

K to 12 BASIC EDUCATION CURRICULUM
GRADE 3
 ELEMENTS OF MUSIC

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER					
I. RHYTHM 1. Sound and Silence 2. Steady Beats 3. Simple Rhythmic Pattern 4. Ostinato	demonstrates understanding of the basic concepts of rhythm	1. performs simple ostinato patterns/simple rhythmic accompaniments on classroom instruments and other sound sources to a given song 2. sings songs with correct rhythm	1. relates images with sound and silence within a rhythmic pattern	MU3RH-Ia-1	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.1-4 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.3-8
			2. maintains a steady beat when chanting, walking, tapping, clapping, and playing musical instruments		
			3. claps, taps, chants, walks, and plays musical instruments in response to sound with the correct rhythm 3.1 in measures of 2s, 3s, and 4s 3.2 echo clapping 3.3 marching 3.4 dancing the waltz	MU3RH-Ia-c-3	Pilot School MTB-MLE
			4. claps the written stick notation on the board representing the sound heard	MU3RH-Id-4	Pilot School MTB-MLE
			5. plays simple ostinato patterns with classroom instruments and other sound sources	MU3RH-Id-h-5	Pilot School MTB-MLE

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. RHYTHM 1. Sound and Silence 2. Steady Beats 3. Simple Rhythmic Pattern 4. Ostinato	demonstrates understanding of the basic concepts of rhythm	1. performs simple ostinato patterns/simple rhythmic accompaniments on classroom instruments and other sound sources to a given song 2. sings songs with correct rhythm	6. creates simple ostinato patterns in measures of 2s, 3s, and 4s through body movements	MU3RH-Ie-6	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.6-14 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.14-25 *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.12-26
			7. creates ostinato patterns in different meters using combination of different sound sources		
SECOND QUARTER					
II. MELODY 1. Pitch 2. Melodic Lines 3. Melodic Patterns and Contour	demonstrates understanding of the basic concepts of melody	sings the melody of a song with accurate pitch	1. identifies the pitch of a tone as: 1.1 high – higher 1.2 moderately high – higher 1.3 moderately low – lower 1.4 low – lower	MU3ME-IIa-1	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.28-34 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.52-56 *Umawit at Gumuhit 3.

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
II. MELODY 1. Pitch 2. Melodic Lines 3. Melodic Patterns and Contour	demonstrates understanding of the basic concepts of melody	sings the melody of a song with accurate pitch			Valdecantos, Emelita C. 1997. pp.33-37
			2. matches the correct pitch of tones 2.1 with the voice 2.2 with an instrument	MU3ME-IIa-2	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.30-31 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.58-59
			3. relates movements with levels of pitch	MU3ME-IIb-3	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.31
			4. matches the voice with the pitches of a melody	MU3ME-IIb-c-4	Pilot School MTB-MLE
			5. recreates simple patterns and contour of a melody	MU3ME-IIb-5	Pilot School MTB-MLE
			6. sings entire simple songs with accurate pitch 6.1 Favorite Children’s Songs 6.1.1 “Do – Re – Mi” 6.1.2 “What Can We Do Today” 6.2 Folksongs 6.2.1 “Manang Biday” 6.2.2 “Paruparong Bukid” 6.2.3 “Atin Cu Pung Singsing”	MU3ME-IIc-6	Pilot School MTB-MLE

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
III. FORM 1. Musical Lines 2. Musical Beginning, Middle, and End 3. Repeats in music	demonstrates understanding of the basic concepts of musical form	sings, plays, and performs (through body movements) a chosen song showing the basic concepts of musical lines, beginnings, endings and repeats	7. identifies the beginning, middle, and ending of a song	MU3FO-IIId-1	Pilot School MTB-MLE
			8. identifies musical lines as 8.1 similar 8.2 same 8.3 different through movements and geometric shapes or objects	MU3FO-IIId-2	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.62-68 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.96-100
			9. recognizes repetitions within a song	MU3FO-IIId-3	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.64-68 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.102-103
			10. sings repetitions of musical lines independently	MU3FO-IIId-4	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.66-68
			11. plays repetitions of musical lines	MU3FO-IIIf-5	Pilot School MTB-MLE
			12. renders a song confidently, giving appropriate emphasis on the beginning and on the	MU3FO-IIg-h-6	Pilot School MTB-MLE

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			ending		
THIRD QUARTER					
IV. TIMBRE 1. Voice Production Techniques 2. Variation in Sound Quality 2.1 Similar 2.2 Different 3. Introduction to Musical Instruments	demonstrates understanding of the basic concepts of timbre	applies vocal techniques in singing to produce a pleasing vocal quality: 1. using head tones 2. employing proper breathing 3. using the diaphragm	1. recognizes differences in sound quality coming from a variety of sound sources	MU3TB-IIIa-1	Pilot School MTB-MLE *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.129-134. Pp.135-140
			2. responds to differences in sound quality with appropriate movement	MU3TB-IIIa-2	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.58-79 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.129-134, pp.135-140
			3. recognizes musical instruments through sound	MU3TB-IIIb-3	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.74-79 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.129-134, pp.135-140
			4. identifies and compares the voices of: 4.1 classmates as they sing or	MU3TB-IIIb-4	Pilot School MTB-MLE *Tunog, Tinig,

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
III. TIMBRE 1. Voice Production Techniques 2. Variation in Sound Quality 2.1 Similar 2.2 Different 3. Introduction to Musical Instruments	demonstrates understanding of the basic concepts of timbre	applies vocal techniques in singing to produce a pleasing vocal quality: 1. using head tones 2. employing proper breathing 3. using the diaphragm	speak 4.2 selected popular singers in recordings		Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.72-73 *Manwal ng Guro Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.64-68
			5. compares the use of the voice in speaking and in singing	MU3TB-IIIb-5	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.70-72 *Musika at Sining 3. Sunico, Raul M. et al, 2000 pp.125-128 *Manwal ng Guro Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.64
			6. uses the voice and other sources of sound to produce a variety of timbres		MU3TB-IIIc-6
IV. DYNAMICS 1. Volume of Sound in Music 2. Conducting and	demonstrates understanding of the basic concepts of dynamics in order to respond to conducting gestures using	sings songs with proper dynamics following basic conducting gestures	7. interprets the dynamics of a song through body movements 7.1 small movement – soft 7.2 big movement – loud	MU3DY-IIIId-1	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Dynamics	symbols indicating variances in dynamics				Sining 3. Nera, Fe C. et al, 2000. pp.82-86
			8. distinguishes "loud," "medium," and "soft" in music	MU3DY-IIIId-2	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000. pp.82-86
			9. relates dynamics to the movements of animals e.g. 9.1 elephant walking – loud 9.2 mice scurrying – soft	MU3DY-IIIId-3	Pilot School MTB-MLE
			10. uses terms "loud," "medium," and "soft" (louder, softer) to identify changes and variations in volume	MU3DY-IIIE-4	Pilot School MTB-MLE *Manwal ng Guro Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.73
			11. responds to conducting gestures of the teacher for "loud" and "soft" E.g. <i>11.1 Teacher's palm down means "soft" and palm up means "loud."</i> <i>11.2 Hands moving farther from each other mean sound becomes louder.</i>	MU3DY-IIIE-h-5	Pilot School MTB-MLE *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.73-75
			12. uses varied dynamics to enhance poetry, chants, drama, songs and musical stories	MU3DY-IIIf-h-6	Pilot School MTB-MLE

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FOURTH QUARTER					
V. TEMPO 1. Speed of Sound in Music 1.1 Fast 1.2 Slow 2. Conducting and Tempo	demonstrates understanding of the concepts of tempo in order to respond to conducting symbols indicating variations in tempo	enhances performance of poetry, chants, drama, musical stories, and songs by using a variety of tempo	1. mimics animal movements according to speed 1.1 horse – fast 1.2 carabao – slow 1.3 turtle – slow 1.4 rabbit - fast 1.5 dog – fast	MU3TP-IVa-1	Pilot School MTB-MLE
			2. sings songs with proper tempo following basic conducting gestures		MU3TP-IVa-2
			3. relates movement to changes and variations in tempo	MU3TP-IVb-3	
			4. responds with movement to tempo changes 4.1 (i.e. doing locomotor and non-locomotor movements) to a variety of tempo in recorded music	MU3TP-IVb-c-4	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.90
			5. distinguishes among fast, moderate, and slow in music	MU3TP-IVb-5	Pilot School MTB-MLE

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
V. TEMPO 1. Speed of Sound in Music 1.1 Fast 1.2 Slow 2. Conducting and Tempo	demonstrates understanding of the concepts of tempo in order to respond to conducting symbols indicating variations in tempo	enhances performance of poetry, chants, drama, musical stories, and songs by using a variety of tempo			*Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.88-93
			6. uses the terms: fast, moderate, and slow, (faster, slower etc.) to identify tempo changes and variations	MU3TP-IVb-6	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.88-93 *Musika at Sining 3.Sunico, Raul M. et al, 2000. pp.111-123 *Manwal ng Guro Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.75
			7. sings songs with designated tempo E.g. 7.1 Lullaby – slow 7.2 Joyful songs – fast	MU3TP-IVa-c-7	Pilot School MTB-MLE *Tunog, Tinig, Tugtog at Likhang Sining 3. Nera, Fe C. et al, 2000 pp.88-93
VI. TEXTURE 1. Single Melodic Line or Simultaneous Occurrence of Multiple Melodic Lines	demonstrates understanding of the basic concepts of texture	sings 1. "two-part rounds" 2. "partner songs"	8. demonstrates the concept of texture by singing "two-part rounds" E.g. 8.1 "Are You Sleeping, Brother John?"	MU3TX-IVd-f-1	Pilot School MTB-MLE

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
2. Distinction Between Thinness and Thickness in Music			8.2 "Row, Row, Row Your Boat" 8.3 "Musika Ay Di Kukupas"		
			9. demonstrates the concept of texture by singing "partner songs" E.g. 9.1 "Leron, Leron Sinta" 9.2 "Pamulinawen" 9.3 "It's A Small World" 9.4 "He's Got the Whole World in His Hands"	MU3TX-IVd-f-2	Pilot School MTB-MLE
			10. distinguishes between single musical line and multiple musical lines which occur simultaneously	MU3TX-IVd-f-3	Pilot School MTB-MLE
			11. distinguishes between thinness and thickness of musical sound	MU3TX-IVg-h-4	Pilot School MTB-MLE

K to 12 BASIC EDUCATION CURRICULUM

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.

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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.

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

<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.


K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

<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.

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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.
<i>Sarsuela</i>	A musical stage performance popularized in the Philippines during the Spanish colonization.
<i>Saung gauk</i>	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

K to 12 BASIC EDUCATION CURRICULUM

GLOSSARY

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

- Abeles, Harold, Hoffer, Charles and Klotman, Robert. *Foundations of Music Education*, (New York: Schirmer Books, 1984)
- Armstrong, Thomas. "American Institute for Learning and Human Development." Multiple Intelligences. 2010. http://www.thomasarmstrong.com/multiple_intelligences.htm.
- Bruner, Jerome, *The Process of Education*. (Cambridge, Mass.: Harvard University Press, 1977)
- Bureau of Elementary Education, *2002 Basic Education Curriculum*. (Pasig City: Department of Education, 2002)
- Bureau of Elementary Education, *2002 Philippine Elementary Learning Competencies*. (Pasig City: Department of Education, 2002)
- Bureau of Secondary Education, Department of Education. Basic Education Curriculum. Pasig City, 2002.
- Bureau of Secondary Education, Department of Education Culture and Sports. Desired Learning Competencies New Secondary Education Curriculum. Pasig City, 1991.
- Bureau of Secondary Education, Department of Education Culture and Sports. Desired Learning Competencies Philippine Secondary Schools Learning Competencies. Pasig City, 1998.
- Bureau of Secondary Education, Department of Education. Secondary Education Curriculum. Pasig City, 2010.
- Gardner, Howard. "Multiple Intelligences." Howard Gardner. 2010. <http://www.howardgardner.com/MI/mi.html>.
- Gardner, Howard, *Multiple Intelligences*. (New York: Basic Books Inc., 1991)
- Miller, Cleve, *Performance-Based Learning*, (England: Cambridge University Press, 2008)
- Miller, Cleve. "Performance-Based Learning (Mexico: Cambridge University Press, 2010)." Teaching Business English (audio blog), December 16, 2010. performance-based-learning.html.
- Reimer, Bennett. A Philosophy of Music Education Advancing the Vision. 1991 ed. (Aesthetic Education. Upper Saddle River, New Jersey: Prentice Hall, 2003).
- Reimer, Bennet, *Journal of Aesthetic Education*, (USA: University of Illinois Press, 1991)
- Thomas, Ronald, *A Structure for Music Education*. (Bardonia, N.Y.: Media Materials Inc., 1970)
- Thomas, Ronald B. MMCP Synthesis: A Structure for Music Education. (Bardonia, N.Y: Sponsored by the U.S. Office of Education Media Materials, 1970).
- Wade, Bonnie C., *Thinking Musically: Experiencing Music, Expressing Culture*, (England: Oxford University Press, 2003)