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Introduction:

There are varieties of sounds that can be heard around us. These sounds differ in tone quality or timbre. Sounds come from different sources like humans, animals, nature, things, and musical instruments.

Nagtanom Ako Pinya
Ilonggo Folk Song
Notated and arranged by Fely A. Batiloy
### Activity 1

Check the column that matches the source of each sound.

<table>
<thead>
<tr>
<th>Sounds Produced</th>
<th>Human</th>
<th>Nature</th>
<th>Transportation</th>
<th>Animal</th>
<th>Musical instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. crying of the baby</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. honking of automobile horn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. booming of the drum</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4. chirping of birds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. splashing of waves</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### Remember:

1. **Timbre** - refers to the tone quality or tone color of sound.
2. **Different sound sources:**
   - human
   - nature
   - musical instruments
   - animals
   - things
   - musical gadgets

### Activity 2

Identify the source of each sound. Interpret the sounds through body movements.

- raindrops
- sound of a church bell
- nursery songs
- dogs barking
- trombone
- trumpet
Lesson 2: The Human Voice

Week 2

Introduction:

One of the main sources of musical sound is the human voice. The human voice is capable of producing singing tones.

Each person has his/her own distinct voice because of the size of his/her vocal cords. Voices differ in range and timbre or tone color.
Activity 1

a. Read the poem "Bayang Sinilangan".

Bayang Sinilangan
ni Mary Grace V. Cinco

Bayan kong sinilangan
Pilipinas ang pangalan
Inasam mong kalayaan
Dugo’t pawis mong nakamtan.

b. Sing the song “Pakitong-kitong”.

Pakitong-kitong
Tong, tong, tong, tong pakitong-kitong,
Alimango sasuba ginbatog dili maka ha,
Ako may makakuha
Ako may makakuha

Activity 2

Check the column that describes the voice of each singer.

<table>
<thead>
<tr>
<th>Singer</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Low</td>
</tr>
<tr>
<td>1. Lea Salonga</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Ogie Alcasid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Jaya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Charice</td>
<td></td>
<td></td>
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<tr>
<td>5. Bamboo</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remember:

The human voice has a different tone quality or timbre when speaking and singing. Some voices are high, others are thin, low, thick, or husky.

We use our speaking voice when we talk and our singing voice when we sing.
Evaluation

On your paper, draw a star (☆) if the following is a **singing voice** and circle (○) if it is a **speaking voice**.

1. Voice of a boy reading a sentence
2. Yeng Constantino singing “Salamat”
3. Voice of a girl reciting a poem

Lesson 3: Sources of Sounds

Week 3
Introduction:

Sounds come from different sources. They can come from nature, human voice, animals, musical instruments, or other man-made things around us. Different sound sources can produce a variety of timbres.

Activity 1
Sing the song about musical instruments.

*Tugtog Ko, Hulaan Mo*

Ako ay may tugtog
Hulaan mo ang instrument ko
Tayo nang maglaro
Isa, dal’wa tatlo
Handa na ba kayo?

Boom, boom, boom, boom, boom
Klang, klang, klang, klang, klang
Tring, tring, tring, tring, tring
Toot, toot, toot, toot, toot.
Activity 2

Listen to the recorded sound of the following instruments:
1. drum
2. cymbals
3. guitar
4. trumpet

Activity 3

Imitate the sounds of the following:
1. jeepney
2. train
3. thunder
4. duck
5. mother singing lullaby
6. piano

Remember:
There are different sound sources which produce a variety of timbres. Timbre refers to the tone quality or tone color of the human voice or any musical instrument.

Activity 4

Cut and paste pictures of musical instruments on your paper.

Piano

Trumpet
**Evaluation**

<table>
<thead>
<tr>
<th>Skills</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can recognize the sound of musical instruments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Can identify pictures of musical instruments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Can use other sources of sound to produce variety of timbres creatively</td>
<td></td>
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<tr>
<td>4. Can perform the activities with enjoyment and cooperation</td>
<td></td>
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<td></td>
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<tr>
<td>5. Can sing and play musical instruments harmoniously</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3-excellent  2- very good  1- good
Lesson 4: Dynamics through Movements

Week 4
Introduction:

Dynamics helps us put expression in the music we make. There are parts of music that must be played either loud or soft. We can interpret dynamics through body movements. Small movement can be considered soft, while big movement is loud. We can also relate dynamics to animal movements. Likewise, dynamics is what we call the volume in music.

Activity 1

Sing the song “Tunog at Galaw ng Hayop”.

Tunog at Galaw ng Hayop

Fely A. Batisey

1. Ako ay si Ku-ting, ku-ting na malambing, m-
2. A - ko ay si Ban - tay, ban - tay ng 'yong ba - hay, ma -
3. A - ko si Ka - la - baw, ma - si - pag, ma - t'y - ga, pag -

ti - nisk da - ga, ma - ta - li - nong pu - sa, ka -
tu - lin tu - mak - bo, ma - ba - it na a - so,

-si - kat ng a - raw, da - pat ng gu - ma - law,

lus - kos, kus - kos, ka - lus - kos, kus - kos, pa - king - gan 'yo a - ko nga - yon.

ma - ma - ma - ma, ma - ma - ma - ma, pa - king - gan 'yo a - ko nga - yon.

---

Meow! (soft)
Awoo! (medium)
Mama! (loud)
Activity 2
Read the poem applying dynamics

"Tunog at Galaw ng Hayop"
Fely A. Batiloy

(soft)
Ako ay si Kuting, kuting na malambing
Matinik sa daga, matalinong pusa
Kaluskos, kuskos, kaluskos, kuskos
Pakinggan n’yo ako ngayon. Meow!

(moderately loud)
Ako ay si Bantay, bantay ng ‘yong bahay
Matulun tumakbo, mabait na aso.
Aw, aw, aw, aw, aw, aw, aw
pakinggan n’yo ako ngayon. Awooo!

(loud)
Ako si Kalabaw, masipag, mat’yaga
Pagsikat ng araw, dapat nang gumalaw.
Ma, ma, ma, ma, ma, ma, ma
Pakinggan n’yo ako ngayon. Maaa!

Activity 3
Recite the poem while doing animal movements to show dynamics.

kitten - small movement
dog - medium movement
carabao - big movement

Remember:

Dynamics is one of the expressive elements of music that deals with the softness and loudness of sound. It gives freedom to interpret the music as soft, medium or loud.
Evaluation

Sing “Farewell Song” applying correct dynamics.

Farewell Song

It's sad to say good-bye, we just leave for a while we

know we left a smile and joy though our hearts cry; May

God take care of you as we de-part this place; Thine

eyes are watch-ing you wherever you may go; it's

sad to say good-bye, it's sad to say good-bye.

Rubrics

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can interpret dynamics correctly through the use of body movements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Can distinguish soft, medium, and loud sound in a song or music</td>
<td></td>
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<tr>
<td>3. Can show dynamics through movements of a given animal</td>
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<tr>
<td>4. Can show creativity and self-discipline in performing</td>
<td></td>
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</tbody>
</table>
Lesson 5: Variations in Dynamics

Week 5
Introduction:

Music becomes more beautiful when expressed in variety of sounds. Dynamics is one of the expressive elements of music that makes a song meaningful. Dynamics can either be soft, moderately loud, or loud.

Activity 1:

A. Sing the following songs applying the correct dynamics.

Dinagyang

Fely Aragon-Baniloy

Pista sa 'ming bayan, halina't makisaya, maraming pagkain, at maraming turista.

Boom, boom, boom! Ha- la, bi- ra!
Activity 2

Group Activity

Sing the song “Do a Little Thing” applying different dynamics. Add dance patterns to enhance performance.

Remember:

Music is more beautiful when expressed in a variety of sounds. Dynamics is one of the expressive elements of music that makes a song meaningful. Dynamics can be soft, moderately loud, or loud.
Evaluation

Rubrics

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can use the dynamic terms as soft, moderately loud or loud in a song</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Can identify the exact changes of dynamics in a song</td>
<td></td>
<td></td>
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<tr>
<td>3. Can perform with appropriate choreography, props, mask and sound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>variations</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Can show self-discipline and flexibility in doing tasks</td>
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<tr>
<td>5. Can join and cooperate with the group</td>
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</tr>
</tbody>
</table>

3-Excellent 2-Very Good 1-Good

Lesson 6: Expressions of Music

Week 6

Introduction:

Dynamics is one of the expressive elements of music that deals with softness and loudness of sound. It helps express emotions. Moreover, it is more meaningful if applied to a song using hand gestures.

Activity 1

- Recite the lyrics of “Lupang Hinirang”.
- Recite the song following the gestures of the teacher using palms down (soft) and palms up (loud).
- Sing the whole song following the beat and gestures of the teacher in soft, moderately loud, and loud. (S-soft, M-moderately loud, L-loud).
Lupang Hinirang
Music: Julian Felipe
Lyrics: Jose Palma

L Bayang magiliw
S Perlas ng silanganan
L Alab ng puso
S Sa dibdib mo’y buhay.

L Lupang hinirang
S Duyan ka ng magiting
L Sa manlulupig
S Di ka pasiil.

M Sa dagat at bundok sa simoy at
L Sa langit mong bughaw
M May dilag ang tula at awit
L Sa paglayang minamahal.

M Ang kislap ng watawat mo’y tagumpay
L Na nagniningning
M Ang bituin at araw n’ya kailan pa
M May di magdidilim.

L Lupa ng araw, ng luwalhati’t pagsinta
L Buhay ay langit sa piling mo
L Aming ligaya na pag may mang-aapi
L Ang mamatay nang dahil sa ‘yo

Remember:
Dynamics helps express emotions. It is more meaningful when applied to a song.
**Activity 2**

Sing the song “Pilipinas Kong Mahal” with appropriate dynamics.

Follow hand gestures of the teacher, showing softness and loudness in singing.

<table>
<thead>
<tr>
<th>“Pilipinas Kong Mahal”</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>M</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>L</td>
</tr>
<tr>
<td>M</td>
</tr>
</tbody>
</table>

**Evaluation**

Rubrics

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can respond to the conducting gestures of the teacher while singing the song “Lupang Hinirang”</td>
</tr>
<tr>
<td>2. Can identify the exact changes of dynamics in a song</td>
</tr>
<tr>
<td>3. Can sing and interpret the song “Lupang Hinirang” with correct dynamics</td>
</tr>
<tr>
<td>4. Can show flexibility in doing the task.</td>
</tr>
<tr>
<td>5. Can join and cooperate with the group in doing the activity</td>
</tr>
</tbody>
</table>

3-Excellent  2- Very good  1-Good
Lesson 7 & 8: Application of Dynamics

Week 7 & 8
Introduction

Dynamics is one of the expressive elements of music that deals with the softness and loudness of sound. It gives freedom to express emotions and likewise enhances the beauty of songs, poetry, chants, and drama or musical stories.

Activity 1

1. Mimic animal sounds and apply proper dynamics.
   - bee  
   - cat  
   - carabao  
   - cow  
   - duck  
   - dog

2. Read the poem applying varied dynamics as soft, medium, or loud.

   Creations
   Fely Aragon Batilo
   L
   God made the heavens
   M
   God made the earth
   S
   And God made man
   S
   To rule over the land.
   S
   Beautiful flowers
   M
   Sun so bright
   L
   Moon and stars
Activity 2
Sing the song with actions.

“Ang Maliit na Gagamba”

Ang maliit na gagamba
Umakyat sa sanga
Dumating ang ulan,
Naanod siya

Sumikat ang araw
Natuyo ang lupa
Ang maliit na gagamba
Bumalik sa sanga.

Remember:
Dynamics gives freedom to express emotions and it adds beauty to songs, poetry, chants, and drama or musical stories.
**Evaluation**

**Rubrics**

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Can enhance poetry using the dynamics soft, moderately loud or loud</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Can use sound variations in chanting</td>
<td></td>
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<tr>
<td>3. Can recite the poem with proper choreography, sound variations and sound effects</td>
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</tr>
<tr>
<td>4. Can show creativity and workmanship</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Can apply changes in dynamics through poems, chants and musical stories</td>
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<tr>
<td>6. Can join and cooperate with the group</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

3 - Excellent   2 - Very good   1 - Good