

7

# Learning Activity Sheet for Music and Arts

Quarter 3

Lesson

1

**Quarter 3: Lesson 1 (Week 1-2)**  
**SY 2024-2025**

This material is intended exclusively for the use of teachers in the implementation of the MATATAG K to 10 Curriculum during the School Year 2024-2025. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

**Development Team**

**Writers:**

- Jemuel Barrera Garcia (West Visayas State University)
- Ryan L. Puljanan (West Visayas State University)

**Validator:**

- Mary Leigh Ann Perez (Philippine Normal University – Manila)
- Rus Will E. Ledesma (West Visayas State University)

**Management Team**

Philippine Normal University  
Research Institute for Teacher Quality  
SiMERR National Research Centre

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at [blr.od@deped.gov.ph](mailto:blr.od@deped.gov.ph).

**LEARNING ACTIVITY SHEET**

<b>Learning Area:</b>	Music and Arts	<b>Quarter:</b>	3rd Quarter
<b>Lesson No.:</b>	1	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Philippine National Anthem (<i>Lupang Hinirang</i> [Marcha Nacional Filipina], Composer: Julián Felipe)</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No. 2: Note Me (5-20 minutes)**

**II. Objective(s):** Appreciate the different national anthems in Philippine history.

**III. Materials Needed:** Pen, worksheet

**IV. Instructions:**

- The students will watch and listen to a video clip containing the various anthems of the Philippines throughout history. After which, they will be asked to answer the following questions.

Q1. What do you think about the various anthems that the country had during colonization up to post-war Philippines?

---

---

---

---

---

---

---

---

Q2. What have you noticed regarding the rhythm, melody, and eventually lyrics of the anthems you listened to?

---

---

---

---

---

---

---

---

## V. Extended Practice

1. The student may opt to listen to the national anthem of Cambodia and compare it to the present national anthem of the Philippines.

Q3. What similarities and differences have you noticed in the present national anthem of the Philippines and Cambodia in terms of melody, tempo, texture, rhythm, and lyrics?

Elements of Music	Philippines	Cambodia
Melody		
Tempo		
Texture		
Rhythm		
Lyrics		

Q4. How is nationalism integrated in the Philippines and that of Cambodia's national anthem?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	Music and Arts	<b>Quarter:</b>	3rd Quarter
<b>Lesson No.:</b>	1	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Indonesia National Anthem (<i>Indonesia Raya</i>; Wage Rudolf Supratman (writer) and Jos Cleber (composer))</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No. 8: Compare and Contrast (5-15 minutes)**

**II. Objective(s):** Cite the similarities and differences amongst the Philippines' *Lupang Hinirang* and Indonesia's *Indonesia Raya*

**III. Materials Needed:** Pen, worksheet

**IV. Instructions:**

- After listening and singing the national anthem of the Philippines and Indonesia, compare and contrast the two national anthems and indicate your responses on the given space below:

	<b>Lupang Hinirang</b>	<b>Indonesia Raya</b>
Time Signature		
Tempo		
Texture		
Context of Lyrics		
Musical Accompaniments		
Mood of the Accompanying Musical Instruments		

Nationalist Sentiments		
------------------------	--	--

### V. Extended Practice

1. Using their own time for research, the student may try to include an analysis of Cambodia's national anthem in relation to the national anthems of Philippines and Indonesia.

	<b>Nokor Reach សគររាជ</b>
Time Signature	
Tempo	
Texture	
Context of Lyrics	
Musical Accompaniments	
Mood of the Accompanying Musical Instruments	
Nationalist Sentiments	

## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	Music and Arts	<b>Quarter:</b>	3rd Quarter
<b>Lesson No.:</b>	2	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Vocal and Instrumental Music: <i>Bayan Ko</i> (Music by: Constancio de Guzmán, Lyrics: José Corazón de Jesús <i>aka</i> Huseng Batute) as performed by Arturo Navera (Baritone) and Julie Mendoza (Piano)</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No. 9: What If? (5-15 minutes)****II. Objective(s):** Critically think through Joey Ayala's take on *Lupang Hinirang***III. Materials Needed:** Pen, worksheet**IV. Instructions:**

After watching and listening through Joey Ayala's TEDx talk (*Lupang Hinirang*), what do you think about Ayala's take on:

Joey Ayala's version of the Philippine National Anthem

[https://youtu.be/41guxaNk9FY?si=r\\_MDBWFPdy6aFCze](https://youtu.be/41guxaNk9FY?si=r_MDBWFPdy6aFCze)

a. Changing the rhythmic pattern from  $\frac{2}{4}$  to  $\frac{6}{4}$  time signature?

---

---

---

---

---

---

---

---

b. Enunciating the words that tend to be sung altogether?

---

---

---

---

---

---

---

---

- c. Reflecting on our approach to *Lupang Hinirang* based on who we are as Filipinos?

---

---

---

---

---

---

---

- d. Changing parts of the lyrics to contextualize what it means for Filipinos in contemporary times?

---

---

---

---

---

---

---

#### V. Differentiation

**Instruction:** Knowing that the singing, performance, or the instrument playing of *Lupang Hinirang* is guided by R.A. 8491, what is your opinion about singers who change the way it is sung prior to a game or match? Reflect on your response and express your answer through a drawing, a poem, or a short statement using the given space below.



## LEARNING ACTIVITY SHEET

<b>Learning Area:</b>	Music and Arts	<b>Quarter:</b>	3rd Quarter
<b>Lesson No.:</b>	2	<b>Date:</b>	
<b>Lesson Title/ Topic:</b>	<b>Vocal and Instrumental Music: <i>Bayan Ko</i> (Music by: Constancio de Guzmán, Lyrics: José Corazón de Jesús <i>aka</i> Huseng Batute) as performed by Arturo Navera (Baritone) and Julie Mendoza (Piano)</b>		
<b>Name:</b>		<b>Grade &amp; Section:</b>	

**I. Activity No. 10: Music and Lyrics (5-20 minutes)****II. Objective(s):** Characterize the song, *Bayan Ko*.**III. Materials Needed:** Pen, worksheet, crayons**IV. Instructions:**

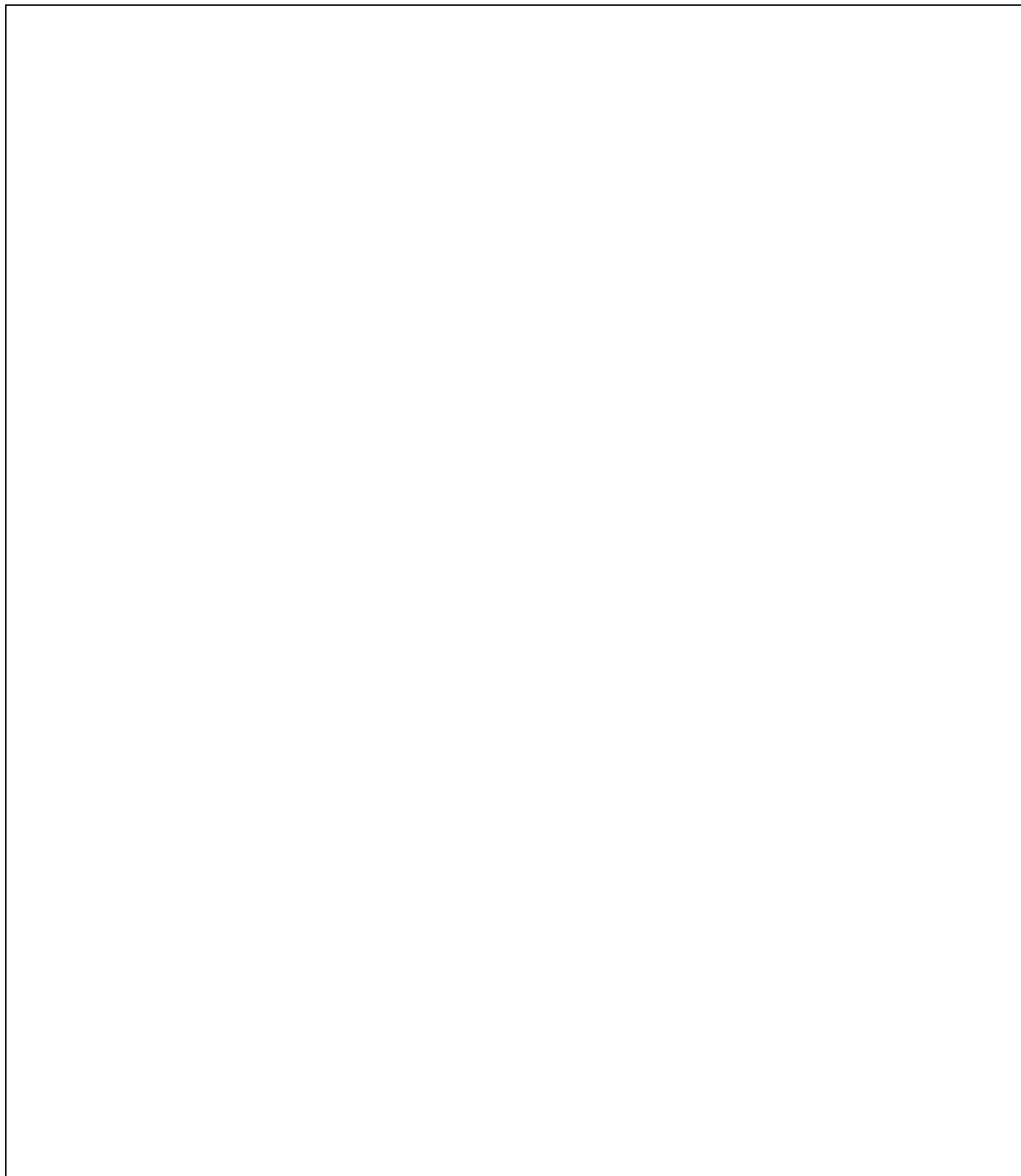
Listen to a recording of a nationalistic vocal music and its accompanying musical instrument (piano) entitled *Bayan Ko* (Version 1) and fill out the given table below by characterizing *Bayan Ko*. You may access the music through

<https://youtu.be/5jWtwdzJcns?si=s9m4oCOVuQ5qogqR>.

Melody	
Tempo	
Lyrics	
Context	
Emotions the song brings out	
Mood	
Purpose	

**V. Synthesis**

**Instruction:** Using crayons, make a poster expressing your interpretation of the song *Bayan Ko*. If time permits, discuss your poster with your classmates focusing on the symbolisms you have integrated in your artwork. Use the space below.

A large empty rectangular box with a thin black border, intended for a student to draw a poster. The box occupies the majority of the page below the instruction.