

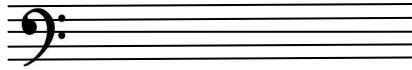
K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			8. creates examples of harmonic interval (2 pitches) with others	MU4HA-IVh-3	*Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.59-63

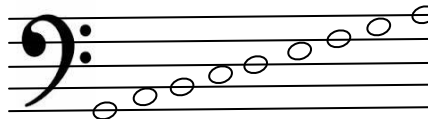
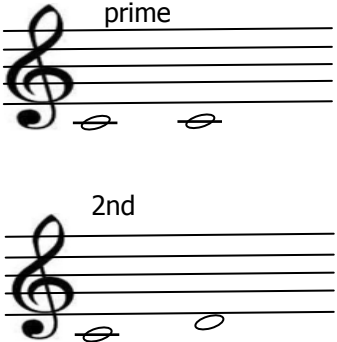
GRADE 5
ELEMENTS OF MUSIC

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER					
I. RHYTHM Musical Symbols and Concepts 1. Notes and Rests 2. Meters 3. Rhythmic Patterns 4. Simple Time Signatures	recognizes the musical symbols and demonstrates understanding of concepts pertaining to rhythm	performs with a conductor, a speech chorus in simple time signatures 1. choral 2. instrumental	1. identifies visually and aurally the kinds of notes and rests in a song	MU5RH-Ia-b-1	MISOSA5-module1,2 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.8
			2. recognizes rhythmic patterns using quarter note, half note, dotted half note, and eighth note in simple time signatures	MU5RH-Ia-b-2	MISOSA5-module7,2
			3. identifies accurately the duration of notes and rests in 2 3 4 4, 4, 4 time signatures	MU5RH-Ic-e-3	MISOSA5-module3,4,5 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.8-10

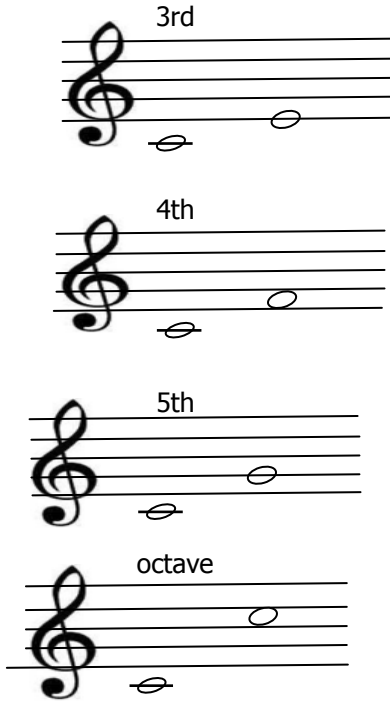
K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
I. RHYTHM Musical Symbols and Concepts 3. Notes and Rests 4. Meters 5. Rhythmic Patterns 6. Simple Time Signatures	recognizes the musical symbols and demonstrates understanding of concepts pertaining to rhythm	performs with a conductor, a speech chorus in simple time signatures 1. choral 2. instrumental	4. creates different rhythmic patterns using notes and rests in time signatures as: 2 3 4 4, 4, 4	MU5RH-If-g-4	MISOSA5-module7 MISOSA4-module8 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.8-10 *Manwal ng Guro Umawit at Gumuhit 3. Valdecantos, Emelita C. 1999. pp.4-9
			5. responds to metric pulses of music heard with appropriate conducting gestures	MU5RH-Ih-5	MISOSA5-module6,7 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.4-6 *Manwal ng Guro Umawit at Gumuhit 3. Valdecantos, Emelita C. 1999. pp.4-6
SECOND QUARTER					
II. MELODY Musical Symbols and Concepts 1. Accidentals 2. F-Clef	recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody	accurate performance of songs following the musical symbols pertaining to melody indicated in the piece	1. recognizes the meaning and uses of F-Clef on the staff 	MU5ME-IIa-1	

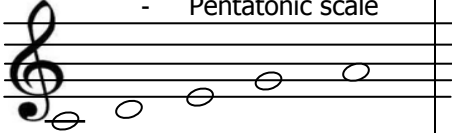
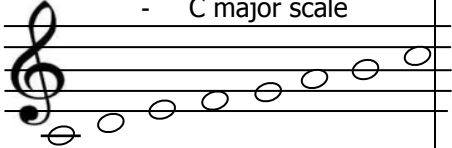
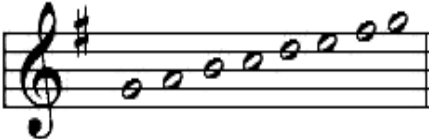
K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>II. MELODY</p> <p>Musical Symbols and Concepts</p> <ol style="list-style-type: none"> 1. Accidentals 2. F-Clef 3. IntervalsScales 4. Scales (Pentatonic, C major, G major) 5. Melodic Contours 	<p>recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody</p>	<p>accurate performance of songs following the musical symbols pertaining to melody indicated in the piece</p>	<p>2. identifies the pitch names of each line and space on the F-Clef staff</p>  <p>G A B C D E F G A sol la ti do re mi fa sol la</p>	<p>MU5ME-IIa-2</p>	
			<p>3. identifies the symbols: sharp (#), flat (b), and natural (natural symbol)</p>	<p>MU5ME-IIb-3</p>	<p>MISOSA4-module15 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.21-25</p>
			<p>4. recognizes aurally and visually, examples of melodic interval</p>	<p>MU5ME-IIc-4</p>	<p>MISOSA5-module10 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.18-19</p>
			<p>5. identifies the notes of the intervals in the C major scale</p> 	<p>MU5ME-IIc-5</p>	<p>MISOSA5-modules 9,10,11,12 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.18</p>

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>III. MELODY</p> <p>Musical Symbols and Concepts</p> <ol style="list-style-type: none"> 1. Accidentals 2. F-Clef 3. Intervals 4. Scales (Pentatonic, C major, G major) 5. Melodic Contours 	<p>recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody</p>	<p>accurate performance of songs following the musical symbols pertaining to melody indicated in the piece</p>			
			<p>6. identifies successive sounding of two pitches</p>	<p>MU5ME-IIId-6</p>	
			<p>7. identifies the beginning melodic contour of a musical example</p>	<p>MU5ME-IIId-7</p>	
			<p>8. determines the range of a musical example</p> <p>8.1 wide</p> <p>8.2 narrow</p>	<p>MU5ME-IIe-8</p>	



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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>III. MELODY</p> <p>Musical Symbols and Concepts</p> <ol style="list-style-type: none"> 1. Accidentals 2. F-Clef 3. Intervals 4. Scales (Pentatonic, C major, G major) 5. Melodic Contours 	<p>recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody</p>	<p>accurate performance of songs following the musical symbols pertaining to melody indicated in the piece</p>	<p>9. reads / sings notes in different scales</p> <ul style="list-style-type: none"> - Pentatonic scale  <ul style="list-style-type: none"> - C major scale  <ul style="list-style-type: none"> - G major scale 	<p>MU5ME-IIIf-9</p>	<p>MISOSA4-modules 12,14,15</p> <p>MISOSA5-module6</p> <p>*Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.23-31</p>
			<p>10. creates simple melodies</p>	<p>MU5ME-IIg-10</p>	<p>*Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.30-33</p>
			<p>11. performs his/her own created melody</p>	<p>MU5ME-IIh-11</p>	<p>*Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.30-33</p>
THIRD QUARTER					
<p>IV. FORM</p> <p>Structure of Musical Sound</p> <ol style="list-style-type: none"> 1. Strophic 2. Unitary 	<p>demonstrates understanding of the uses and meaning of musical terms in Form</p>	<p>performs the created song with appropriate musicality</p>	<ol style="list-style-type: none"> 1. recognizes the design or structure of simple musical forms: <ol style="list-style-type: none"> 1.1 unitary(one section) 1.2 strophic(same tune with 2 or more sections and 2 or more verses) 	<p>MU5FO-IIIa-1</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			2. creates a 4- line unitary song	MU5FO-IIIb-2	
			3. creates a 4 –line strophic song with 2 sections and 2 verses	MU5FO-IIIc-d-3	
V. TIMBRE Vocal and Instrumental Sounds	demonstrates understanding of variations of sound density in music (lightness and heaviness) as applied to vocal and instrumental music	participates in a group performance to demonstrate different vocal and instrumental sounds	4. describes the characteristics of each type of voice	MU5TB-IIIe-1	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.44-46 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.44-45
			5. identifies the following vocal timbres: 5.1 soprano 5.2 alto 5.3 tenor 5.4 bass	MU5TB-IIIe-2	MISOSA4- module18 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.44-46 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.44-45
			6. identifies aurally and visually different instruments in: 6.1 rondalla 6.2 drum and lyre band 6.3 bamboo group/ensemble (<i>Pangkat Kawayan</i>)	MU5TB-IIIIf-3	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.47-50 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos,

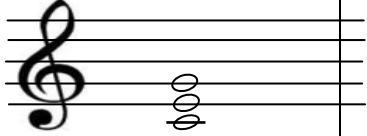
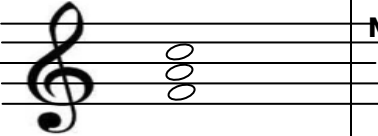
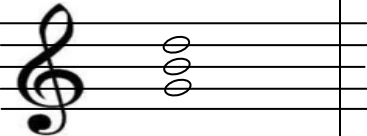
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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
V. TIMBRE Vocal and Instrumental Sounds	demonstrates understanding of variations of sound density in music (lightness and heaviness) as applied to vocal and instrumental music	participates in a group performance to demonstrate different vocal and instrumental sounds	6.4 other local indigenous ensembles		Emelita C. 1999. pp.46-47
			7. participates actively in musical ensemble 7.1 choral 7.2 instrumental	MU5TB-IIIg-4	
			8. creates a variety of sounds emanating from the environment using available sound sources	MU5TB-IIIg-h-5	
FOURTH QUARTER					
VI. DYNAMICS Variations of Volume in Musical Sound	demonstrates understanding of concepts pertaining to volume in music	applies dynamics to musical selections	1. identifies the different dynamic levels used in a song heard	MU5DY-IVa-b-1	*Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.49-50
			2. uses appropriate musical terminology to indicate variations in dynamics, specifically: 2.1 piano (<i>p</i>) 2.2 mezzo piano (<i>mp</i>) 2.3 forte (<i>f</i>) 2.4 mezzo forte (<i>mf</i>) 2.5 crescendo  2.6 decrescendo 	MU5DY-IVa-b-2	MISOSA4-module20 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.54-55
VII. TEMPO Variations of Speed in Musical Sound	recognizes the musical symbols and demonstrates understanding of concepts pertaining to speed in music recognizes the musical	applies appropriately, various tempo to vocal and instrumental performances applies appropriately,	3. identifies the various tempo used in a song heard	MU5TP-IVc-1	MISOSA4-module21 *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.62

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
VII. TEMPO Variations of Speed in Musical Sound	symbols and demonstrates understanding of concepts pertaining to speed in music	various tempo to vocal and instrumental performances			*Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.54-56
			4. uses appropriate musical terminology to indicate variations in tempo: 4.1 largo 4.2 presto 4.3 allegro 4.4 moderato 4.5 andante 4.6 vivace 4.7 ritardando 4.8 accelerando	MU5TP-IVc-d-2	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.62 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.54-58
VIII. TEXTURE Densities of Musical Sound	demonstrates understanding of concepts pertaining to texture in music	recognizes examples of horizontal 3-part vocal or instrumental texture, aurally and visually	5. identifies aurally the texture of a musical piece	MU5TX-IVe-1	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.65 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.60-61
			6. performs 3-part rounds and partner songs	MU5TX-IVe-2	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.68 *Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.59

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>VIII. HARMONY</p> <p>Introduction to Major Triad</p>	<p>recognizes the musical symbols and demonstrates understanding of harmonic intervals</p>	<p>performs a vocal or instrumental ensemble using the following major triads(I, IV, V)</p>	<p>7. identifies the intervals of the following major triads:</p> <p>7.1 tonic (I)</p>  <p>7.2 subdominant (IV)</p>  <p>7.3 dominant (V)</p> 	<p>MU5HA-IVf-g-1</p>	<p>*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.71-74</p> <p>*Manwal ng Guro Umawit at Gumuhit 5. Valdecantos, Emelita C. 1999. pp.64-69</p>
			<p>8. uses the major triad as accompaniment to simple songs</p>	<p>MU5HA-IVh-2</p>	<p>*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.71</p>

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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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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.


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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

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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.

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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.
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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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

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