

MUSIC

Grade 1

Teacher's Guide
(Units 1 and 2)

Music 1 – Teacher’s Guide: Module 1

- I. **Target Grade Level:** GRADE ONE
- II. **Module Title:** LEARNING MODULE ONE (TEACHING GUIDE)
- III. **Time Allotment:** 2 meetings x 40 minutes

IV. **Overview of the Module:**

The module introduces the element of DYNAMICS in music and aims to have the children demonstrate their basic understanding through performing, creating, listening, observing, and responding activities.

V. **Competencies/Objectives**

The learner

- interprets through body movements the dynamics of a song. (e.g. Small movement – soft , Big movement – loud)
- associates dynamics with the movement of animals .
- uses the terms “loud” and “soft” to identify volume changes.

VI. **Prior Skills & Assessment**

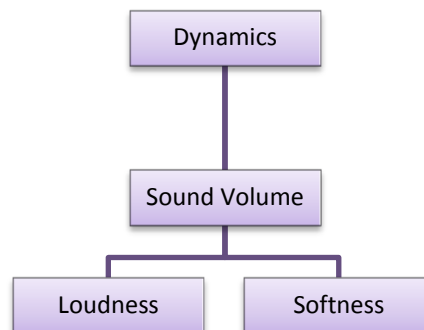
The learner must have acquired the following skills in the previous level:

- identifies loudness and softness in a song and in varied sources of sound.
- responds to sound dynamics through movement.

VII. **Content/Topic:**

DYNAMICS – Sound Volume; Distinction between loudness and softness in music.

a. CONCEPT MAP



b. PROCEDURE - DAY 1

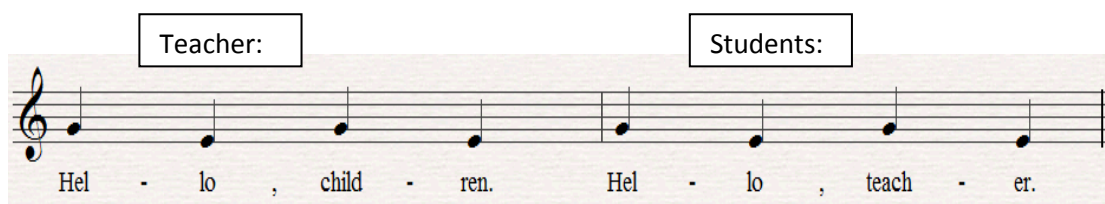
1. CLASS ENCOUNTER

- Start the class with a Q & A greeting that is sung. The students are expected to answer the teachers' greeting using the same tune. Use simple **So** and **Mi** patterns only (**So** = S and **Mi** = M) and always start the greetings/questions with **So**. It is easier for children at this stage to sing descending melodic patterns.

Ex.

Teacher: S M S M
Hel - lo Chil-dren

Students: S M S M
Hel- lo, Teach- er.



- Have them pay extra attention to the way the greeting is sung (1st greeting - Loud , 2nd greeting – Soft) and have them do the same when they greet back. If not successful at first, have them do it again until they take notice of the differences in volume.
- Sing more questions to continue the Q & A activity and address individual students to get to know the level of the students' individual musical skills. Remind the children that their responses must be in the same tune and volume as that of the teacher.

Other suggested **So - Mi** questions:

- How are you today?
 - Is today a sunny/cloudy/rainy day?
 - Who is your seatmate?
 - Are you having fun?
- When done, ask the children what they noticed about the way the greetings were sung? Have them describe how each greeting was done - the words "loud" and "soft" may be used by the children. Make sure that answers like "light"/"heavy" be

processed well so that the concept of “loud” and “soft” is clear to the students.

2. DEVELOPMENT OF THE LESSON

- Invite the children to learn the song “*Ang Susi Nakatago*” and give the mechanics of the game.

** When teaching by rote, keep a steady beat and sing the song to the class line by line. After singing a line, have the class sing it back without missing a beat (let this be the arrangement whenever a material is taught by rote). After singing the song one line at a time, proceed to doing it by 2 lines, then 3 lines until the whole song is sang straight. The repetitions allow the students to master the material.*

“Ang Susi Nakatago”

Ang su - si na - ka - ta - go. Kung sa - an 'di ko pi - ho.

Kung sa - ka - ling na - sa 'yo, a - kin na ga - ga - mi - tin ko.

Game

Game mechanics:

*The children sit in a circle (or if the class is too big, the children may stay in their seats). The child chosen to be the detective will come to the front and cover his eyes while the teacher gives the “key” to one of the students in the circle/ class (other objects can be used to substitute) . As the class starts to sing the song, the detective goes around to find the missing “key”. The secret to locating the “key” lies in the volume of the children’s voices who are singing the song. The closer the detective is to the child hiding the key, the Louder the singing. The farther the detective is from the child hiding the key, the **Softer** the singing.*

- Ask the students chosen to be the detectives if they had a hard/easy time locating the key and why?

- Focus on the importance of listening well especially when the task requires it.

3. APPLICATION

- Invite the class to open their books and answer Activity 1 on “Loud and Soft” sounds.

ACTIVITY 1

Directions: Close your eyes and listen to the sounds around you, list 2 sounds which you think are “Loud” and another 2 which you think are “**Soft**”.

LOUD

SOFT

- Go around to check the answers of the students, and have them share their answers with their seatmates. Call on some of the students who came up with very good answers, to share their answers to the whole class.
- After hearing some of the children’s answers, give Activity 2 as an assignment.

ACTIVITY 2

Directions: Using the words you chose in Activity 1, ask the help of your parents to come up with a short Loud and **Soft** poem. Each word must have its own line.

Example:

Loud

Dog’s bark

School bell

Soft

Whisper

Electric Fans blowing

- Invite the class to learn the song “*Tulog Na*” and ask the children to pay careful attention to the mood of the song.

Tulog Na

C. Mirandilla

Tu - log na, tu - log na,
ta - yo ay mag - pa - hi - nga.

- Ask the students what kind of a song they think it is and how it makes them feel? Words like “lullaby”, “sleeping song”, “sleepy”, “quiet” and “soft” might be mentioned.
- Follow up the answers of the students by asking why they think the song is soft- (because it is meant to help put somebody to sleep.)
- Have them sing the song loud and ask them if it feels right? (pls. note that only the dynamic level is changed and not the tempo or pitch)
- Next, invite the class to sing the “*Birthday Song*” and process it the way “*Tulog Na*” was processed. This will give the children a chance to compare 2 songs with different moods. Likewise, it will give the students a good understanding of the correct dynamic levels of loud and soft in relation to the mood and style of a song.
- Proceed to sing the Goodbye greeting using the same tune used for the Hello greeting. But, with a soft voice. Expect the children to sing their answer in the same way.

Teacher: Good - bye , child - ren. Good - bye , teach - er.
Students: See you, next time. See you , teach - er.

4. SYNTHESIS

- How did you feel when teacher sang the Goodbye greeting softly?
- If teacher sang it loud, would you feel the same way?
- What is the proper way of talking to your friends/teachers and parents if you want them to feel that you respect them? It is important to note the connection between the content of the message and the way it is delivered.

c. PROCEDURE – DAY 2

1. CLASS ENCOUNTER

- Start the class with a Q & A greeting used last meeting. This time call on some students to individually sing back their greeting. Pay special attention to the children who have a difficulty singing back as they need to be called more and taught to listen very well to the tunes being sung by the teacher.

2. DEVELOPMENT OF THE LESSON

- Proceed to ask them about the assignment given and if they had fun doing it with the help of their parents. Call on volunteers to present their poem to the class (these original works can be written and designed by the students on a short bond paper and displayed on the bulletin board of the classroom). Remind the class about last week's discussion on the importance of delivering the correct message of a song/poem when performing it – the way the poem/song is performed, affects how the audience will understand the message.
- Present the concept and definition of Dynamics to the class (loudness and softness of sound).

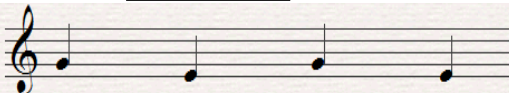
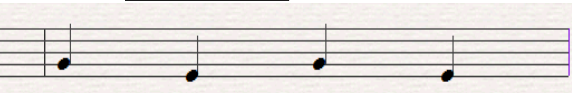
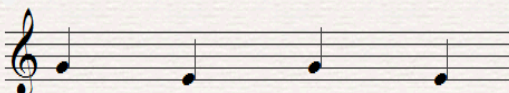
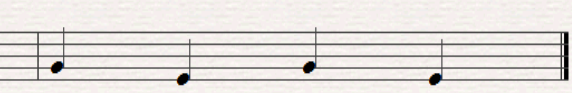
3. APPLICATION

- Divide the class into 2 teams and play a game of charades. Challenge their ability to perform the exact sound of the things found in the small pieces of paper and identify whether they are Loud and **Soft**. Explain to the class that this version of the game is not going to be about miming or acting, but instead it is about ***imitating*** the sounds produced by the things printed on the small piece of paper and labelling them with the correct dynamic level.

- Have each group send a representative who will mimic the sounds by turns. The first group to guess the item on the paper and classify the sound correctly gets one point.
- The first group to get 5 points wins.

4. SYNTHESIS

- Ask the children if they enjoyed the activity? Which part did they like least/most? Why?
- Expound on the concept of dynamics and the importance of choosing the appropriate loudness and softness needed in performing a song/poem.
- Proceed to end the class and bid them goodbye, using the same **So-Mi** tune used in last week's class. Make it interesting by changing roles with the class and have them imagine that they are the teacher and you, the student.
- Ask them to apply what they learned in their lesson on dynamics, and demonstrate how they would bid their students farewell at the end of their class?

Teacher:	Students:
 <p style="text-align: center;">Good - bye , child - ren.</p>	 <p style="text-align: center;">Good - bye , teach - er.</p>
 <p style="text-align: center;">See you, next time.</p>	 <p style="text-align: center;">See you , teach - er.</p>

VIII. Summative Assessment

a. Performance Standard

<u>Perform</u>	<i>Perform with dynamics appropriate to the musical mood or style of the material</i>
<u>Create</u>	<i>Choose appropriate dynamic levels to enhance poetry, chants, drama and musical stories</i>
<u>Respond</u>	<i>Use the terms “loud” and “soft” to identify volume changes.</i>

Music 1 – Teacher’s Guide: Module 2

- I. **Target Grade Level:** GRADE ONE
- II. **Module Title:** LEARNING MODULE TWO (TEACHING GUIDE)
- III. **Time Allotment:** 2 meetings x 30 minutes

IV. **Overview of the Module:**

The module introduces the element of TEMPO in music and aims to have children demonstrate their basic understanding through performing, creating, listening, observing, and responding activities.

V. **Competencies**

The learner

- demonstrates the concept of tempo through movement
- responds to varied tempi with movement or dance
 - slow movement with slow music
 - fast movement with fast music
- mimics animal movements:
 - Horse – fast
 - Carabao - slow

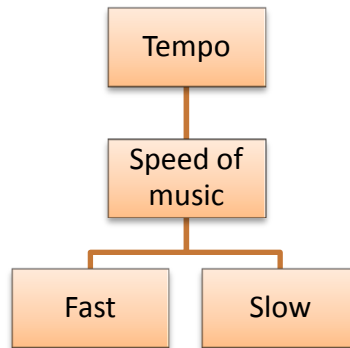
VI. **Prior Skills & Assessment**

The learner must have acquired the following skills in the previous level:

- identifies the fastness or slowness in a musical piece.
- responds to contrasting tempi through movement and with simple musical accompaniment.

VII. **Content/Topic:** TEMPO - Speed at which music is performed.

a. CONCEPT MAP



b. PROCEDURE - DAY 1

1. CLASS ENCOUNTER

- Start the class with a sung Q & A greeting, still in **So-Mi**. Remember to always start the greetings/questions with **So** due to the children's ease in handling descending melodies.
- Sing more questions to continue the Q & A activity and call on individual students whose individual musical skill you haven't had the chance to discover yet. Remind the children that their responses must be in the same tune and volume as that of the teacher.

Other suggested **So - Mi** questions:

- How are you today?
 - Is today a sunny/cloudy/rainy day?
 - Who is your seatmate?
 - Are you having fun?
- When done, positively commend the children for the consistency of their answers since the first meeting.

2. DEVELOPMENT OF THE LESSON

- Tell the class something about Binondo: the place, the food and the children. Ask the children if anyone has been to Binondo and what their most memorable experience was?
- Tell them about the unique and delicious food products which can only be found in the area.
- Tell the students that one of the famous Chinese delicacies is in the next rhyme you will be learning/playing. Have them raise their hand the moment they found the answer.

- Invite the children to learn the rhyme/game “*Chimpoy Champoy*” .

“Chimpoy. Champoy”

Musical Folk Games of Manila by M. Factora

Chimpoy Champoy, dose nade que

Dose nade pot-pot, dose nade que.

ba-baya –men

Game mechanics:

- Get a partner & face each other.
- Extend your hands forward with the right palm facing down and the left palm facing up. Tap each others’ hands in the original position on the first syllable, and tap each other’s palms forward on the second syllable. Then, clap your hands 2x on the word “Champoy
- After that, repeat the first position for the word “dose” and the second position for “nade”.On the word “que”, play “Jack en Poy” once. Whoever wins will say “potpot” and tap his/her nose. Whoever loses, will say ‘bay-bay” while waving his/her hand. Lastly, if it’s a tie, both players put their hands together like a person praying and say “amen”.
- The game can be played as many times as you want. Try playing it faster to add to the excitement.

Ask the children:

- ❖ How did you find the game?
- ❖ How did you feel when the singing became faster?

3. APPLICATION

- Get a small drum (or anything that can be used to tap a beat while the children do the activity).
- Invite the class to recall the song “Jack and Jill” (preferred starting pitch would be “G”) and give the class 4 beats on the drum before starting.
- Play the beat on the drum while the class sings 2 successful rounds.
- After the 2nd round, invite them to march along with the drum (try not to use the word “Beat” yet, as they haven’t been introduced to the word yet in their earlier lessons) while singing the song.

- Look around to make sure that the children march along with the drum while singing. It is a challenge to have children at this age march steadily while singing, so be patient with the exercise.
- Focus on the phrases where most students make the mistake of following the words instead of the drum.
- When successful, have the children sit down and read/think about the questions in ACTIVITY 1.

ACTIVITY 1: Let us imagine that we are Jack and Jill going up a hill.

1. What do you think will our speed be while climbing a hill?
2. What will the speed of the song be, if we were Jack and Jill climbing a hill?
3. What happened to Jack and Jill in the second line of the song?
4. What do you think will our speed be in the second line?
5. What will the speed of the song be, if we sang it using the same speed as the second line?
 - The concept of fast because Jack & Jill were falling down the hill and slow because Jack and Jill were climbing the hill must be clear to the children.
 - The concept of fast and slow must also reflect in the way the children will sing/act out the scene of Jack and Jill going up the hill and then tumbling down the hill while singing.

4. SYNTHESIS

- When Jack and Jill reached the end of their trip, how did they feel? (tired- hurt- sad, may be among those mentioned)
- So my dear Jacks and Jills, we have reached the end of our trip and it is time to say our goodbyes. If we are all tired from climbing the hill, how will our goodbye song sound?
- If we enjoyed our trip very much and are looking forward to our next Music class, how will our goodbye song sound?

c. PROCEDURE – DAY 2

1. CLASS ENCOUNTER

- Start the class with a Q & A greeting used in the previous meeting. This time call on some students to individually sing back their greeting. Pay special attention to the children who have difficulty singing back as they need to be called more and taught to listen very well to the tunes being sung by the teacher.

2. DEVELOPMENT OF THE LESSON

- Invite the children to play the game “Chimpoy Champoy” again but this time guide the speed of Positively commend the game with a beat from a drum.
- Ask the students if they still remember the activity they did on Jack and Jill. If they do, invite them to make one clean rendition without guiding them on the drum. Have the class recall the feeling of going up a hill and tumbling down after and invite them to sing while acting out the scene again.

3. APPLICATION

- Positively commend the children after a good run. Have them proceed to ACTIVITY 2 of their book. Read the directions with them and have the children act out each of the animals mentioned to give everybody a chance to visualize the animal.
- Check the work of the children and call on those who got high scores.
- Learn the rhyme ENGINE NO. 9 and tap the beat while teaching the rhyme one line at a time.

“Engine No. 9”

Children’s Rhyme

Translation by: C. Mirandilla

Engine, engine number 9	<i>Heto na ang aming tren,</i>
Going down the railroad line	<i>Palapit ng palapit.</i>
If that train goes off the track	<i>Kung sakaling sumadsad</i>
Will I get my money back?	<i>Pa’no ang aking bayad?</i>

- Have the children read the questions in ACTIVITY 3 and discuss it in class.
- Due to differences in class size, grouping in this activity is up to the discretion of the teacher handling the class.
- Have the group work out how they are going to act out and recite their rhymes. Go around to guide the groups.
- Call on some of the groups to come to the front and showcase their work.
- Introduce the concept of *Tempo* (speed of music) and its definition. Relate it to Dynamics (loudness and softness of sound) and how both concepts play an important part in making the message of the song/rhyme clear to those who are listening.
- Recall, “Tulog Na” and ask the class to identify whether the tempo of the song is fast or slow?
- Ask the students how they felt while they were singing the song?

- Have the class sing it again but using a faster **Tempo**. Find how they felt? Did it feel right?
- Ask them why the real tempo was not fast? –(because the song is meant to help put a baby to sleep.)

4. SYNTHESIS

- What do you feel when you hear or sing fast songs?
- What do you feel when you hear or sing slow songs?
- What type of music do you like to sing/listen to?
- What do you like about your type of music?
- Complete the sentence:
- Tempo gives music its _____.

V. **Summative Assessment**

a. Performance Standard

<u>Perform</u>	<i>Demonstrate the concept of tempo through movement.</i>
<u>Create</u>	<i>Choose appropriate tempos to enhance poetry, chants, drama and musical stories.</i>
<u>Respond</u>	<i>Respond to varied tempi with movement or dance.</i>

Music 1 – Teacher’s Guide: Module 3

- I. **Target Grade Level:** GRADE ONE
- II. **Module Title:** LEARNING MODULE THREE (TEACHING GUIDE)
- III. **Time Allotment:** 2 meetings x 30 minutes

IV. **Overview of the Module:**

The module introduces the element of TIMBRE in music and aims to have the children demonstrate their basic understanding through performing, creating, listening, observing, and responding activities.

V. **Competencies**

.The learner

- identifies the sources of sound and its distinct qualities.
- uses his/her voice and other sound sources to produce a variety of timbres.
- responds to differences in sound quality with the appropriate movement.

VI. **Prior Skills & Assessment**

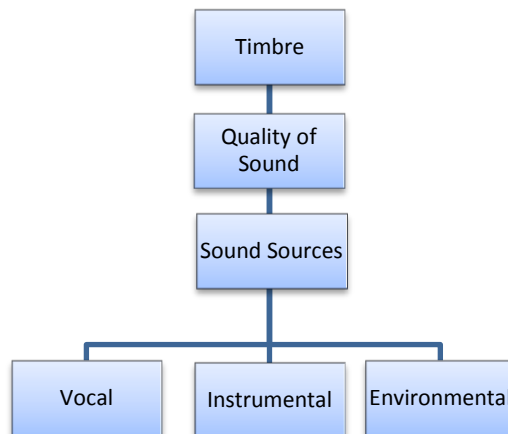
The learner must have acquired the following skills in the previous level:

- Identifies the difference between speaking , shouting and singing.

VII. **Content/Topic:**

TIMBRE – Sounds in the environment, vocal & instrumental sounds.

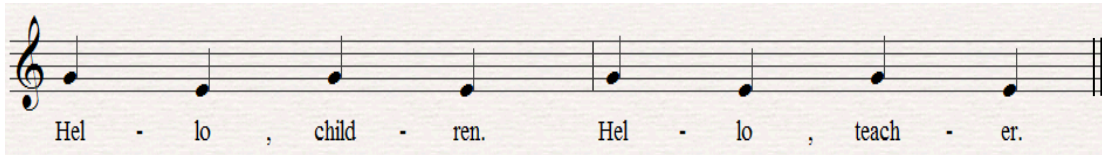
a. CONCEPT MAP



b. PROCEDURE - DAY 1

1. CLASS ENCOUNTER

- Start the class with the usual Q & A greeting that is sung but change the quality of your voice.



- Remind the children to try to sing their answer in the same way, if they failed to do so in the beginning.
- Sing more **So-Mi** questions using different qualities and encourage the children to always imitate your voice when they answer.
- Ask them if they would have been able to guess that it was the teacher singing if she changed the sound of her voice?

2. DEVELOPMENT OF THE LESSON

- Invite the children to face their seatmate and sing more questions to each other to allow them to get to know the sound of their seatmates' voice more. Encourage them to come up with questions they might be interested to ask their seatmate.
- Go around and monitor the activity for the next 3 mins. and spot the children who have come up with unique and interesting questions. Call on them to sing the questions they have come up with and ask their original partners to sing their replies (at least 3 students).
- Give positive remarks to the children for their work and ask the class how they found the activity and what they thought of their classmates's voices?
- In their books, have them draw the first object that came to their minds when they heard each of their classmates voices.
- Call on some students to show their work to the class and explain the connection of the voice of their classmate to the object they drew.

3. APPLICATION

- Ask the class if they drew the same object for each of their classmates? Why and Why not?
- At this point, it is acceptable that the children describe their classmates' voices as "not the same" or "different from the other".

Descriptions such as “lower/higher”; “bigger/smaller”; “loud/soft” are very good descriptors already.

- Invite them to learn the song “Doggie, Doggie” by rote (echo-singing) and have them play the game. If the class size is big, grouping them into smaller groups of ten can be considered.

“Music from Preschool” by K. Forrai (Adapted)

The image shows a musical score for the song "Doggie, Doggie" in 2/4 time. The score is divided into two parts. The first part is for "ALL:" and "DOG:". The lyrics are: "Dog - gie, dog - gie where's your bone? Some - one got it from my home." The second part is for "ALL:" and "ONE CHILD:". The lyrics are: "Who got the bone - ? I got the bone - .". The score uses a treble clef and a key signature of one flat (Bb).

Game mecMechanics:







The children sit in a circle with one child in the middle (DOG). The “DOG” covers his eyes when the kids in the circle start singing the song while one child from the circle is immediately given the “bone” to hide. The “DOG” must wait for the child hiding the bone to sing his/her part before opening his/her eyes and guess who’s hiding the bone.




4. SYNTHESIS





- Ask the children, especially those chosen to be the “DOG”, how they found the experience? Did they find it difficult to identify the ones hiding the bones? Why and why not?
- Round up the class and tell them that “Doggie” reminds you of a pet dog named “Bantay” and his master “Pedro” who went to watch a circus.
- Ask the children if they have been to a circus? Have the children describe the place and the things found in a circus.








- Round up the class and proceed to read the story.

The Circus

One day , and his dog  went to visit a  in the nearby baranggay. As they entered the gates, they saw lots of animals like  s,  s and a huge  .

Just as they were walking to the big tent, they heard  rolling and the  cheering. They ran in to see a group of  doing some tricks.

Every time one of the  would do a trick,  and  would hear the  clash.

 and  had so much fun in the  and wished they could come back to see the  s, the  s, the huge  and the  again.

- Ask the children how they found the story and tell them the class will be using the story next meeting for a very interesting activity
- Proceed to round up the class and using the same **So-Mi** tune used in the beginning to greet the class, change the words to “Good-bye children” to bid the class goodbye (this will be the ritual every time the teacher starts and ends the class, thereafter).

c. PROCEDURE – DAY 2

1. CLASS ENCOUNTER

- Start the class with a Q & A greeting used last meeting. This time call on the students who were not called last meeting. Pay special attention to the children who have a difficulty singing back as they need to be called more and taught to listen very well to the tunes being sung before echoing.
- Do the same thing with the additional **So-Mi** questions and call on the children who were not called last meeting to sing the **So-Mi** question they came up with last time. Choose students from the class who can sing an answer to the So-Mi questions of their classmate. Do this with 3- 5 students.

2. DEVELOPMENT OF THE LESSON

- Invite the class to recall the “Doggie, Doggie” song/game and do the game for a short while.
 - Ask the class about how the song would sound if a real “Dog” where to sing the answer? Call on a student to demonstrate/imitate a dog?
- Get the class interested by trying out other animals.

Example:

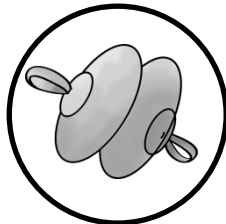
Chickens	-	corn
Monkey	-	fruit
Lion	-	bone

3. APPLICATION

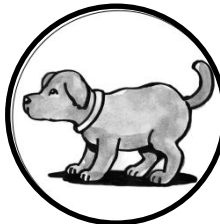
- After exploring the different animal sounds, present the concept and definition of Timbre.
- Challenge the class to explore other sounds around them and if they can come up with sounds related to the pictures below:



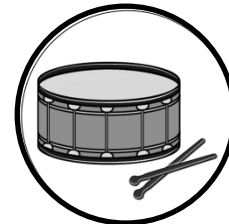
Chickens cackling



Cymbals clashing



Dog barking



Drums rolling

- Ask the class if these images remind them of something in the story - The Circus.
- Review the story with the class and group them into 10 groups. It is advised that the grouping be done according to their seating arrangement for better coordination.
- Proceed to assign one sound character/object in the story to a particular group and have them come up with a sound effect /accompanying movement that would fit their character/object. Encourage the students to make use of other sound sources/materials they have in the classroom to make their sound more interesting.
- Give the groups 5-10 minutes to come up with their sound effect and go around to monitor/guide the choices made by each group.
- When, everybody is done, give the final instruction that each group will only perform the sound effect **when they see the**

picture of their character/object. It is important that the teacher makes the instructions understood before starting the sound story.

- Proceed with the sound story and invite the whole class to recite the title of the story together before beginning. Read the story text and make sure to slow down as you approach each picture to give the assigned group - time to prepare for their part.

4. SYNTHESIS

- Ask the children if they enjoyed the activity? Which part did they like least/most? Why?
- Explain the concept of timbre and relate it to how we were all made unique and different from each other and that it is because of this uniqueness that we are all special.
- Proceed to end the class with the same **So-Mi** goodbye tune.

VIII. Summative Assessment

a. Performance Standard

Perform Use the voice, body sounds and environmental objects to produce a variety of timbres.

Create Create a variety of timbres using an array of sound sources.

Respond Recognize the difference between talking and singing.

Respond to the different qualities of sound with appropriate movement.

b. Additional activities:

1. List/Draw at least 3 machines you have at home/school and write down and describe the sound they produce.
2. Play the game "Doggie, doggie" with your playmates/ the rest of your family and see if you can identify the person who took the bone.

Music 1 – Teacher’s Guide: Module 4

- I. **Target Grade Level:** GRADE ONE
- II. **Module Title:** LEARNING MODULE FOUR (TEACHING GUIDE)
- III. **Time Allotment:** 2 meetings x 30 minutes

IV. **Overview of the Module:**

The module aims to evaluate the children’s musical growth, resulting from their active involvement and exposure to the musical ideas presented in the Modules 1 – 3.

V. **Competencies**

The learner

- Exhibits all the necessary competencies required from the previous modules.

VI. **Prior Skills & Assessment**

The learner must have acquired all the skills stated in the previous modules.

VII. **Content/Topic:**

- a. EVALUATION: Review and evaluate concepts and skills studied in the First Quarter.
- b. PROCEDURE - DAY 1
1. CLASS ENCOUNTER
 - Start the class with the usual Q & A greeting that is sung but change the quality of your voice, the speed of your greeting or its loudness and softness.
 - Remind the children to try to sing their answer in the same way.
 - Sing more **So-Mi** questions using a variety of dynamic levels, speed and voice qualities.
 2. DEVELOPMENT OF THE LESSON
 - Invite the children to gather round and listen to the story about “Working at the Fire Station”

- Tell the students that the story will first be told with words, but later they will tell the story using only movement and sound.

“Working at the Fire Station”



“Once upon a time there were some firemen busy with cleaning their fire truck and the fire station. They were very busy with their cleaning when all of a sudden, a loud bell rang. There was a fire! They all ran out and jumped into their places at the fire truck. The big engine of the truck began to roar and the siren sounded loudly as they rode down the street. Soon, they reached the place of the fire and they immediately jumped off the truck. They held their water hoses high and low and in the middle until the fire was put out.

After the fire was put out, they slowly kept their hoses and jumped on the truck. They drove back to the station. But now, their clean truck was a mess! It was full of mud and soot from the fire. So the firemen began to clean their truck and their station when all of a sudden, a loud bell rang. There was another fire!”

- Read the story again and invite the children to read it together with you. And this time, add the ending: “After cleaning their truck and the station, the firemen got very tired. They needed to rest. So, they went home to sleep.” The End

3. APPLICATION

- Proceed to group the students (about 10 to a group) and invite them to listen to the recording and plan how they will move to tell the story.
- Make a mental note of the appropriateness of the movements/sounds in relation to story.
- Start observing some individual students or make a judgement of the general progress of the group as a whole.
- Round up the class and discuss their plans and ideas as you play some segments of the recording.

- Ask the students what they think was happening in that particular segment of the recording?

4. SYNTHESIS

- Elicit from the children their reactions to the activity/story? Tell them that their group presentations will be graded next meeting based on how well they have understood the concepts taken up this quarter.
- Presentation of appropriate volume levels, sound and speed of the sounds used will be evaluated by the teacher.
- Proceed to end the class by using the same **So-Mi** tune used in the beginning to greet the class; change the words to “Good-bye children” to bid the class goodbye (this will be the ritual every time the teacher starts and ends the class, thereafter).

c. PROCEDURE – DAY 2

1. CLASS ENCOUNTER

- Start the class with a Q & A greeting used last meeting. This time call on the students who were not called last meeting or those who you think need to be called more to sharpen their ability to echo/answer the teacher in tune (and as early as now, in correct time , too)

2. DEVELOPMENT OF THE LESSON

- Invite the class to recall the story and remind them of the things teacher will be looking into, such as the appropriateness of the sounds, its volume and its speed.
- Explain Activity Evaluation table 1 to the class and tell them to fill up the table after their performance. Ask the class to be honest in answering the tables.

3. APPLICATION

- After each group has performed, have them meet in one corner of the classroom and rate their performance according to the items found in the evaluation table.
- After rating the group’s performance, discuss the reason/s for their rating. This will allow the group to note the things they did right and the things they need improve on.
- Individually, ask the children to answer the Self Evaluation and rate their individual growth and progress.

- Give the groups 5-10 minutes to come up with their sound effect and go around to monitor/guide the choices made by each group.
- When, everybody is done, give the final instruction that each group will only perform the sound effect **when they see the picture of their character/object**. It is important that the teacher confers with the groups concerned before starting the sound story.

4. **SYNTHESIS**

- Ask the children if they enjoyed the activity/ies that were done for this quarter? Which part did they like least/most? Why?

VIII. Summative Assessment

a. *Performance Standard*

Activity Evaluation 1

Evaluation 1	Evident	Developing
1. The movements made by the group were appropriate to the story part being told.		
2. The sound effects made by the group were done in the right places in the story.		
3. The story was easily understood from the movements of the group.		

First Quarter Self-Evaluation

Self-Evaluation	Can Do	Getting There
1. Musical Skills: demonstrates tempo and changes in dynamics through body movements, uses ones voice to produce different timbres.		
2. Performs with correct dynamic levels, produces a variety of timbres using ones voice or different materials found in the classroom, sings the question and answer greetings independently.		
3. Listens and follows directions and rules, shows appropriate effort, consistently demonstrates cooperation, self-control, mutual respect, and citizenship.		

Music 1 – Teacher’s Guide: Module 5

- I. **Target Grade Level:** GRADE ONE
II. **Module Title:** LEARNING MODULE FIVE
III. **Time Allotment:** 2 meetings x 30 minutes

IV. **Overview of the Module:**

The module is an introduction to the element of RHYTHM and aims to have the children demonstrate their basic understanding of sound, silence, and rhythm through performing, creating, listening, observing, and responding activities.

V. **Competencies/Objectives**

The learner

- Associates icons with sound and silence within a rhythmic pattern.
- Claps, taps, chants, and plays musical instruments in response to sound with correct rhythm
- Create simple ostinato patterns in groupings of 2’s, 3’s and 4’s through body movements.
- Plays simple ostinato patterns on classroom instruments or other sound sources.

VI. **Prior Skills & Assessment**

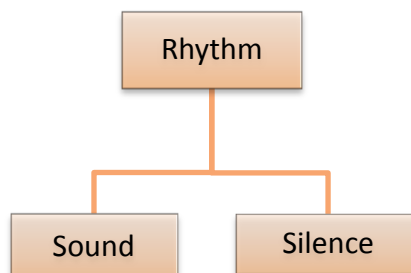
The learner must have acquired the following skills in the previous level:

- Demonstrates basic understanding of simple steady beats through chanting, clapping, tapping, walking and playing simple percussion instruments.
- Imitates or replicates a simple series of rhythmic sounds (“echo clapping”)

VII. **Content/Topic:**

RHYTHM – organization of sound and silence in time.

a. CONCEPT MAP



b. PROCEDURE - DAY 1

1. CLASS ENCOUNTER

- Greet with the usual SO-MI greeting.

2. DEVELOPMENT OF THE LESSON

- Ask the children if they have seen a see-saw and have them imitate a see-saw with their arms.
- Teach the song “See-Saw” or its translation.

translation by: D. de Vera Nursery Rhyme

See-Saw

Soprano

See - saw up and down, In the sky and on the ground.
Du - yan u - mim - bay, Pa - ta - as at pa - ba - ba.

- Have them sing the song again while moving their arms alternately up and down like a see-saw.

3. APPLICATION

- Help the children locate the LONG and SHORT sounds in the song by answering ACTIVITY 1 in their books.
- Check the answers in their book and have them sing and clap the song. Have them extend their hands for the LONG sounds to have them feel the length of the sounds and clap the SHORT sounds.
- Challenge the class to sing the words LONG and SHORT throughout the song while clapping.
- Invite them to sing and clap the beat pattern of the Goodbye song before bidding them goodbye.
- Have them clap the beat while singing their Goodbye song.
- Ask the class if they noticed LONG or SHORT sounds in the Goodbye song. (All LONG sounds)

Teacher:	Students:
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Good - bye , child - ren. Good - bye , teach - er.

See you, next time. See you , teach - er.

4. SYNTHESIS

- Ask the children:
- How does it feel to sing only LONG sounds?
- How will you feel if you sing a song with only SHORT sounds?
- Inform the children that they will learn more about LONG and SHORT sounds next meeting and as an assignment, have them look for LONG or SHORT sounds in the rhyme ENGINE, ENGINE number 9.
- Then ask them to sing the Goodbye song while clapping the LONG sounds in the song to close the activity.

c. PROCEDURE – DAY 2

1. CLASS ENCOUNTER

- Start the class with a Q & A greeting.

Hel - lo , child - ren. Hel - lo , teach - er.

- Greet individual students and use their name in the greeting.

2. DEVELOPMENT OF THE LESSON

- Recall the lesson on LONG and SHORT sounds.
- Greet some students again individually by adding their name to the song.
- Invite the class to locate the LONG and SHORT sounds in the greeting.
- Have the class clap and sing back the pattern of the Hello Greeting Song using the words LONG and SHORT.

Example:

Hel - lo	Chris - to - pher.
LONG LONG	SHORT - SHORT LONG

3. APPLICATION

- Review the song “Tulog Na” and have the children answer ACTIVITY 2 of their book.
- After checking their answers, invite the students to clap/sing the words with LONG and SHORT sounds throughout the song.
- Have them recall their lesson on DYNAMICS and have them sing the SHORT sounds SOFT and the LONG sounds LOUD.
- In preparation for the lesson next meeting, challenge the class to sing the LONG sounds of “Tulog Na” in their heads (in MUSIC, we call this skill INNER HEARING) and to sing the SHORT sounds loud.

4. SYNTHESIS

- Ask the children if they enjoyed the activity?
- Ask them to recall the sounds GOODBYE song last meeting.
- Ask the class:
- Can you recall how you felt last meeting when you sang a song with only LONG sounds?
Can you recall how you felt when you sang a song with only SHORT sounds?
- Ask the children to complete the sentence below based on their answers from the previous questions.
“It is important to combine LONG and SHORT sounds in a song because_____”.
- Sing the GOOD BYE song as the closing activity.

VIII. Summative Assessment

a. Performance Standard

<u>Perform</u>	Use the voice and body sounds to illustrate and perform LONG and SHORT sounds.
<u>Create</u>	Create a short work containing LONG and SHORT patterns.
<u>Respond</u>	Use the terms LONG and SHORT to identify sound patterns.

Music 1 – Teacher’s Guide: Module 6

- I. **Target Grade Level:** GRADE ONE
II. **Module Title:** LEARNING MODULE SIX
III. **Time Allotment:** 2 meetings x 30 minutes

IV. **Overview of the Module:**

The module is an introduction to the element of RHYTHM and aims to have children demonstrate their basic understanding of Sound, Silence, and Rhythm through performing, creating, listening, observing, and responding activities.

V. **Competencies/Objectives**

The learner

- Associates icons with sound and silence within a rhythmic pattern.
- Claps, taps, chants, and plays musical instruments in response to sound with correct rhythm
- Create simple ostinato patterns in groupings of 2’s, 3’s and 4’s through body movements.
- Plays simple ostinato patterns on classroom instruments or other sound sources.

VI. **Prior Skills & Assessment**

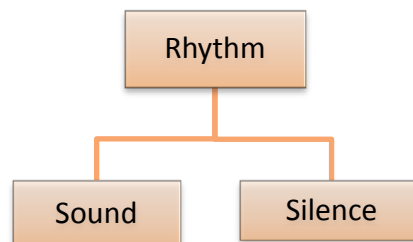
The learner must have acquired the following skills in the previous level:

- Demonstrates simple understanding of simple steady beats through chanting, clapping, tapping, walking and playing simple percussion instruments.
- Imitates and replicates a simple series of rhythmic sounds (“echo clapping”).

VII. **Content/Topic:**

RHYTHM – organization of sound and silence in time.

a. CONCEPT MAP



b. PROCEDURE - DAY 1

1. CLASS ENCOUNTER

- Sing the usual SO-MI SO-MI greeting song
- Review the song See-Saw with movements.

2. DEVELOPMENT OF THE LESSON

- Review the past module on LONG and SHORT sounds and have the students create a simple “composition” consisting of 4 (FOUR) sounds. They must be able to combine LONG and SHORT sounds in their work.
- Have the class clap/chant their “composition” with the words “LONG” and “SHORT” twice.
- Divide the class into 2 big groups and have 1 group sing the SEE-SAW song with words while the other group will clap their work twice. Exchange after 1 round.
- Explain the concept of “**OSTINATO**” (a short pattern done repeatedly to accompany a song or any piece of music) to the class.
- Invite them to vary their ostinato by using different sound sources for each of the LONG and SHORT sounds. Encourage them to use any sound source available.

3. APPLICATION

- Do ACTIVITY 1 of the Learning Module and explain to the children that just like all LIVING THINGS, music has a “heartbeat” and we call it the “BEAT”. Explain the relevance of the “BEAT” to a “PULSE” (it only stops at the END of a song/piece of Music).
- Check the answers in their book and have half of the class sing the song while the other half follows the BEATS/answers on the board by tapping the beats on their laps with both hands. Swap after 2 rounds.
- Challenge the class and call on some students who can do both (sing the song and tap the beats). This is not an easy task and may only be encouraged if the teacher notices some students with an exceptional sense of beat in the previous activities.
- Review the rhyme, ENGINE, ENGINE NUMBER 9 and give ACTIVITY 2 as an assignment.

4. SYNTHESIS

Ask the children:

- What new things did we learn in class today?
- How did you find the activities we have done?

- Tell the class to practice their ostanatos and doing the beat while singing during the week.

c. PROCEDURE – DAY 2

1. CLASS ENCOUNTER

- Greet students individually with their names in the greeting song.
- Have the particular student identify the LONG and SHORT sounds in the greeting sang to her by the teacher.
- Call on 2-3 more students in the same manner, and invite the class to identify the LONG and SHIRT sounds in the greeting.

2. DEVELOPMENT OF THE LESSON

- Recall the assignment (ACTIVITY 2) and check.
- Have the class tap the BEAT on their laps while chanting the rhyme “ENGINE-ENGINE number 9”.
- Call on some students to demonstrate their skill to the class.


3. APPLICATION

- Recall the game ”Chimpoy, Champoy” and have the class play the game while chanting.
- Invite the children to tap the beat of the rhyme on their laps with the beats that were written on the board (for ENGINE, ENGINE NUMBER 9) as guide.
- Ask the class what they noticed in some of the beats (there is NO SOUND or there is SILENCE)?
- Have them answer the rest of ACTIVITY 3 and check afterwards.
- After checking, explain the concept of the SILENT BEAT - that in MUSIC we call a BEAT with NO SOUND as a REST.
- Show the symbol musicians use to show a SILENT BEAT by combining the letters “Z” and “C” and tell the class that since it symbolizes “SILENCE” they must open their hands when they see the symbol.
- Ask the class to perform the chant “CHIMPOY, CHAMPOY” again while doing the BEAT on their laps and have them prepare for the REST by telling them you want to see the movement assigned for the REST.
- Call on some students to demonstrate it to the class. Choose the ones who are doing it well.

- Ask the class about their fondness for Pan de Sal and invite them to learn the song “Pan de Sal”.

Pan de Sal (translation of "Hot Cross Buns")

translation by: D. de Vera Nursery rhyme



Pan de sal, pan de sal. 'Tig sing - kwen - ta, tig ma - mi - so, pan de sal.

- Ask the class to answer ACTIVITY 4 as an assignment for next meeting.

4. SYNTHESIS

- Ask the children if they enjoyed the activity?
- Ask the class:
- What is the difference between SOUND and SILENCE?
- What word do musicians use to call a SILENT BEAT?
- Complete the sentence:
- The BEAT of a song is also called the _____ of a song. It only stops when the song/music also ends.
- The REST symbolizes _____.
- Have the students answer the PERFORMANCE RUBRIC for Module 6 of their Learning Guides.

VIII. Summative Assessment

a. Performance Standard

Perform *Maintain a steady beat when chanting, tapping, clapping and playing classroom instruments.*

Play simple ostinato patterns on classroom instruments.

Create *Improvise LONG and SHORT patterns using body percussion and nonpitched classroom instruments.*

Respond *Associate ikons with SHORT and LONG sounds within a rhythm pattern.*

Music 1 – Teacher’s Guide: Module 7

- I. **Target Grade Level:** GRADE ONE
- II. **Module Title:** LEARNING MODULE SEVEN (Music Teaching Guide)
- III. **Time Allotment:** 2 meetings x 30 minutes

IV. **Overview of the Module:**

The module aims to have children identify the difference between sound and silence, maintain a steady beat and play simple ostinato patterns on different sound sources.

V. **Competencies/Objectives**

The learner

- Claps, taps, chants, and plays musical instruments in response to sound with correct rhythm:
 - In groupings of 2’s
 - In groupings of 3’s
 - In groupings of 4’s
- Plays simple 2-meter and 3-meter patterns on classroom instruments or other sound sources.
- Creates simple ostinato patterns in groupings of 2’s, 3’s and 4’s through body movements.

VI. **Prior Skills & Assessment**

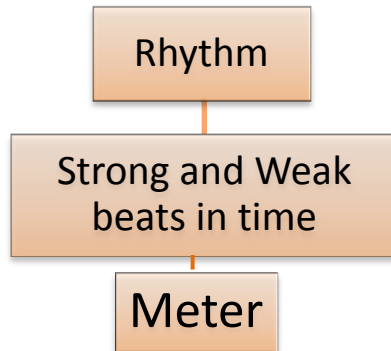
The learner must have acquired the following skills in the previous level:

- Demonstrates simple understanding of simple steady beats through chanting, clapping, tapping, walking and playing simple percussion instruments.
- Imitates and replicates a simple series of rhythmic sounds (“echo clapping”).

VII. **Content/Topic:**

RHYTHM – organization of sound and silence in time. Time being represented as METER.

a. CONCEPT MAP



b. PROCEDURE - DAY 1

1. CLASS ENCOUNTER

- Greet with the usual SO-MI greeting.
- Review the song See-Saw with actions.

2. DEVELOPMENT OF THE LESSON

- Teach the song "Bounce High" and do ACTIVITY 1 of the Learning Module.

Bounce High Children's Song

Bounce high, Bounce low, Bounce the ball to Shi - loh!

The image shows a musical staff in 2/4 time. The melody consists of quarter notes and eighth notes. The lyrics are written below the staff: "Bounce high, Bounce low, Bounce the ball to Shi - loh!".

- Explain the concept of STRONG and WEAK BEATS and have the children come up with body movements which would best demonstrate STRONG and WEAK beats.
- Have the class perform the movements while following the given diagram in their modules.

Diagram of Module 7



- Explain the concept of "**Bar Lines**" and have the students add the bar lines on their work.
- Likewise, explain the concept of the "BAR" and how it is related to the Bar Lines.

3. APPLICATION

- Do ACTIVITY 2 of the Learning Module and explain the concept METER (it is dependent on the number of beats found in every BAR of the entire song/rhyme) to the class.
- Check the answers in their book and have the class think of other movements for STRONG and WEAK beats. Call on some students to demonstrate the body movements they came up with.
- Give ACTIVITY 3 as an Assignment.
- Review the rhyme, ENGINE, ENGINE NUMBER 9 and ask the class to review the rest of the songs from the previous modules as they will need this for their assignment.

4. SYNTHESIS

- Ask the children:
 - Could you hear and find the words with STRONG beats in the song?
 - Why ? (or why not?)
- What do you need to do to hear and find the words with STRONG beats in the song?
- Bid the class goodbye and invite them to locate the strong beats in their goodbye song by stamping their feet whenever they sing a strong beat and snapping their fingers for the WEAK beats. Demonstrate the movement to them...

c. PROCEDURE – DAY 2

1. CLASS ENCOUNTER

- Greet the class, do the body movement previously done for the STRONG and WEAK beats as a reminder of last meetings' lesson.
- Have the class review the song "Bounce High" and change the name at the end of the song to the name of a student. Tell the class that if their name is called, it means that the imaginary ball was passed to him/her and that he/she must sing the song while pretending to bounce the imaginary ball. He/She must also add the name of the classmate to whom the ball will be passed to (as if she/he was passing the ball to a classmate).

2. DEVELOPMENT OF THE LESSON

- Recall the assignment (ACTIVITY 3) and check.
- Call on some students to perform the song/rhyme they chose and challenge them to show the Strong and Weak beats through their voices.

3. APPLICATION

- Teach the song Pedro Penduko and have them tap the beat on their laps while singing. Invite the students to answer instruction number 1 of ACTIVITY 4 in their module.

Pedro Penduko

Philippine Children's Chant
Music by M. Isleta

Ped - ro Pen - du - ko ku - ma - in ng it -

Nang hin - di ma - li - go i - ni - wan ng ka - la - ro.

- After doing so, guide them in locating the **STRONG BEATS** in the first few bars and proceed to have them answer no. 2 on their own.
- Ask them if they discovered the meter of the song and what is that meter.

4. SYNTHESIS

- Ask the children if they enjoyed the activity? How did they feel about Penduko- knowing that he does not a bath, and therefore does not look clean and neat.
- Emphasize the importance of cleanliness and the saying "Cleanliness is next to Godliness.
- Ask the class:
- What do musicians look for before drawing the bar lines to make bars.
- Complete the sentence:

To identify the **METER** of a song/rhyme one must count the _____ found in every _____.

- Have the students answer the **PERFORMANCE RUBRIC** for Module 6 of their Learning Guides.

VIII. Summative Assessment

a. Performance Standard

Perform *Maintain a steady beat when chanting, tapping, clapping and playing classroom instruments.*

Create *Improvise body movements that would best represent music moving in twos and threes.*

Respond *Respond to music grouped in twos or threes by playing or moving.*

Music 1 – Teacher’s Guide: Module 8

- I. **Target Grade Level:** GRADE ONE
II. **Module Title:** LEARNING MODULE EIGHT (Teaching Guide)
III. **Time Allotment:** 2 meetings x 30 minutes

IV. **Overview of the Module:**

The module aims to evaluate the children’s musical growth, resulting from their active involvement and exposure to the musical ideas presented in the Modules 1 – 3.

V. **Competencies/Objectives**

The learner

- Demonstrates all the necessary competencies required in the previous modules.

VI. **Prior Skills & Assessment**

The learner must have acquired all the skills stated in the modules.

VII. **Content/Topic:**

- a. EVALUATION: Review and evaluate concepts and skills studied in the Second Quarter.
- b. PROCEDURE - DAY 1
1. CLASS ENCOUNTER
 - Start the class with the usual Q & A greeting and review Long-Short sounds and Strong-Weak beats with singing or with movements.
 2. DEVELOPMENT OF THE LESSON
 - Ask the children:
 - Have you ever been on top of a mountain very early in the morning and see the sun rise?
Who can describe what she/he has seen?

- Explain to the children: The next song is a short game from one of the provinces in Mindanao which is surrounded by mountains, the province of Bukidnon. The name Bukidnon means “mountainous” or “full of mountains”. There, plenty of fruits and crops are grown because of the cold climate and the good soil. Among the crops grown in Bukidnon are pineapples, oranges, coffee and cacao. Let us learn one of the Finger Play games from the province which is a favorite of young children.
- Invite the children to learn the song/game “Pong Pong Piyangaw”.

collected by M. Factora Bukidnon Children's Game

Pong Pong Piyangaw

Pong pong pi - ya - ngaw, Im - ba tag - li - naw, Bus - keg i - la - lom.

- Process the activity, ask the children:
- Did you enjoy the game? How about patting the beat on your laps while singing the song? Can you identify where the strong beats are?
- Have the students answer ACTIVITY 1 of their book.

3. APPLICATION

- Proceed to group the students (about 15 in a group).
- Have each group come up with a simple OSTINATO for the song. Remind the students of the METER of the song before they make their OSTINATO.
- After making an OSTINATO, help the group assign body movements for the OSTINATO they composed.
- Give the class 5-10 minutes to practice their OSTINATO and call on each group to showcase their work.

4. SYNTHESIS

- After all the groups, round up the class and discuss their observations of each others’ performance.
- Ask the children how they found the activity?
- Tell them about the graded culminating activity next week with the same.

- The groups can choose from any of the rhymes/songs they have learned from the past lessons.
- Remind the class that their performance will follow the same directions as the “Pong Pong Piyangaw activity”.
- Proceed to round up the class and sing the Good bye song.

c. PROCEDURE – DAY 2

1. CLASS ENCOUNTER

- Start the class with a Q & A greeting used last meeting. Include a student’s name in the greeting. This will help you identify the students who still need to improve the ability to echo/answer the teacher with correct pitch and rhythm.

2. DEVELOPMENT OF THE LESSON

- Ask the class if the groups are ready for their presentation.
- Explain to the class the rubrics in the Activity Evaluation 2 to tell them to fill up the boxes after their performance. Ask the class to be truthful with their answers.

3. APPLICATION

- Allow each group to practice the presentation for 10 to 15 minutes.
- Proceed with the performance when ready.
- After each group has performed, have them meet in one corner of the classroom and rate their performance according to the items found in the evaluation table.
- After rating the group’s performance, discuss the reason/s for their rating. This will allow the group to note the things they did well and the things they need to improve on.
- Individually, ask the children to answer the Self Evaluation to indicate their individual growth and progress.

4. SYNTHESIS

- Ask the children if they enjoyed the activity/ies this quarter? Which activity did they like least/most? Why?

d. Summative Assessment

1. Performance Standard

Activity Evaluation 1

Evaluation 2	ALWAYS CLEAR	SOMETIMES CLEAR
1. The beat is clear and steady from the beginning to the end of the song.		
2. The Rests and Long and Short sounds were correctly identified.		
3. The Ostinato made by the group contained the required Long and Short sounds and Rests.		
4. The movements chosen by the group clearly showed the Beat, the Long-Short sounds and the Meter of the chosen song/rhyme.		

Second Quarter Self-Evaluation

Self-Evaluation	Can Do	Getting There
1. Musical Skills: identifies the difference between sound and silence, locates Strong-Weak beats and Long-Short sounds, creates a short Ostinato and keeps a steady beat.		
2. Performs steady beats.. claps/chants/taps/and walks Strong-Weak beats, Long –Short sounds and any given Ostinato.		
3. Listens and follows directions and rules, shows appropriate effort, consistently demonstrates cooperation, self-control, mutual respect, and citizenship.		