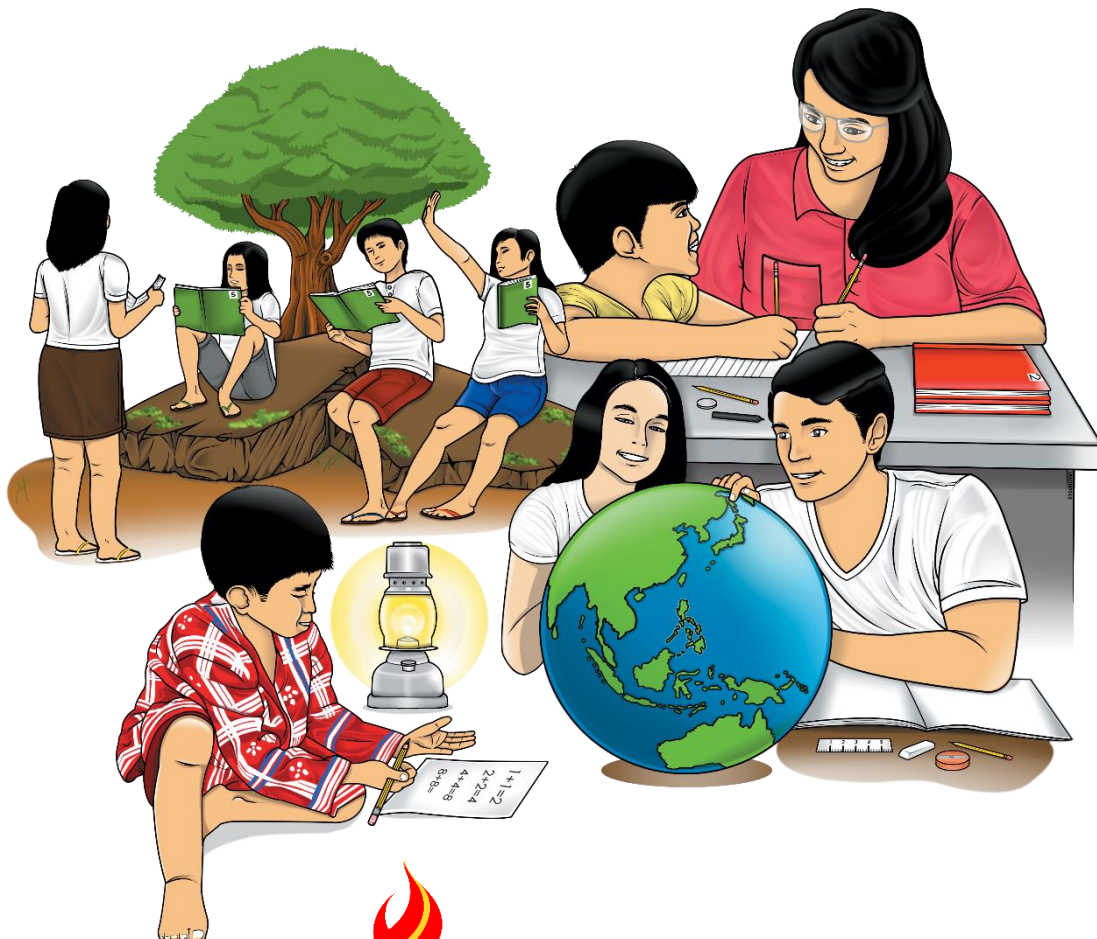


Music

Quarter 2 – Module 1: Afro-Latin American and Popular Music



Music – Grade 10
Alternative Delivery Mode
Quarter 2 – Module 1: Afro-Latin American and Popular Music
First Edition, 2020

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Music

Quarter 2 – Module 1: Afro-Latin American and Popular Music

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

This SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pretest is provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the posttest to self-check your learning. Answer key is provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. Read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

This module provides you the foundation of music of the Afro-Latin America. In your journey through the discussions and different tasks, the following are the Most Essential Learning Competencies (MELCs) intended for this module:

1. describe the historical and cultural background of Afro-Latin American and Popular Music (**MU10AP-IIa-g-2**);
2. analyze musical characteristics of Afro-Latin American and Popular Music through listening activities (**MU10AP-IIa-h-5**);
3. explore ways of creating sounds on a variety of sources suitable to chosen vocal and instrumental selections (**MU10AP-IIa-7**);
4. perform selections of Afro-Latin American and Popular Music in appropriate pitch, rhythm, style and expression (**MU10AP-IIa-h-6**); and
5. evaluate music and music performances using guided rubrics (**MU10AP-IIa-h-10**).

After going through this module, you are expected to:

1. describe the historical and cultural background of Afro-Latin American Music;
2. analyze musical characteristics of Afro-Latin American Music through listening activities;
3. explore ways of creating sounds on a variety of sources suitable to chosen vocal and instrumental selections;
4. perform selections of Afro-Latin American Music in appropriate pitch, rhythm, style and expression; and
5. evaluate music and music performances using guided rubrics.

The module is divided into 2 lessons, namely:

- Lesson 1 – Music of Africa
- Lesson 2 – Music of Latin America



What I Know

Choose the letter that represents your best answer. Write your answers on a separate sheet of paper.

1. It is a single tube closed at one end and blown like a bottle to produce sound.
 - a. Fulani
 - b. Lute
 - c. Mbira
 - d. Talking Drum

2. The following statements describe Spiritual Music except_____.
 - a. It is also known as “Negro Spiritual”
 - b. It is a way of imparting Christian Values
 - c. It is a way of venting the hardships of slaves.
 - d. Its melodies are expressive and soulful.

3. It is likened to a question-and-answer sequence in human communication.
 - a. Blues
 - b. Call and response
 - c. Soul
 - d. Spiritual

4. It is a musical genre from Nigeria in the Yoruba tribal style to wake up the worshippers after fasting during the Muslim holy feast of Ramadan.
 - a. Apala
 - b. Axe
 - c. Jit
 - d. Juju

5. What do a Talking Drum and Djembe have in common?
 - a. They are both chordophones.
 - b. They are both membranophones.
 - c. They are both idiophones.
 - d. None of the Above

6. It is instantly recognizable from the counterpoint between the bass and drum downbeat and the offbeat rhythm section.
 - a. Reggae
 - b. Salsa
 - c. Samba
 - d. Bossa Nova

7. African traditional music is used primarily during _____.
 - a. birth
 - b. death
 - c. marriage
 - d. All of the above

8. The term used to describe the merging of West African with Black American music is _____.
 - a. Afrobeat
 - b. Axe
 - c. Jive
 - d. Kwassa Kwassa

9. It is a ballroom dance originated in Cuba and it has a normal count of “two-three-chachacha” and “four and one, two, three.”
 - a. Cha cha
 - b. Cumbia
 - c. Rumba
 - d. Tango

10. The best-known proponent of Reggae is _____.
 - a. Bob Marley
 - b. Peter Tosh
 - c. Dennis Brown
 - d. Jimmy Cliff

11. It is the English term of Paso Doble.
 - a. Duo Dance
 - b. Double Step
 - c. Pass Dance
 - d. Two Step

12. Who is the best known Bossa Nova singer in the Philippines?
 - a. Charice Pempengco
 - b. KZ Tandingan
 - c. Sarah Geronimo
 - d. Sitti Navarro

13. From what part of Kudu is the Kudu Horn made of?
 - a. Kudu Skull
 - b. Kudu Bones
 - c. Kudu Skin
 - d. Kudu Antelope

14. It is a social dance with marked influences from Cuba and Puerto Rico.
 - a. Cha cha
 - b. Jive
 - c. Salsa
 - d. Samba

15. Which of the following is not a major influence of the music of Latin America?
 - a. African
 - b. Indigenous
 - c. Italian
 - d. Spanish-Portuguese

Lesson

1

Music of Africa



What's In

Our lessons during the First Quarter gave us a better understanding of the Music of the 20th century. This era helped shape music into what it is today. Before we proceed to the lessons for the Second Quarter, let us test what you have learned. Can you identify the musical styles of the following musicians during the 20th Century Music?

1. John Cage
2. Claude Debussy
3. Arnold Schoenberg
4. Edgard Varèse
5. Igor Stravinsky



Note to the Teacher

Please check the answers of the learner. If all answers are correct, the learner will proceed to the next part of this module. Otherwise, assist the learner to recall facts about the abovementioned periods for better understanding of the next lessons.

“Music is the greatest unifier, an incredible force. Something that people who differ on everything and anything else can have in common.” – Sarah Dessen, *Just Listen*. United States: Viking, 2006.

This quote speaks of the way Africans consider music because they believe that music serves as a link of the actual world with that of the spiritual world. Music is indeed a vital part of everyday life in Africa. You will get to know more about it as you continue your journey through the Afro-Latin American Music and how it has developed into the music of the dances we now enjoy. Let us discover different types of indigenous music and instruments and observe their distinct characteristics and styles.

Are you ready to explore the music of Africa and Latin America?



What's New

Before you dive in to the exhilarating lessons of African Music, I want you to recall any of your experiences regarding the Music of the stunning continent of Africa. Have you watched the movie “The Lion King”? What about “Madagascar”? Have you listened to the 2010 FIFA World Cup Music entitled “Wavin’ Flag” by K’NAAN? These contents are very popular worldwide and everyone must have encountered any of these at a certain points. Based from your experience with African music, answer the following questions:

1. What are your impressions about African music?
2. Can you name some instruments that you can hear from the songs?
3. What can you say about the vocal productions of African singers?



What is It

You might know the continent of Africa as a place with jungles, deserts, wild animals, and is blazingly hot but this area of the planet is one of the oldest in history. The first known species of man was excavated from this region. Its music is also one of the earliest in time. Music has been a vital part of the lives of Africans. It was primarily performed during rituals in the monumental parts of their lives like birth, marriage, death, and war. Music was usually performed with dancing as a part of gatherings whether it is social or political.

African music is one of the most influential styles of music in the world. It has greatly influenced the music of Contemporary America, Latin America and European music. Its highly energetic and rhythmically challenging beats are quite universal. Jazz, Gospel and Spiritual, and Rhythm and Blues (RnB) are genres of music that have deep roots to African music.

The music of Africa is the product of the diverse history, topography, and unique musical heritage of more than 50 countries. It is the result of the fusion of traditional and European influences which was a result of the colonization of Europe to most of the continent until the 19th Century.

TRADITIONAL MUSIC OF AFRICA

African traditional music is mainly functional in nature which is used primarily in ceremonial rites, such as birth, death, marriage, succession, worship, and spirit invocations. Others are work related or social in nature, while many traditional societies view their music as a form of entertainment.

Some Types of African Music

1. **Afrobeat** – It is a term used to describe the fusion of West African with Black American music.
2. **Apala (Akpala)** - It is a musical genre from Nigeria in the Yoruba tribal style to wake up the worshippers after fasting during the Muslim holy feast of Ramadan.
3. **Axe** - It is a popular musical genre from Salvador, Bahia, and Brazil. It fuses the Afro-Caribbean styles of marcha, reggae, and calypso.
4. **Jit** - It is a hard and fast percussive Zimbabwean dance music played on drums with guitar accompaniment influenced by *mbira*-based guitar styles.
5. **Jive** - It is a popular form of South African music featuring a lively and uninhibited variation of the jitterbug, a form of swing dance.
6. **Juju** - It is a popular music style from Nigeria that relies on the traditional Yoruba rhythms. A drum kit, keyboard, pedal steel guitar, and accordion are used along with the traditional dun-dun (talking drum or squeeze drum).
7. **Kwassa Kwassa** – It is a music style that begun in Zaire in the late 1980s popularized by Kanda Bongo Man. In this dance style, the hips move back and forth while the arms move following the hips.
8. **Marabi** – It is a South African three-chord township music of the 1930s-1960s which evolved into African Jazz. It is characterized by simple chords in varying vamping patterns and repetitive harmony over an extended period.

Play the following tracks from the accompanying CD and listen to the different types of African Music. You can also access the links that are provided.

1. Afrobeat: Track 2 (https://www.youtube.com/watch?v=HPSm_-A-6Fc)
2. Apala: Track 3 (<https://www.youtube.com/watch?v=lsWsqUBPaJk>)
3. Axe: Track 4 (<https://www.youtube.com/watch?v=hBiEkKr9S0g>)
4. Jit: Track 5 (https://www.youtube.com/watch?v=ZY_dtQLwh-k)
5. Jive: Track 6 (<https://www.youtube.com/watch?v=XScAPkZLXWo>)
6. Juju: Track 7 (<https://www.youtube.com/watch?v=NC0Tw4PmarA>)
7. Kwassa Kwassa: Track 8
(<https://www.youtube.com/watch?v=w5DmV8yhShs>)
8. Marabi: Track 9 (<https://www.youtube.com/watch?v=NznMBXbDSkI>)

VOCAL FORMS OF AFRICAN MUSIC

1. **Maracatu** – It is the combination of strong rhythms of African percussion instruments and Portuguese melodies. This form of music is being paraded along the streets by up to 100 participants.
2. **Blues** – It is one of the most widely performed musical forms of the late 19th century. The melodies of blues are expressive and soulful. The slaves and their descendants used to sing these as they work in the fields.
3. **Soul** – It is a popular music genre of the 1950s and 1960s which originated in the African-American community throughout the United States. It combines elements of African-American gospel music, rhythm and blues, and often jazz.
4. **Spiritual** – It originated in the United States and created by African-American slaves. It is also known as “Negro Spiritual”. It became a means of imparting Christian values and a way of venting their hardships as slaves.
5. **Call and Response** – It is likened to a question and answer sequence in human communication. The slaves used to sing these songs while simultaneously doing all their tasks in a day.

Listen to the Vocal Forms of African by playing the following tracks from the accompanying CD. You can also access the links that are provided.

1. Maracatu: Track 10 (<https://www.youtube.com/watch?v=fTO3-5itQPI>)
2. Blues: Track 11 (<https://www.youtube.com/watch?v=aZTai3DxMXM>)
3. Soul: Track 12 (<https://www.youtube.com/watch?v=mEu8DrO9PbY>)
4. Spiritual: Track 13 (<https://www.youtube.com/watch?v=C-zlSq4mWiE>)
5. Call and Response: Track 14 (<https://www.youtube.com/watch?v=4MwQcm4eH18>)

MUSICAL INSTRUMENTS OF AFRICA

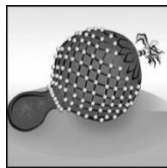
African music has a very wide range of genres. It includes all the major instrumental genres of western music including strings, winds, and percussion, along with a tremendous variety of specific African musical instruments for solo or ensemble playing. Get ready to learn their most popular instruments!

Classification of Traditional African Instruments

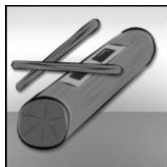
A. Idiophones – Sound is produced by the body of the instrument vibrating.



1. **Agogo** - It is a single bell or multiple bells and is considered as the oldest samba instrument based on West African Yoruba single or double bells. It has the highest pitch of any of the *bateria* instruments.



2. **Shekere** – It is a type of gourd and shell megaphone from West Africa, consisting of a dried gourd with beads woven into a net covering the gourd.



3. **Slit/Log drum** – It is a hollow percussion instrument. Although known as a drum, it is not a true drum but is an idiophone. It is usually carved or constructed from bamboo or wood into a box with one or more slits in the top.



4. **Atingting Kon (Slit Gong)** – It is a hollowed cylinder of wood with a narrow longitudinal opening or slit whose edges are struck to produce a deep, sonorous tone. They are considered to be portraits of ancestors so that when played, it is the voices of awakened ancestors which resonate from their interior chamber.



5. **Balafon** – It is a kind of wooden xylophone or percussion idiophone which plays melodic tunes. It has been played in the region since the 1300s. In the 16th century, it became a real art at the royal court of Sikasso/ Mali and was flourishing under the reign of a generous king.

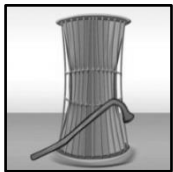
Here are the links that you can access to listen to the sounds of the above-mentioned instruments:

1. Video # 1 (Agogo): <https://www.youtube.com/watch?v=nvTc4yzzDqM>
2. Video # 2 (Shekere): <https://www.youtube.com/watch?v=mmJm91UPGfs>
3. Video # 3 (Slit/Log Drum):
<https://www.youtube.com/watch?v=yt0J8sLgXmA>
4. Video # 4 (Atingting Kon):
<https://www.youtube.com/watch?v=Xg9ZJVd2He8>
5. Video # 5 (Balafon): https://www.youtube.com/watch?v=kXXhp_bZvck

B. Membranophones – Sound is produced by the vibration of a tightly stretched membrane.



1. **Body percussion** - It refers to African music using their bodies as instruments. Their body can be used to produce sound by clapping their hands, slapping their thighs, pounding their upper arms or chests, or shuffling their feet. Wearing of rattles or bells on their wrists, ankles, arms, and waists enhances their emotional response.



2. **Talking drum** – It is used to send messages to announce births, deaths, marriages, sporting events, dances, initiations or war. It is believed that the drums can carry direct messages to the spirits after the death of a loved one.



3. **Djembe** - The West African *djembe* (pronounced zhem-bay) is one of the best-known African drums. It is shaped like a large goblet and played with bare hands. The body is carved from a hollowed trunk and is covered with goat skin.

Follow the link of the following videos and watch how these instruments are played:

- Video # 6 (Body Percussion): <https://www.youtube.com/watch?v=v3LgD3zC7AU>
- Video # 7 (Talking Drum): <https://www.youtube.com/watch?v=furpwYD-yr0>
- Video # 8 (Djembe) : <https://www.youtube.com/watch?v=FMs3LTtgwY8>

C. Lamellaphone – Sound is produced by the vibration of tongues of metal, wood or other material.



1. **Mbira (Kalimba/ Thumb Piano)** – It is a set of plucked tines or keys mounted on a sound board. It is being played by holding the instrument in the hands and plucking the tines with the thumbs. They used this instrument to drive away evil spirits since it is believed that it was a vector of communication with ancestors and spirits.

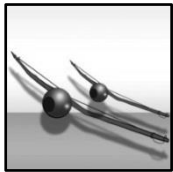


2. **Array Mbira** – It is a hand-crafted instrument with a unique harp or bell-like sound. It is a popular traditional instrument of the Shona people in Zimbabwe. It is a radical redesign of the African Mbira and it consists of up to 150 metal tines attached to a wooden board, comprising up to five octaves.

Access the following links and see how these instruments are being played:

- Video # 9 (Mbira): <https://www.youtube.com/watch?v=64VPieeGgd4>
- Video # 10 (Array Mbira): <https://www.youtube.com/watch?v=FevpajAxj4c>

D. Chordophones – Sound is produced by the vibration of a string or strings that are stretched between fixed points.



1. **Musical Bow** - The Musical bow is the ancestor of all string instruments. It is the oldest and one of the most widely used string instruments of Africa. It consists of a single string attached to each end of a curved stick, similar to a bow and arrow.



2. **Zeze** - The *Zeze* is an African fiddle played with a bow, a small wooden stick, or plucked with the fingers. It has one or two strings made of steel or bicycle brake wire. It is from Sub-Saharan Africa.

Follow the link to these two videos and see how these instruments are being played:

- Video # 11 (Musical Bow): <https://www.youtube.com/watch?v=e12MUnOU5YI>
- Video # 12 (Zeze): <https://www.youtube.com/watch?v=6xMWLpte33c>

E. Aerophones – Sound is produced through the vibration of air.



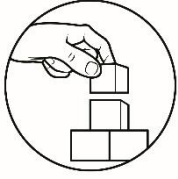
1. **Fulani** – It is a type of flute which is widely used throughout Africa and either vertical or side-blown. They are usually fashioned from a single tube closed at one end and blown like a bottle.



2. **Kudu Horn** – It is made from the horn of the kudu antelope. Its sound releases a mellow and warm sound that adds a unique African accent to their music.

Follow the link of these two videos and see how these instruments are being played:

- Video # 13 (Fulani): https://www.youtube.com/watch?v=_jAdY7Dko2g
- Video # 14 (Kudu Horn): <https://www.youtube.com/watch?v=ejgVnsyEbaQ>



What's More

Directions. Complete the table below. Classify the instruments according to their classification of sounds (*Aerophone, Chordophone, Idiophone, Lamellaphone* or *Membranophone*) and describe the most distinct feature of each instrument. Copy and answer the table below on a sheet of paper.

Instruments	Classification	Most Distinct Feature
1. Mbira		
2. Body Percussion		
3. Zeze		
4. Kudu Horn		
5. Shekere		



What I Have Learned

Directions. Let us check how much you have learned about the music of Africa by completing the sentences below. Write your answer on a separate sheet of paper.

- African music can be characterized by _____

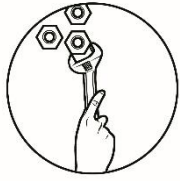
_____.
- By listening to the different types of music of Africa, I realized that _____

_____.
- Music became a valuable part in the lives of the African most especially the slaves because _____

_____.
- The most distinctive feature of all African musical instruments is _____

_____.
- My learning about the music of Africa is important because _____

_____.



What I Can Do

Body Percussion Music Performance

Guidelines in making your improvised instrument:

1. Choose one folk song in your locality. Sing it along with your own “body percussion” music. In body percussion, you can use your body to produce sounds by clapping your hands, slapping your thighs, pounding your upper arms or chests, or shuffling your feet. Wearing of any sound-making materials on your wrists, ankles, arms, and waist is highly encouraged.
2. Be artistic and creative as you can be! You may also include your family in your performance if you wish to have more sounds.
3. After mastering it, take a video of yourself. Please note that having your costume or attire can make you visually better.
4. Upload your video performance to the Google Drive link that your teacher will provide. For students who cannot access the internet, one of your housemates will evaluate your performance and submit a reflection about your experience while doing the activity in your barangay drop box.

Your performance will be evaluated based on the following criteria:

CRITERIA	Very Good (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)
Instructions	All of the instructions were strictly followed.	All of the instructions were followed.	Some of the instructions were followed.	Few of the instructions were followed.
Performance	Performs with great amount of energy, focus, intensity and conviction	Performs with right amount of energy, focus, intensity and confidence	Performs with some energy, focus, intensity, and confidence	Performs with very limited energy, focus, intensity, and confidence
Style/ Interpretation	The performance is very clear and perfectly executed.	The performance is generally clear and properly executed.	The performance is fairly executed with some inconsistencies.	The performance is poorly executed.
Body Percussion	Creates highly impressive and innovative body percussion music	Creates an impressive body percussion music	Creates an acceptable body percussion music	Creates minimal body percussion music

Lesson

2

Music of Latin America



What's In

The music of Africa is truly cultural and traditional in nature. Significantly, the passage of time has not vanished the unique characteristics and elements that the Africans value in their music. You have learned earlier that music is an integral part of the Africans' being because their music is highly associated with almost everything that they do, be it in work, in religion, in special gatherings and other celebrations. It can be well said that African Music connects people thus making the community folks more united, and more supportive toward each other. Their music has reached different parts of the globe as Africans who migrated to Latin America and other countries brought their music with them.

As we go through our lesson, you will see how the music of Africa was fused with the music of Latin America. Here we go!



What's New

Like African Music, Latin American Music is also popular worldwide. You have probably experienced dancing a Latin dance like Cha-cha-cha, Salsa, Mambo, and Samba. Of course, you have probably listened to a lot of Latin music like "*Despacito*" by Luis Fonsi or the version of Justin Bieber and "*Bailamos*" by Enrique Iglesias.

Based from your experience about Latin Music, answer the following questions:

1. How did you feel while dancing or listening to Latin American music?
2. What word would describe the music of Latin America and why?
3. Can you recognize instruments that were present in the video? Name some.



What is It

The music of Latin America is the product of three major influences – Indigenous, Spanish-Portuguese, and African. Sometimes called Latin music, it includes the countries that have a colonial history from Spain and Portugal, divided into the following areas of Andean Region, Central America, Caribbean and Brazil.

INFLUENCES ON LATIN AMERICAN MUSIC

- 1. Indigenous Latin-American Music** – The natives were found to be using local drum and percussion instruments. The indigenous music of Latin America was largely functional in nature, being used for religious worships and ceremonies.
- 2. Native American/ Indian Music** - The ethnic and cultural groups of the principal Native Americans share many similar yet distinctive music elements. Songs had a wide range of volume levels. Songs celebrate themes like harvest, planting season or other important events or occasions of the year.
- 3. Afro-Latin American Music** - The African influence on Latin American music is most pronounced in its rich and varied rhythmic patterns produced by drums and various percussion instruments.
- 4. Euro-Latin American Music** - The different regions of Latin America adopted various characteristics from their European colonizers. Melodies of the Renaissance period were used in Southern Chile and the Colombian Pacific coasts.
- 5. Mixed American Music** - The result of the massive infusion of African culture also brought about the introduction of other music and dance forms such as the Afro-Cuban rumba, Jamaican reggae, Colombian cumbia, and the Brazilian samba.

Popular Latin American Music

- 1. Samba** - It is a dance form of African origin around 1838 which evolved into an African-Brazilian invention in the working class and slum districts of Rio de Janeiro. Its lively rhythm was meant to be executed for singing, dancing, and parading in the carnival.
- 2. Son** – It is a fusion of the popular music or canciones (songs) of Spain and the African rumba rhythms of Bantu origin. Originating in Cuba, it is usually played with the guitar, contrabass, bongos, maracas, and claves. Its most important legacy is its influence on present-day Latin American music, particularly as the forerunner of the salsa.
- 3. Salsa** – It is a social dance with marked influences from Cuba and Puerto Rico that started in New York in the mid 1970s. Its style contains elements from the swing dance and hustle as well as the complex Afro-Cuban and Afro-Caribbean dance forms of pachanga and guaguanco.

Watch the following sample dance performances from the given links below:

1. Video # 16 (Samba): <https://www.youtube.com/watch?v=vtT8k1-bV7Q>
2. Video # 17 (Son) : <https://www.youtube.com/watch?v=CgU3tXJGf-8>
3. Video # 18 (Salsa) : <https://www.youtube.com/watch?v=wjG99Kbp1qQ>

MUSICAL INSTRUMENTS OF LATIN AMERICA

The varied cultures developed in Latin America gave rise to different types of wind and percussion instruments. As some instruments were considered holy and music was supposed to glorify the gods, mistakes in playing these instruments were considered offensive and insulting to them.

A. Aztec and Mayan Instruments

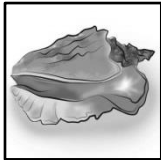
These are the instruments that were played during the Aztec Empire (c. 1345-1521 CE) and Mayan Civilization (1800 BC – AD 950). Aztec and Mayan people are people who lived in Southern Mexico and Northern Central America Central.



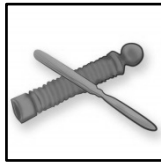
1. **Tlapitzalli** – It is a flute variety from the Aztec culture made of clay with decorations of abstract designs or images of their deities.



2. **Teponaztli** – It is a Mexican slit drum hollowed out and carved from a piece of hardwood with designs representing human figures or animals to be used for both religious and recreational purposes.



3. **Conch** – It is a wind instrument made from a seashell usually of a large sea snail. It is prepared by cutting a hole in its spine near the apex, and then blown into as if it were a trumpet.



4. **Rasp** – It is a hand percussion instrument whose sound is produced by scraping a group of notched sticks with another stick, creating a series of rattling effects.



5. **Huehuetei** – It is a Mexican upright tubular drum used by the Aztecs and other ancient civilizations. It is made of wood opened at the bottom and standing on three legs cut from the base, with its stretched skin beaten by the hand or a wooden mallet.

Watch the following videos and see how these instruments are being played:

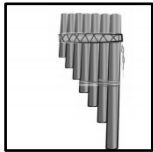
1. Video # 19 (Tlapitzalli): <https://www.youtube.com/watch?v=dCK04GjA-jI>
2. Video # 20 (Teponaztli): <https://www.youtube.com/watch?v=I7yahW58tQc>
3. Video # 21 (Conch) : <https://www.youtube.com/watch?v=3GVRXKRrxSg>
4. Video # 22 (Rasp): <https://www.youtube.com/watch?v=0uFSwKacPe0>
5. Video # 23 (Huehuetei): <https://www.youtube.com/watch?v=22xKZaxV5HU>

B. Incan Instruments

These are instruments that were being played during the civilization of Inca between c. 1400 and 1533 CE in Pre-Columbian America, which was centered in what is now Peru. The Incas built one of the largest, most tightly controlled empires the world has ever known.



1. **Ocarina** - It is an ancient vessel flute made of clay or ceramic with four to 12 finger holes and a mouthpiece that projected from the body.



2. **Zamponas (Panpipes)** - These are ancient instruments tuned to different scalar varieties, played by blowing across the tubetop.

Watch the following videos from the given links below and see how these instruments are being played:

- Video # 24 (Ocarina): <https://www.youtube.com/watch?v=Nad5AJaIcBI>
- Video # 25 (Zampona): https://www.youtube.com/watch?v=uOIHHMnI_Ig

C. Andean Instruments

These are the instruments that were being played during the Andean Civilization (c. 3000 BCE – 1537). This civilization is considered indigenous and not derived from other civilizations mainly because they came from the river valleys of the coastal deserts of Peru.



1. **Siku** - It is a side-blown cane flute that is played all year round.



2. **Tarkas** - These are vertical duct flutes with a mouthpiece similar to that of a recorder, used during the rainy season.



3. **Quenas** - These are vertical cane flutes with an end-notched made from fragile bamboo. They are used during the dry season.

Follow the link of the following videos and see how these instruments are being played:

1. Video # 26 (Siku): <https://www.youtube.com/watch?v=I65fq469P5M>
2. Video # 27 (Tarkas): <https://www.youtube.com/watch?v=kBaFe7W5SZg>
3. Video # 28 (Quenas): https://www.youtube.com/watch?v=Rz5_EJnB8yQ

D. Mariachi



It is an extremely popular band in Mexico whose original ensemble consisted of violins, guitars, harp, and an enormous guitarron. Mariachi music is extremely passionate and romantic with their blended harmonies and characterized by catchy rhythms. Watch Video # 29 through this link: <https://www.youtube.com/watch?v=vtRn2qmmOes>.

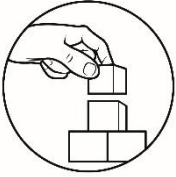
VOCAL AND DANCE FORMS OF LATIN AMERICAN MUSIC

1. **Cumbia** – It is a popular African courtship dance with European and African instrumentation and characteristics, originating in Panama and Colombia. It contains varying rhythmic meters.
2. **Tango** – It is a foremost Argentinian and Uruguayan urban popular song and dance and remains a 20th century nationalistic Argentinian piece of music that is most expressive.
3. **Cha Cha** – It is a ballroom dance originated in Cuba in 1953 that was derived from the *mambo*. The Cuban *Cha Cha* is considered more sensual because it contains polyrhythmic patterns.
4. **Rumba** - It is a popular recreational dance with Afro-Cuban origin. It is normally used as a ballroom dance where a couple would be in an embrace though slightly apart, with the rocking of the hips to a fast-fast-slow sequence.
5. **Bossa nova** – It is the slower and gentler version of the Cuban Samba, originated in the 1950s. It is the Portuguese term for “new trend”. This genre integrates melody, harmony and rhythm into swaying feel and mostly sung in a nasal manner. Antonio Carlos Jobim is the foremost international figure of *Bossa nova* while Sitti Navarro is his Filipino counterpart.
6. **Reggae** - It is an urban popular music and dance style that originated in Jamaica in the mid 1960s. It is instantly recognizable from the counterpoint between the bass and drum downbeat and the offbeat rhythm section. Bob Marley is the best-known proponent of reggae who hails from Jamaica.
7. **Foxtrot** – It is a 20th century social dance that originated after 1910 in the USA. This dance had no fixed step pattern, instead borrowing from other dance forms and having a simple forward/backward sequence.
8. **Paso Doble** - It is a theatrical Spanish dance used by the Spaniards in bullfights which means “double step”. The dance is arrogant and dignified where the dancer takes strong steps forward with the heels accompanied by artistic hand movements, foot stomping, sharp and quick.

Access the following links for the sample tracks and videos of the Vocal and Dance forms of Latin America.

1. Video # 30 (Cumbia): <https://www.youtube.com/watch?v=57Z7uoXzJ8w>
2. Video # 31 (Tango): <https://www.youtube.com/watch?v=ce3jEfiRAFf>
3. Video # 32 (Cha Cha): <https://www.youtube.com/watch?v=r93rA-f0zbo>
4. Video # 33 (Rumba): <https://www.youtube.com/watch?v=ssidORmBbyE>
5. Track # 15 (*Bossa Nova*):
<https://www.youtube.com/watch?v=a6KDpB6skA4>
6. Track # 16 (Reggae): <https://www.youtube.com/watch?v=69RdQFDuYPI>

7. Video # 35 (Foxtrot): <https://www.youtube.com/watch?v=DrLqM8mZhis>
8. Video # 36 (*Paso Doble*):
<https://www.youtube.com/watch?v=vWVeWRoYwqU>



What's More

ACTIVITY 1

Analysis of Musical Characteristics through music listening

Lively, fun, and festive. These are the words that best represent Latin Music. To further awaken your senses with the upbeat music of Latin America, listen to some music from the styles mentioned earlier and answer the guide questions. Use a separate sheet of paper.

Play the following tracks from the accompanying CD:

1. Track 17 or you can access it from
<https://www.youtube.com/watch?v=NgQwEXqCqps>
2. Track 18 or you can access it from
<https://www.youtube.com/watch?v=S8QexDjzao0>
3. Track 19 or you can access it from
https://www.youtube.com/watch?v=Qo7qju6_s9U

Guide Questions:

1. What can you say about the instrumentation of each song?
2. Does the tempo of the music affect the way the music feels?
3. What makes these songs Latin? Specify one characteristic from each song.
4. Have you experienced dancing or performing any of these songs before? If yes, tell something about how you felt when you were performing them. If no, what specific dance form do you like to learn?
5. Which one among the excerpts do you like the most? Why?

For students who cannot access the links, proceed to this activity:

Essay. The musical instruments of Latin America were divided into three main groups namely, *Aztec and Mayan instruments, Incan instruments and Andean instruments*. Based on the discussion and musical excerpts that you have listened to, what do you think do they have in common? What can you say about the characteristics and features of Latin American instruments in general? Elaborate your answer.

Your essay will be graded based on the following rubric:

Holistic Rubric for the Essay (5 points)

5 points – The main idea is well-focused and properly developed by relevant, accurate and substantial evidence.

4 points – The main idea is clearly presented with relevant and accurate supporting evidence.

3 points – The main idea is understandable but with minimal supporting evidence

2 points – The main idea is present but not well expressed with slightly inconsistent evidences

1 point – There is no clear main idea which the essay revolves on, and the supporting ideas are inconsistent.



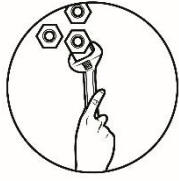
What I Have Learned

I. Matching Type. Match the instruments in the first column to their corresponding descriptions in the second column. Write your answer on a separate sheet of paper.

- | | |
|----------------|---|
| 1. Tlapitzalli | a. Its sound creates a series of rattling effects. |
| 2. Teponaztli | b. It is a side-blown cane flute that is played all year round. |
| 3. Conch | c. It is being played during the dry season. |
| 4. Rasp | d. It is an ancient vessel flute made of clay or ceramic. |
| 5. Huehueti | e. It is made of clay with decorations of abstract designs. |
| 6. Ocarina | f. It is played by blowing across the tubetop. |
| 7. Zampoña | g. It is made from a seashell usually of a large sea snail. |
| 8. Sike | h. It is an upright tubular drum used by the Aztecs. |
| 9. Tarkas | i. It is a Mexican slit drum. |
| 10. Quenas | j. It is being played during the rainy season. |

II. Identification. Read each statement carefully and identify what is being described. Write your answer on a separate sheet of paper.

1. This music is a product of three major influences – Indigenous, Spanish-Portuguese, and African.
2. It is a fusion of the popular music or canciones of Spain and the African rumba rhythms of Bantu origin.
3. The type of social dance which has no fixed step pattern, usually having a simple forward/backward sequence.
4. It is the most popular band in Mexico.
5. It is considered as the slower and gentler version of the Cuban Samba.



What I Can Do

ACTIVITY 2

Improvisation of Afro-Latin American Musical Instrument

Guidelines in making your improvised instrument:

1. Open the music folder of the different musical instruments of Africa and Latin America and choose one that you want to improvise. You are highly encouraged to use materials that can be found at home or in your environment. Examples are woods, scraps of leather, bamboo, strips of roofing materials, tin cans, pebbles and bottles.
2. It does not matter that much if it will not look exactly as the instrument. What matters is the closeness of the sound of the improvised one to its actual sound. However, if you are artistic enough, you may create something that looks and sounds like the actual instrument. Be creative and resourceful as you can be!
3. Based on the song “Waka Waka (This Time for Africa)” by Shakira, create your own rhythmic pattern at least until the first chorus of the song. After mastering it, take a video of your performance. Play Track 20 (Waka Waka) from the accompanying CD or access it from <https://www.youtube.com/watch?v=pRpeEdMmmQ0>
4. Upload your video performance to the Google Drive link that your teacher will provide. For students who cannot access the internet, one of your housemates will evaluate your performance and submit a reflection about your experience while doing the activity in your barangay drop box.

Your performance will be graded based on the following criteria:

CRITERIA	Very Good (4 points)	Good (3 points)	Fair (2 points)	Poor (1 point)
Instructions	All of the instructions were strictly followed.	All of the instructions were followed.	Some of the instructions were followed.	Only 1 of the instructions was followed.
Performance	Performs with great amount of energy, focus, intensity, and conviction	Performs with the right amount of energy, focus, intensity, and confidence	Performs with some energy, focus, intensity, and confidence	Performs with below par level of energy, focus, intensity, and confidence
Style/ Interpretation	The performance is very clear and perfectly executed.	The performance is generally clear and properly executed.	The performance is fairly executed with some inconsistencies	The performance is poorly executed.

Improvisation	Creates a highly effective and innovative improvisation	Creates an effective improvisation	Creates an acceptable improvisation	Creates little improvisation
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Assessment

Directions. Identify what is being described in the following statements. Write the letter of the correct answer on a separate sheet of paper.

1. It is the genre of African Music that fuses the Afro-Caribbean styles of the marcha, reggae and calypso.
 - a. Apala
 - b. Axe
 - c. Jit
 - d. Jive

2. The dance style for this particular genre of music is to move the hips back and forth while the arms move following the hips.
 - a. Apala
 - b. Juju
 - c. Kwassa Kwassa
 - d. Marabi

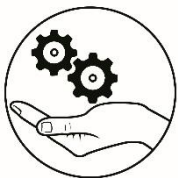
3. It is considered as the oldest samba instrument based on West African Yoruba single or double bells.
 - a. Agogo
 - b. Djembe
 - c. Shekere
 - d. Slit drum

4. Which of the following instruments is not a membranophone?
 - a. Body Percussion
 - b. Fulani
 - c. Djembe
 - d. Talking Drum

5. What do Agogo and Shekere have in common?
 - a. They both belong to the family of Idiophones.
 - b. They both belong to the family of Membranophones.
 - c. They both belong to the family of Chordophones.
 - d. None of the above

6. Marabi is a South African three-chord township music of the 1930s-1960s which evolved into _____.
- African Jazz
 - African Jive
 - Reggae
 - Samba
7. It is a vocal form of African music which combines strong rhythms of African percussion instruments and Portuguese melodies.
- Blues
 - Maracatu
 - Soul
 - Spiritual
8. This form of music combines elements of African-American gospel music, rhythm and blues and jazz.
- Blues
 - Maracatu
 - Soul
 - Spiritual
9. Which of the following statements best describes Indigenous Latin-American Music? This is the influence of Latin American Music wherein natives used local drum and percussion instruments being used for religious worships and ceremonies.
- Songs celebrate themes like harvest, planting season and any other occasions of the year.
 - They used local drum and percussion instruments being used for religious worships and ceremonies.
 - It has rich and varied rhythmic patterns produced by drums.
 - It is the result of the massive fusion of African culture.
10. What social dance contains elements from the swing dance and hustle as well as the complex Afro-Cuban and Afro-Caribbean dance forms of pachanga and guaguanco?
- Salsa
 - Samba
 - Son
 - Jive
11. This is the influence of Latin American Music wherein natives used local drum and percussion instruments being used for religious worship and ceremonies.
- Euro-Latin American Music
 - Indigenous Latin-American Music
 - Native American/Indian Music
 - Mixed American Music

12. It is a hand percussion instrument whose sound is produced by scrapping a group of notched sticks with another stick, creating a series of rattling effects.
- Conch
 - Huehueti
 - Rasp
 - Teponaztli
13. How do you describe the singing style for the Bossa nova genre?
- Guttural
 - Husky
 - Nasal
 - Throaty
14. It brought about the introductions of other music and dance forms due to the massive infusion of African culture.
- Euro-Latin American Music
 - Indigenous Latin-American Music
 - Native American/Indian Music
 - Mixed American Music
15. Identify the dance form with these dance steps: a pair would be in an embrace though slightly apart position, with the working of the hips to a fast-fast-slow sequence and often containing cross rhythms.
- Cha Cha
 - Cumbia
 - Rumba
 - Tango



Additional Activities

ACTIVITY 1

Improvisation of Afro-Latin American Musical Instrument

Directions. In this activity, you will listen to and analyze the music of Bob Marley titled, “Revolution”. Play Track 21 (Revolution) from the accompanying CD or access it from <https://www.youtube.com/watch?v=XsBRJKC0Quw>.

Do the following:

- Listen to the song “Revolution” by Bob Marley.
- Sing with it and try to understand the meaning of the song. The lyrics of the song is provided below.

“REVELATION”

By Bob Marley

*Revelation, reveals the truth, revolution
It takes a revolution to make a solution
Too much confusion, so much frustration eh
I don't wanna live in the park
Can't trust no shadows after dark
So my friend, I wish that you could see
Like a bird in the tree, the prisoners must be free*

*Never make a politician grant you a favour
They will always want to control you forever
So if a fire makes its burn and if a blood makes ya run
Rasta de 'pon top, can't you see
So you can't predict the flop*

*We got lightning, thunder, brimstone and fire
Lightning, thunder, brimstone and fire
Kill, cramp and paralyze Weak at conception
Wipe them out of creation*

*Let righteousness cover the earth
Like the water, cover the sea
Lightning, thunder, brimstone and fire
A lightning, thunder, brimstone, and fire*

Answer the following questions:

1. How did you feel while listening to the song?
2. What is the mood of the melody of the song?
3. What is the form or style of the song?
4. What is the message of the song?
5. How do you relate the song to the things that are happening in the society these days?

For students with no internet access, accomplish the following activity:

Essay. There is not one characteristic sound that exemplifies all Afro-Latin American music because it has a varied collection of musical styles. You have learned much about their culture and history as well. Being a Grade 10 student, what is the significance of understanding the Afro-Latin American Music?

Your essay will be graded based on the following rubric:

Holistic Rubric for the Essay (5 points)

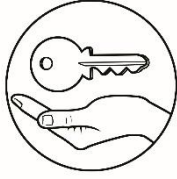
5 points – The main idea is well-focused and properly developed by relevant, accurate and substantial evidence.

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3 points – The main idea is understandable but with minimal supporting evidence.

2 points – The main idea is present but not well expressed with slightly inconsistent evidence.

1 point – There is no clear main idea which the essay revolves on, and the supporting ideas are inconsistent.



Answer Key

WHAT I KNOW

1. A
2. D
3. B
4. A
5. B
6. A
7. D
8. A
9. A
10. A
11. B
12. D
13. D
14. C
15. C

LESSON 1 WHAT'S MORE

Instruments	Classification	Most Distinct Feature
1. Mbirra	Lamellaphone	It is a set of plucked tongues or keys mounted on a soundboard.
2. Body Percussion	Membranophone	It refers to the music of Africans using their bodies as musical instruments.
3. Zeze	Chordophone	It has one or two strings, made of steel or bicycle brake wires.
4. Kudu Horn	Aerophone	It is made from the horn of the Kudu Antelope.
5. Shekere	Idiophone	It is a type of gourd and shell megaphone from West Africa, consisting of a dried gourd with beads woven into a net covering the gourd.

LESSON 2 WHAT'S MORE

5. Bossa Nova
4. Mariachi
3. Foxtrot
2. Son
1. Latin American Music

Identification

- 10.C
9. J
8. B
7. F
6. D
5. H
4. A
3. G
2. I
1. E

Matching Type

ASSESSMENT

15. C
14. D
13. C
12. C
11. B
10. A
9. B
8. C
7. B
6. A
5. A
4. B
3. A
2. C
1. B

References

Sunico, Raul M., Evelyn F. Cabanban, & Melissa Y. Moran. *Grade 10 Learner's Material. HORIZONS Music and Arts Appreciation for Young Filipinos*. Philippines: Tawid Publications, 2015.

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