



**Republic of the Philippines**  
**Department of Education**  
**National Capital Region**  
**Schools Division Office of Muntinlupa City**

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**MUSIC 7 ACTIVITY SHEETS**  
**THIRD QUARTER-WEEK 1**

**I. TOPIC: MUSIC OF MINDANAO**

**II. OBJECTIVES:**

1. Identifies the musical characteristics of representative music selections from Mindanao.
2. Analyzes the musical elements of some Mindanao vocal music.
3. Performs music from Mindanao.

**III. BRIEF DESCRIPTION OF THE LESSON:**

**Vocal Music of Mindanao**

**Islamic Group**

The characteristics of music of Islamic are melisma singing, narrow singing, song phrases, fluid singing, tremolo, strained voice, and nasal enunciation.

Life cycle:

*Langan bata-bata* – lullaby of Tausug

*Tarasul* – Tausug song of advice to wedded couple

*Dekir* - death song of Maranao

*Dekil* – Maguindanao dirge in vigil

Religious Chant:

*Salathul Juma* – Friday prayer chant

*Taraawe* – chant during the Ramadan Folk epic Rajah

*Indarapatra* – epic song of Maguindanao

*Darangen* – an epic song that encompasses a wealth of knowledge of Maranao people.

**Music of Non-Islam**

Life cycle:

*Sinda-ay*-wedding chant sung before inviting the groom's party to enter the bride's house.

*Balow* – song for a dead husband of a Matigsalug

*Iring-iring* – Manobo song sung on wakes.

*Ulag-ing* – lament song of Manobo



Occupational songs:

*Balatuking* – Manobo’s harvest song. Ritual song.

*Diwata* - for curing ceremony of Subanon

*Pamasag* – for victory celebration of Manobo

*Pangan* – for thanksgiving of Manobo

#### IV. ACTIVITIES:

##### Activity 1:

**Directions:** Identify the following vocal music of Mindanao. Write **I** if it is an Islamic song/chant, and **NI** if it is Non-Islamic. Write your answer on the space provided.

\_\_\_\_\_ 1. *Sinda-ay*

\_\_\_\_\_ 2. *Pangan*

\_\_\_\_\_ 3. *Pamasag*

\_\_\_\_\_ 4. *Dekir*

\_\_\_\_\_ 5. *Dekil*

\_\_\_\_\_ 6. *Tarawe*

\_\_\_\_\_ 7. *Darangen*

\_\_\_\_\_ 8. *Iring iring*

\_\_\_\_\_ 9. *Balow*

\_\_\_\_\_ 10. *Indarapatra*

##### Activity 2:

**Directions:** Matching Type. Match column A with column B. Write the letter of your answer on the space provided.

##### Column A

\_\_\_\_\_ 1. Song for victory celebration of Manobo.

\_\_\_\_\_ 2. Song for curing ceremony of Subanon.

\_\_\_\_\_ 3. Tausug song of advice to wedded couple.

\_\_\_\_\_ 4. Friday prayer chant

\_\_\_\_\_ 5. Manobo’s harvest song, ritual song.

##### Column B

A. *Balatuking*

B. *Pamasag*

C. *Tarasul*

D. *Diwata*

E. *Salathul Juma*

##### Activity 3:

Performance Task: Compose and Sing it!

##### Directions:

1. Compose a simple song or a chant about your “mother” in English or Tagalog with original lyrics and music.
2. Record a video of your song and submit it to your teacher through fb messenger or e-mail.
3. Sing it in acapella (without accompaniment).
4. At the end of your video, answer this question: What motivated you to compose that song?

Rubrics for performance:

	Exemplary 90-95 points	Satisfactory 85 points	Fair 80 points
Lyrics	The song lyrics are outstanding. The words memorable.	The song lyrics are good. The words memorable.	The song lyrics are somewhat coherent.
Creativity	The student composed an original or adaptation song with a clear theme.	The student composed an original or adaptation song but there are some elements that are not excellent.	The song composed is not very good, but there are some elements that are not excellent.
Tempo and Melody	The melody and rhythm were perfectly performed. Student could clap along to a steady beat.	Tempo and rhythm are consistent. The melody is mostly smooth and clear.	Tempo and rhythm are sometimes unclear or slow down and speed up. The melody is apparent in some places but unclear in others.
Organization	The writer clearly organized information, used mostly correct grammar and spelling and used legible handwriting.	The writer lacked one of the following: clearly organized information, correct grammar and spelling usage, and/or legible handwriting.	The writer lacked two of the following: clearly organized information, correct grammar and spelling usage, and/or legible handwriting.
Mastery of the Song	There are no errors and the presentation is outstanding	There are few errors and the presentation is better	There are many errors and the presentation was difficult to understand.

## V. FORMATIVE ASSESSMENT:

Directions: Encircle the letter of the correct answer.

1. It is wedding chant sung before inviting the groom's party to enter the bride's house.

A. *Sinda-ay*

B. *Balow*

C. *Dekir*

D. *Darangen*

2. An epic song that encompasses a wealth of knowledge of Maranao people.
 

A. <i>Tarasul</i>	C. <i>Darangen</i>
B. <i>Dekir</i>	D. <i>Balatuking</i>
3. Which of the following is Non-Islamic vocal Music?
 

A. <i>Pamasag</i>	C. <i>Indarapatra</i>
B. <i>Langan Bata-Bata</i>	D. <i>Dekir</i>
4. What is Tausug song of advice to wedded couple?
 

A. <i>Salamathul juma</i>	C. <i>Tarasul</i>
B. <i>Balow</i>	D. <i>Pangan</i>
5. It is a chant during the Ramadan Folk epic Rajah.
 

A. <i>Tarawe</i>	C. <i>Iring-iring</i>
B. <i>Ulag-ing</i>	D. <i>Diwata</i>

## VI. REFLECTION:

**Directions:** Answer the following questions.

1. Is there a difference between songs of Islamic and music of Non-Islamic? Explain your answer.

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2. Why do we need to study the music of Mindanao?

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3. Watch and Listen to “The Darangen Epic of the Maranao People of Lake Lanao” <https://www.youtube.com/watch?v=4VzzhNkbjgg>. How will you describe the song “Darangen” in cultural and musical context?

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## VII. References:

1. <https://www.slideshare.net/charlhen1017/music-of-mindanao-118466693>
2. <https://www.youtube.com/watch?v=4VzzhNkbjgg>
3. <https://www.youtube.com/watch?v=r23WIPYJp5I>
4. Music and Arts Learner’s Material First Edition 2017
5. <https://ich.unesco.org/en/RL/darangen-epic-of-the-maranao-people-of-lake-lanao-00159>

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