MU2TP-IVb-5	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.137-140
			6. uses the terms "fast," "faster," "slow," and "slower" to identify variations in tempo	MU2TP-IVb-6	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.145
			7. replicates "slow," "slower," "fast," and "faster" with voice or with instruments	MU2TP-IVc-7	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.137-140
VII. TEXTURE 1. Single Melodic Line or Simultaneous Occurrence of Multiple Melodic Lines 2. Distinction Between Thinness and Thickness in Music	demonstrates understanding of the basic concepts of texture	distinguishes accurately between single musical line and multiple musical lines which occur simultaneously in a given song	8. identifies musical texture with recorded music E.g. 8.1 melody with single instrument or voice 8.2 single melody with accompaniment 8.3 two or more melodies sung or played together at the	MU2TX-IVd-f-1	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.151-152

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VII. TEXTURE 1. Single Melodic Line or Simultaneous Occurrence of Multiple Melodic Lines 2. Distinction Between Thinness and Thickness in Music	demonstrates understanding of the basic concepts of texture	distinguishes accurately between single musical line and multiple musical lines which occur simultaneously in a given song	same time		
			9. shows awareness of texture by relating visual images to recorded or performed music	MU2TX-IVd-f-2	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.154-159
			10. distinguishes between single musical line and multiple musical lines which occur simultaneously	MU2TX-IVd-f-3	Pilot School MTB-MLE Music, Arts, Physical Education and Health 2. Illagan, Amelia M. et.al, 2013 pp.156-161
			11. distinguishes between thinness and thickness of musical sound in recorded or performed music	MU2TX-IVg-h-4	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

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

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Chord	combination of three or more tones sounded together
Chordophone	Any musical instrument that produces sound primarily by vibrating strings.
Clef	symbol placed at the beginning of the staff to show the exact pitch of each line and space
<i>Concerto</i>	Musical composition for a solo instrument accompanied by an orchestra.
<i>Concerto Grosso</i>	Musical composition for a group of solo instruments accompanied by an orchestra.
Crescendo	gradually getting louder
Cumbia	Dance music similar to salsa.
Da Capo	repeat from the beginning; an indication usually meaning that the opening section of a piece is to be repeated after the middle section
Decrescendo	gradually softer
Descant	an independent treble melody or counterpoint usually sung or played above a basic melody
Disco	Dance music typically soul-influenced and melodic with a regular bass beat popularized in the late 1970s.
Dynamics	degrees of loudness and softness in music
Electronic music	Music that employs electronic musical instruments and technology in production.
Expressionism	A style which the maker seeks to express the inner world of emotion rather than external reality.
Flat Sign (b)	a symbol that notates the pitch of a note a half step lower
Folksongs	songs handed down from generation to generation
Form	organization of musical ideas in time; structure of a musical composition
Forte (f)	loud
Fortissimo (ff)	very loud
Foxtrot	A ballroom dance with uneven rhythm of alternating slow and quick steps.
Fugue	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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<i>Gamelan</i>	Indonesian musical ensemble featuring a variety of metallophones (instruments made of metal and played by hitting or striking).
<i>Gangsa Ensemble</i>	An instrumental ensemble that uses metallophones
Grand Staff	combination of the treble and bass staves, used to encompass the wide range of pitches
Harmony	the pleasing sound produced when three or more tones are blended simultaneously
Homophonic Texture	refers to a melody sung or played with chord accompaniment e.g. guitar or piano
Idiophones	A musical instrument that creates sound through its own vibration, without the use of any strings or membrane.
Impressionism	A style or movement that depicts the visual impression of the moment, especially in terms of the shifting effect of light and color.
Interval	distance in pitch between two tones
J-Pop	Japanese popular music.
Jazz	Music originated from African-American people characterized by improvisation, syncopation, and usually a regular or forceful rhythm.
K-Pop	Korean popular music.
<i>Kabuki</i>	Traditional Japanese theater performance.
Key Signature	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
Key (tonality)	central note, scale and chord within a piece, in relationship to which all other tones in the composition are heard
Keynote	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
<i>Kulintang</i>	A set of gongs usually played by ensembles in Mindanao.
Largo	very slow
Ledger Lines	short, horizontal lines above or below the staff, used to indicate a pitch that falls above or below the range indicated by the staff
Liturgical music	Music composed for and played during liturgical celebrations and worship.
<i>Lumad</i>	Means “native” or “indigenous”.
Madrigal	Music for several voices with elaborate counterpoint; was popular during the Renaissance Period.
<i>Maracatu</i>	A musical style from Brazil.

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

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

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Round	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
Rumba	A rhythmic dance with Spanish and African elements originally from Cuba.
Sacred music	Music that promotes devotion and faith.
Sarsuela	A musical stage performance popularized in the Philippines during the Spanish colonization.
Saung gauk	An arched harp used in Myanmar.
Scale	series of pitches arranged in ascending or descending order
Secular music	Music for non-religious purposes.
Sharp Sign	symbol that notates the pitch of a note a half step higher
Sonata	A composition for an instrumental soloist, often with a piano accompaniment, typically in several movements with one or more in sonata form.
Sonata-allegro form	A large-scale musical structure popularly used during the middle of the 18 th century.
Soprano	female voice of high range
Soul	Musical style that incorporates rhythm and blues and gospel music popularized by African-American people.
Sound	vibrations which are transmitted, usually through air, to the eardrum, which sends impulses to the brain
Staff	a set of five lines and four spaces where notes are positioned or placed
Symphony	An elaborate musical composition for full orchestra, typically in four movements, at least one of which is in sonata form.
Tango	A ballroom dance originating from Buenos Aires, characterized by marked rhythms and postures and abrupt pauses.
Tempo	rate of speed in music
Tenor	male voice of high range
Timbre	quality of sound that distinguishes one instrument or one voice from another
Time Signature	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.
Tone	sound that has a definite pitch or frequency

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

**K to 12 BASIC EDUCATION CURRICULUM
CODE BOOK LEGEND**

Sample: MU7FT-IVe-h-6

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

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 th 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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