MAPEH
Learner’s Material
Unit 2

Melody and Form

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Melody is composed of tones that vary in pitch. Pitch can be of low, moderate, and high tone. These tones move in different directions.

Activity 1

Create your own body movements that will match the different melodic directions of the song below.

High and Low

C.M.G.
Activity 2

Let us sing the scale using hand signs.

Activity 3

Let us clap the beat of the rhythmic pattern below using improvised rhythmic instruments.

Activity 4

The teacher will present the musical score “Go Tell Aunt Rhody”.

1. Teacher will sing the song.
2. Teacher will let the pupils read the lyrics with correct rhythm.
3. Teacher will teach the song using rote method or any melodic instrument.
4. Class will sing the song.

Go Tell Aunt Rhody

Go, tell Aunt Rhody, the old gray goose is dead.

Activity 5

Using the song “Go Tell Aunt Rhody”, match the so-fa syllables written on the meta strips given by your teacher and compare it to the musical score.

1. 

2. 

3. 

4. 

5. 
Activity 6

Create any body movement that will show the following pitch:

1. high
2. moderately high
3. moderately low
4. low

• Have the pupils sing “Go Tell Aunt Rhody”. Using flaglets of different colors, do the following body movements:
  high – hands upward
  mid – hands sideward
  low – hands downward

Remember:

• Melody is what we remember in a song. It is the tune of the song.
• Melody is a musical line made up of a set of tones or pitches
• Pitch is the highness or lowness of a tone. In order to create one musical idea, a composer needs many tones.
• Melodies are made up of different pitches/tones that vary in pitch and duration.
Activity 7
Do the following tasks
Listen to the tones that will be sung or played by the teacher. Identify which of the given tone is **low**, **moderate**, or **high** by placing the cut out colored quarter notes (♩) on the staff.

Green - highest tone
Yellow - middle tone
Red    - lowest tone

Twinkle, Twinkle, Little Star

Lesson 2: Melodic Contour

Week 2

Introduction

Melodies move in different directions. Some notes may move upward or go downward. There are also melodies that remain unchanged or stay on the same level.
Activity 1

Let us sing and act like a see-saw with your partner.

While singing the song “See-Saw”, you and your partner will demonstrate the movement of a see-saw showing the concept of the high and low tones/pitch.

Activity 2

Let us sing the so-fa syllables of the song “See-Saw” using the Kodaly hand signs.

Activity 3

Yaman ng Bayan

Ma-n ga ha-yop sa gu-bat, ma-n ga is-da sa da-gat,
ma-n ga ta-o sa pam-pang, pa-wang ya-man ng ba-yan.

Pupils will do the following activities:

a. Perform hand signs while singing the so-fa syllables.

b. Sing the lyrics of the song.
c. Sing the song by phrases.

d. Sing the whole song and let pupils move their hands/arms following the melodic lines.

**Remember**

Melody moves in different directions. It can go up and down like the shape of a hill, mountain, valley or plateau, or it can stay on one pitch like a plain.

**Activity 4**

Divide the class into 2 groups. Let each group perform the contour of the melody through body movements. Each group may use other materials to enhance their performance.

**Group 1**

See-Saw

*translation by: D. de Vera*

\[
\begin{align*}
\text{See-saw up and down,} & \quad \text{In the sky and on the ground.} \\
\text{Duyan umim-bay,} & \quad \text{Pata-as at pa-baba.}
\end{align*}
\]

**Group 2**

Up and Down

*E. C. Valdecantos*

\[
\begin{align*}
\text{Let us go clim-bing up the stairs to-day,} & \quad \text{Then mer-ri-ly w-e're go-ing down this way.} \\
\text{Down, down, down, Up, up, up,} & \quad \text{Higher, higher. Then we go down the stairs to-day.}
\end{align*}
\]
Lesson 3: Perfect Pitch

Week 3

Introduction

Contour is the shape of a melody. Some notes move up and down forming different shapes: wavelike, zigzag, curve-like, or mountain shape.

Activity 1

Let’s sing the following songs.

Bumble Bee (Can You Sing Your Name to Me?)

For the Teacher

Bee, bee, bum - ble bee, can you sing your name to me?
Divide the class into 4. Each group will play available rhythmic instruments, while singing the song “Months of the Year”
Activity 2

Let the children sing in tune.

Kaygandang Tingnan

Let's try to do this

A.

1. Describe the melodic direction of the first line of the song?
2. Using arm movements, make an outline of the direction of music as you sing the song.
3. What shapes have you formed in following the melodic direction of the song?

B.

Let us connect the lines to show the melodic contour of the song “Kaygandang Tingnan”.

-          -               -  -  -          -  -  -

Ay!  Ay!  Ay!  Ay!  kay  gan-dang ting-nan,
**Remember:**

Melody is made up of a set of varying tones or pitches. Melodic contour is the direction of melody. It may go up, down, or stay in place.

**Activity 3**

Using crayons let the pupils draw on their notebooks the melodic directions they hear. The teacher will play or sing the following:

1. Happy Birthday Song
2. Rain, Rain, Go Away

**Evaluation**

Divide the class into 4 groups. The leader of each group will draw lots where the directions of the melodies are written. Each group is expected to perform each melodic contour using body movements, drawing, singing or writing on meta strips.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can move to the melodic contour of the song</td>
<td></td>
<td></td>
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<tr>
<td>2. Can draw the direction of melody heard</td>
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<tr>
<td>3. Can sing in tune alone and with others</td>
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<tr>
<td>4. Can create movements to show the direction of the melody</td>
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</tbody>
</table>
Lesson 4: Musical Form

Week 4

Introduction

Songs are made up of musical phrases. These musical phrases can be the same, similar, or different that can be represented through symbols.

Activity 1

Pupils will identify the title of the following songs.

a. …ang mamatay ng dahil sa’yo.
b. Ang bayan ko’y tanging ikaw
c. …dala-dala’y buslo
d. …sa paligid-ligid ay maraming linga.

Activity 2

Suggested songs:

Are You Sleeping, Brother John? Old French Round

Are you sleeping, are you sleeping, brother John, brother John?

Morning bells are ringing, morning bells are ringing, ding, dong, ding, ding, ding.
Do the following activities:

a. Let the pupils sing the song
b. Let pupils identify the following
   - Same lines or phrases
   - Similar lines or phrases
   - Different lines or phrases

Activity 3

Create body movements to show the beginning and ending of the songs. Analyze the songs based on the following:
a. same (melody and rhythm)
b. different (melody and rhythm)
c. similar (melody and rhythm)

- Draw a star on same melodic lines, a circle on different melodic lines, and a triangle on similar melodic lines.

**Activity 4**

Practice singing the song below and identify the melodic lines/phrases as: same, similar, and different.

**Do a Little Thing**

Traditional

```
\begin{music}
\measure{1}{\note {\texttt{Do a lit\texttt{-}tle thing, 1, 2, 3.}}}
\measure{2}{\note {\texttt{Come and fol\texttt{-}low me.}}}
\measure{3}{\note {\texttt{And I will fol\texttt{-}low you.}}}
\end{music}
```

**Remember:**

Songs are made up of musical phrases. Musical phrases can be the same, different, or similar. Songs have a beginning, middle, and ending that form one musical idea.
### Evaluation

#### Rubrics

<table>
<thead>
<tr>
<th>Activities</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Needs help from doing the task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can identify the beginning, middle and ending of the song</td>
<td></td>
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</tr>
<tr>
<td>2. Can identify same, similar and different musical lines or phrases in the song</td>
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<tr>
<td>3. Can sing same, similar and different phrases in the song</td>
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<tr>
<td>4. Can show musical lines or phrases through body movements and geometric shapes or objects</td>
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<tr>
<td>5. Can participate actively in the group activity</td>
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</tbody>
</table>

### Lesson 5: Repetitions in Music

#### Week 5

#### Introduction

The repeat mark (II: :II) is used to show repetition in music.

#### Activity 1

Sing the song following the repeat mark.
a.

Do, Re, Mi Song

Let's start at the very beginning, a very good place to start.

When you read you begin with A, B, C.

When you sing you begin with DO, RE, MI, DO, RE, MI, The first three notes just happen to be, DO, RE, MI, DO, RE, MI, FA, SO, LA, TI, Doe, a deer, a female deer, Ray, a drop of golden sun, Me, a name I call myself, Far, a long, long way to run, Sew, a needle pulling thread,La, a note to follow, So, Tea, a drink with jam and bread, that will bring us back to Doe.

b.

Dance and Sing

Josepina D. Villareal

Hello nice and sunny morning, Come on little boys and girls, let us sing. Come let's dance, come let's sing, let us do the tango oh, I hear the loo-loo, How we love to dance and sing the loo-bi-loo.
Remember:

Musicians use **repeat marks** ( II: :II ) to indicate repetition of certain parts in musical pieces.

Evaluation

Rubrics
Draw a star ( ★ ) in the appropriate column.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Can identify the repeated parts of the song.</td>
<td></td>
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<tr>
<td>3. Can apply the repeat mark found in the song.</td>
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<tr>
<td>4. Can work harmoniously with the group.</td>
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<tr>
<td>5. Can observe self-discipline in doing the activities.</td>
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</tbody>
</table>

Lesson 6: Musical Lines

Week 6

Introduction

A musical composition is made up of musical lines that can be repeated within a song.
Activity 1

Explore and create your own way of playing improvised musical instruments using the following rhythmic patterns.

\[
\begin{align*}
\text{Activity 2} \\
\text{Tell something about the picture} \\
\text{Bagbagto} \\
\end{align*}
\]

Form 3 groups. Using the song “Bagbagto”, do the following activities.

Group A - sing the song
Group B - play improvised instruments using the following rhythmic patterns

\[
\begin{align*}
\end{align*}
\]
Group C - create dance steps to the beat of the song

Remember:
The repeat mark (II: :II) is used to show repetition in music.

Activity 3

Perform the following rhythmic patterns following the repeat signs.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>1</th>
<th>2</th>
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</thead>
</table>

Come Let's Play

Let us play the tambourine, kling, kling, kling, kling, kling, kling;

With the triangle goes ting, ting;

Now look maracas as they rattle here, rattle there;

Won’t the big bass drum join us with boom, boom, boom.

Game instructions:

Let the pupils face their partner and do the following actions while singing “Come and Play”:

1. Tap your lap, count 1; clap your hands, count 2; clap your hands in front with your partner, count 3; and clap with your hands, count 4.
Evaluation

Rubrics

5 = Excellent  4 = Very Good  3 = Good  2 = Fair  1 = Poor

<table>
<thead>
<tr>
<th>Skills</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can play the rhythmic patterns following the repeat marks</td>
<td></td>
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<tr>
<td>2. Can play the improvised rhythmic instruments accurately to accompany the song</td>
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<tr>
<td>3. Can work together cooperatively to come up with the best performance</td>
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<td>4. Can manifest self-confidence in performing group rhythmic in front of the class</td>
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</table>

Lesson 7: Beginning and Ending

Week 7

Introduction

The voice is important in making sound. We have a speaking and a singing voice. When we sing, it should be done confidently and beautifully.

Activity 1

Sing previously learned action songs

Activity 2

Write the beginning line and ending line the following songs.
Songs

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>a. Ako ay Nagtanim</td>
<td></td>
<td></td>
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<tr>
<td>b. See-Saw</td>
<td></td>
<td></td>
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<tr>
<td>c. Jack and Jill</td>
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<td></td>
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<tr>
<td>d. Twinkle, Twinkle Little Star</td>
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<td></td>
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<tr>
<td>e. Leron, Leron Sinta</td>
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</tbody>
</table>

**Remember:**

We have a speaking and a singing voice. When we sing, it should be done confidently and beautifully.

**Evaluation**

The whole class will sing properly, at least 4 songs learned previously, with emphasis on the beginning and ending of the song.

**Rubrics**

Draw a happy face (😊) in the appropriate column.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Excellent</th>
<th>Very good</th>
<th>Good</th>
<th>Needs help</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can sing in accurate pitch</td>
<td></td>
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<td></td>
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<tr>
<td>2. Can sing with correct rhythm/timing</td>
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<tr>
<td>3. Can sing confidently from the beginning until the end of the song</td>
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<tr>
<td>4. Can enjoy singing in a group</td>
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</tbody>
</table>
Lesson 8: Singing in Tune

Week 8

Introduction

Filipinos are known to be good singers. Singing is one way of expressing our love and appreciation for our folk songs and culture.

Activity 1

Let us sing the following songs emphasizing the beginning or ending of each song.

a. “Yaman ng Bayan” (Mga hayop sa gubat...)
b. “Come Let’s Play” (Won’t the big bass drum join us with boom, boom, boom.)
c. “Lubi-Lubi” (Enero, Pebrero...)
d. “Tayo’y Magsaya” (Ha, ha, ha, ha, ha, lahat maligaya.)

Activity 2

Sing the song “Dance and Sing”.

Remember:

Singing is an interesting activity. It helps us express our feelings and improves our personality.

Singing develops self-confidence.

Activity 3

Sing the songs, “Bahay Kubo” and “Leron, Leron Sinta” confidently, giving emphasis on the beginning and ending of each song.
**Evaluation**

Rubrics

Draw a happy face (😊) in the appropriate column.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Excellent</th>
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<th>Good</th>
<th>Needs help</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can sing in tune</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Can sing with correct rhythm/timing</td>
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</tr>
<tr>
<td>3. Can sing confidently the beginning and ending of a song</td>
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<tr>
<td>4. Can sing with the group happily</td>
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</table>