

**K to 12 BASIC EDUCATION CURRICULUM**  
**GRADE 9**  
HISTORY OF WESTERN MUSIC

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
FIRST QUARTER					
<b>1. MUSIC OF THE MEDIEVAL PERIOD (700-1400)</b>  a) Historical and cultural background; b) Gregorian chants; c) Troubadour music; d) Composer - Adam de la Halle.  <b>2. RENAISSANCE PERIOD (1400-1600)</b> a) Historical and cultural background; b) Mass; c) Madrigal; d) Composers - Giovanni da Palestrina and Thomas Morley.  <b>3. MUSIC OF THE BAROQUE PERIOD (1685-1750)</b>  a) Historical and cultural background; b) Concerto <i>Grosso</i> , <i>Fugue</i>	<i>The Learner...</i>  demonstrates understanding of characteristic features of the Medieval, Renaissance and Baroque period music	<i>The Learner...</i>  performs selected songs from Medieval, renaissance and baroque periods  a) Chants; b) Madrigals; c) excerpts from oratorio; d) chorales; e) <i>troubadour</i> .	The Learner...	<b>MU9MRB-Ia-h-1</b>	
			1. listens perceptively to selected vocal and instrumental music of Medieval, Renaissance and Baroque music;		
			2. explains the performance practice (setting, composition, role of composers/performers, and audience) during Medieval, Renaissance and Baroque periods;	<b>MU9MRB -Ia-h-2</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.274-286
			3. relates Medieval, Renaissance and Baroque music to its historical and cultural background through dramatization;	<b>MU9MRB -Ic-f-3</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.274-283
			4. sings Medieval chant, troubadour song, madrigal, chorale and selections from oratorio with correct pitch, rhythm, expression and style;	<b>MU9MRB -Ib-h-4</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.274-277, 284

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c) Oratorio and chorale d) Composers: Johann Sebastian Bach and George Friedrich Handel	demonstrates understanding of characteristic features of the Medieval, Renaissance and Baroque period music	performs selected songs from Medieval, renaissance and baroque periods  a) Chants; b) Madrigals; c) excerpts from oratorio; d) chorales; e) <i>troubadour</i> .	5. describes musical elements of given Medieval, Renaissance and Baroque music;	<b>MU9MRB -Ib-f-5</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. Et al, 1999. pp.274-283
			6. explores other arts and media that portray Medieval, Renaissance and Baroque elements;	<b>MU9MRB -Ib-f-6</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. Et al, 1999. pp.274-286
			7. improvises appropriate accompaniment to given Medieval and Renaissance songs;	<b>MU9MRB -Ib-d-7</b>	
			8. create and or perform songs in Gregorian and troubadour styles;	<b>MU9MRB-Ib-h-8</b>	
			9. play simple melodies of a chorale and provide accompaniment.	<b>MU9MRB-Ib-h-9</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. Et al, 1999. pp.275
SECOND QUARTER					
MUSIC OF THE CLASSICAL PERIOD (1750-1820)	<i>The Learner...</i>  demonstrates understanding of	<i>The Learner...</i>  sings and performs themes of symphonies and other	The Learner... 1. narrates the life and works of classical composers after video and movie showing;	<b>MU9CL-IIa-f-1</b>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
a) Historical and cultural background; b) Sonata, sonata allegro form, concerto, symphony; c) Composers: Franz Josef Haydn, Wolfgang Amadeus Mozart, and Ludwig van Beethoven.	characteristic features of Classical period music  demonstrates understanding of characteristic features of Classical period music	instrumental forms  sings and performs themes of symphonies and other instrumental forms	2. relates Classical music to its historical and cultural background;	<b>MU9CL-IIa-f-2</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. Et al, 1999. pp.261
			3. explains the performance practice (setting, composition, role of composers/performers, and audience) during Classical period;	<b>MU9CL-IIa-f-3</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. Et al, 1999. pp.261-272
			4. listens perceptively to selected Classical period music;	<b>MU9CL-IIb-g-4</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. Et al, 1999. pp.263-264
			5. describes musical elements of given Classical period pieces;	<b>MU9CL-IIb-g-5</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. Et al, 1999. pp.261-272
			6. analyzes sonata allegro form;	<b>MU9CL-IIe-h-6</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Sacdalan, Guinevere I. Et

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<b>MUSIC OF THE CLASSICAL PERIOD (1750-1820)</b>  a) Historical and cultural background; b) Sonata, sonata allegro form, concerto, symphony; c) Composers: Franz Josef Haydn, Wolfgang Amadeus Mozart, and Ludwig van Beethoven.	demonstrates understanding of characteristic features of Classical period music	sings and performs themes of symphonies and other instrumental forms			al, 1999. pp.262-263
			7. sings themes or melodic fragments of given Classical period pieces;	<b>MU9CL-IIb-h-7</b>	
			8. explores other arts and media that portrays Classical elements;	<b>MU9CL-IIb-h-8</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.268-269
			9. improvises appropriate accompaniment to given short and simple Classical pieces.	<b>MU9CL-IIe-9</b>	
<b>THIRD QUARTER</b>					
<b>INSTRUMENTAL MUSIC OF THE ROMANTIC PERIOD (1820-1900)</b>  a) Historical and cultural background; b) Program music; c) Piano music; d) Composers: Frederic Chopin, Peter Illych Tchaikovsky, Franz Liszt, and Camille Saint-Saens.	<i>The Learner...</i>  demonstrates understanding of characteristic features of instrumental Romantic music	<i>The Learner...</i>  sings and performs themes of selected instrumental pieces	The Learner... 1. narrates the life and works of romantic composers after video and movie showing;	<b>MU9RO-IIIa-h-1</b>	
			2. relates Romantic period music to its historical and cultural background;	<b>MU9RO-IIIa-2</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.222
			3. explains the performance practice (setting, composition, role of composers/performers, and audience) during the Romantic period;	<b>MU9RO-IIIb-h-3</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.222-

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>INSTRUMENTAL MUSIC OF THE ROMANTIC PERIOD (1820-1900)</b>  a) Historical and cultural background; b) Program music; c) Piano music; d) Composers: Frederic Chopin, Peter Illych Tchaikovsky, Franz Liszt, and Camille Saint-Saens.	demonstrates understanding of characteristic features of instrumental Romantic music	sings and performs themes of selected instrumental pieces			229
			4. listens perceptively to selected Romantic period music ;	<b>MU9RO-IIIb-h-4</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.226
			5. describes musical elements of given Romantic period pieces;	<b>MU9RO-IIIb-h-5</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.222-229, 234-242
			6. sings themes or melodic fragments of given Romantic period pieces;	<b>MU9RO-IIIe-h-6</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.228
			7. explores other arts and media that portray Romantic period elements;	<b>MU9RO-IIIc-h-7</b>	*Edukasyong Pangkatawan, Kalusugan at Musika IV. Saccalan, Guinevere I. Et al, 1999. pp.229-233
			8. improvises appropriate accompaniment to given short and simple Romantic period pieces.	<b>MU9RO-IIIc-h-8</b>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>FOURTH QUARTER</b>					
<b>Vocal Music of the Romantic Period</b>  a) Art song b) Opera c) Composers: Franz Schubert, Guiseppe Verdi, Giacomo Puccini, and Richard Wagner	<i>The Learner...</i>  demonstrates understanding of characteristic features of vocal music of the Romantic period	<i>The Learner...</i>  sings and performs themes of selected songs	The Learner... 1. narrates the plot, musical and theatrical elements of an opera after video and movie showing;	<b>MU9OP-IVa-g-1</b>	
			2. listens perceptively to selected art songs and excerpts of opera ;	<b>MU9OP-IVa-g-2</b>	
			3. sings themes or melodic fragments of given selected songs;	<b>MU9OP-IVb-h-3</b>	
			4. explores other arts and media that portray Romantic period elements;	<b>MU9OP-IVb-h-4</b>	
			5. creates / improvises appropriate sounds, music, gestures, movements, and costumes for a chosen opera.	<b>MU9OP-IVb-h-5</b>	

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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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### GLOSSARY

<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</b> (f)	loud
<b>Fortissimo</b> (ff)	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><i>Sarsuela</i></b>	A musical stage performance popularized in the Philippines during the Spanish colonization.
<b><i>Saung gauk</i></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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