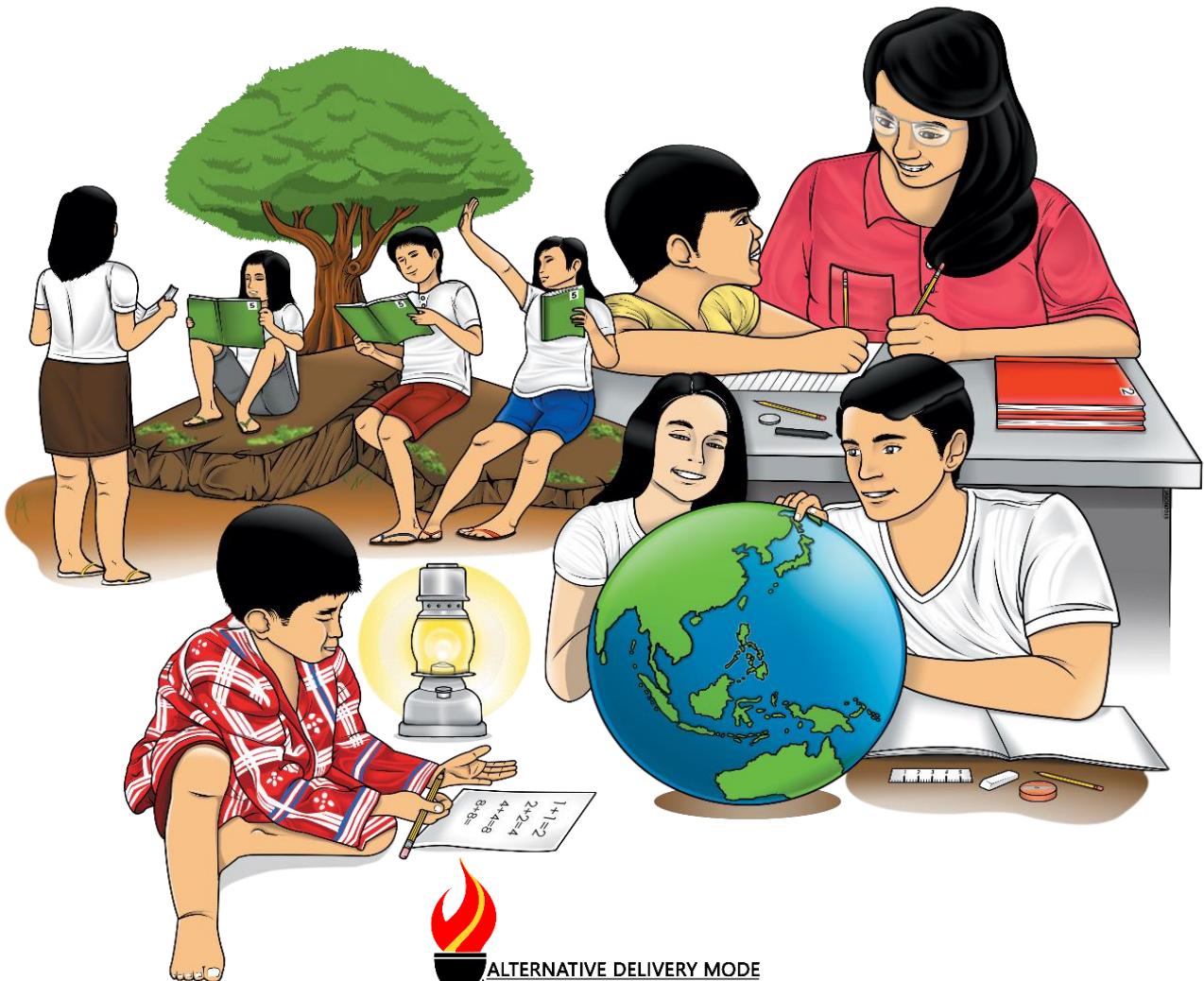


Music

Quarter 2 – Module 3

Music of East Asia: Performance and Evaluation



ALTERNATIVE DELIVERY MODE
ADM

Music – Grade 8
Alternative Delivery Mode
Quarter 2 – Module 3: Music of East Asia: Performance and Evaluation
First Edition, 2020

Republic Act 8293, Section 176 states that “No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for the exploitation of such work for a profit. Such agency or office may, among other things, impose as a condition the payment of royalties.”

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Writers:	Carel A. Dapar, Maribeth L. Dimla
Editors:	Paulita L. Vernal, Analiza T. Libago, Hilarion A. Galido, Abel N. Galido
Reviewers:	Laila F. Danaque, Delbert U. Dela Calzada, Ryan D. Alferez Prim Ross L. Eng, Janine L. Abaquita, Lorenzo B. Pantilgan Raul R. Cabatingan, Renato M. Felias, Valiren J. Torralba Janet R. Lagare, Joel L. Pelenio, Iryll S. Mahilum
Illustrator:	Dave Rey G. Balili, Roel S. Palmaira
Layout Artist:	Ivan Paul V. Damalerio, Roel S. Palmaira
Language Evaluators:	Stella Felias, Angelie Alveso, Cecilia M. Saclolo
Management Team:	Francis Cesar B. Bringas, Isidro M. Biol, Jr., Maripaz F. Magno Josephine Chonie M. Obseñares, Bernard C. Abellana, Ma. Teresa M. Real Dominico P. Larong, Jr., Gemma C. Pullos, Dulcisima A. Corvera

Printed in the Philippines by

Department of Education – Caraga Region

Learning Resource Management Section (LRMS)

Office Address: J.P. Rosales Avenue, Butuan City, Philippines 8600

Tel. No.: (085) 342-8207

Telefax No.: (085) 342-5969

E-mail Address: caraga@deped.gov.ph

Music
Quarter 2 – Module 3
Music of East Asia: Performance
and Evaluation

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.

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

Pre-tests are 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 post-test to self-check your learning. Answer keys are 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. And 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.

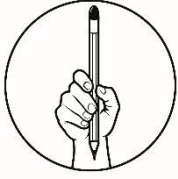


What I Need to Know

This module was designed and written for your benefit and convenience. It is here to help you to be more proficient in Music. The scope of this module covers many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged following the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this module, you are expected to:

1. Perform music/songs of East Asia with improvised/localized musical instruments as accompaniment; **(MUSSE-IIb-h-7)** and
2. Evaluate music and performance using guided rubrics applying knowledge of musical elements and style. **(MUSSE-IIb-h-8)**



What I Know

Choose the letter of the correct answer. Write the chosen letter on a separate sheet of paper.

1. How is Japanese music described?
 - A. It is gentle and lyrical.
 - B. It is slow and melancholy.
 - C. It is slow in tempo and is very peaceful.
 - D. It is meditative, graceful, and highly ritualized

2. Which of the following is one of China's most popular instruments?
 - A. Erhu
 - B. Haegum
 - C. Koto
 - D. Shamisen

3. What meter is used in the Japanese song 'Sakura'?
 - A. Compound
 - B. Duple
 - C. Triple
 - D. Quadruple

4. Which of the following does not belong in the group?
 - A. Changgo
 - B. Odaiko
 - C. Taiko
 - D. Tsuzumi

5. Which Korean music category is traditionally associated with the lower class?
 - A. A-ak
 - B. Chong-ak
 - C. Sog-ak
 - D. Tang-ak

6. What is the song classification of Arirang?
 - A. Love song
 - B. Parting song
 - C. Song for spring
 - D. Welcome song

7. What melody is used in the folk song 'Mo Li Hua'?
 - A. Diatonic
 - B. Harmonic
 - C. Melodic
 - D. Pentatonic

8. Which of the following statement best describe Chinese vocal music?
 - A. It is highly ritualized.
 - B. It is highly meditative.
 - C. It is slow and peaceful.
 - D. Traditionally sung in a thin, non-resonant voice or falsetto.

9. Which Japanese instrument is called the 'dragon flute'?
- | | |
|--------------|---------------|
| A. Hichiriki | C. Shakuhachi |
| B. Ryuteki | D. Shimobue |
10. In which of the following statements about changgo is correct?
- It is a large hanging barrel drum.
 - An hourglass-shaped double-headed drum made from animal skin.
 - It is a single-headed drum whose tone is altered by squeezing its laces.
 - It is a Japanese drum that has become the central instrument of a percussion ensemble.
11. Which of the following is a characteristic of Korean Music?
- It is Polyphonic.
 - It has a varying tempo.
 - It has a complex rhythmic patterns.
 - It has a slow tempo, giving it a very peaceful and pensive character.
12. Which statement is true about Korean traditional music?
- | | |
|-------------------------|-------------------------|
| A. It is religious. | C. It is slow in tempo. |
| B. It is nationalistic. | D. It tells about love. |
13. A Chinese mouth organ instrument that looks like a set of panpipes with 12 to 36 bamboo pipes.
- | | |
|----------|---------|
| A. Nokan | C. Sho |
| B. Sheng | D. Zhen |
14. Which of the following characteristics is TRUE about traditional Chinese music?
- Chinese music has a fast tempo.
 - All traditional Chinese music is melodic rather than choral.
 - Traditional Chinese music is meditative.
 - Traditional Chinese music has two modes: the Yo-sen and the In-sen
15. Which of the following statements is TRUE?
- Chinese vocal music is sung in chorus.
 - Sog-ak has a literal meaning of "Music of the upper classes".
 - Chamber and solo music have a fast-meditative pace in Japanese Music
 - Chinese music uses the pentatonic scale as can be heard in the song MO Li Hua.

Lesson

1

Music of East Asia: Performance and Evaluation

The lesson in this module will let you know and discover how to perform East Asian music wherein it applies knowledge of musical elements and style in its specific country.



What's In

Previously, you learned about the music of East Asia which includes the countries of Japan, China, and Korea. The music is generally based on a pentatonic scale in which five notes create an octave. In this lesson, you will experience listening and performing activities that will be evaluated with the guided rubrics.

Before going through our new lesson, let us recall our previous topic by filling in the missing word of the songs Sakura, Mo Li Hua, and Arirang.

Choose the word inside the box for your answer. Write it on a separate sheet of paper.

yayoi	watasukagiri	zaya	gogaero	motgaseo
nioizo	nimeun	kumoka	arariyo	nareul
Fragrant	flower	beautiful	down	Sweet

Sakura	Mo Li Hua <i>(English Translation)</i>	Arirang
Sakura sakura 1) _____ no sorawa mi- 2) _____ kasumika 3) _____ 4) _____ izuru izaya 5) _____ mini yukan	What a 6) _____ jasmine flower What a beautiful jasmine flower 7) _____-smelling, beautiful, stems full of buds 8) _____ and white, everyone praises Let me pluck you 9) _____ Give to someone's family Jasmine 10) _____, oh jasmine flower	Arirang, Arirang, 11) _____... Arirang 12) _____ neomeoganda. 13) _____ beorigogasineun 14) _____ Simrido 15) _____ balbbyeongnanda.



What's New

Now, you will listen to the different folk songs of East Asian countries (Japan, China, and Korea) wherein you are going to identify the classification and characteristics of the music. On the other hand, this will capacitate you to be ready for your upcoming performance.

Listen to the East Asian folk songs which can be accessed by following the given link then fill in the table with the needed data. Use the following choices as your answer:

Country of Origin: **Japan, Korea, China**

Scale Used: **Pentatonic (five-tone), Diatonic (Seven-tone)**

Characteristic: **Meditative, Melodic, Peaceful**

Title of the Song	Link	Country of Origin	Scale Used	Characteristic
Sakura	https://www.youtube.com/watch?v=IKTRnO7SV68			
Mo Li Hua	https://www.youtube.com/watch?v=oK3dEf_IVS4			
Arirang	https://www.youtube.com/watch?v=f99tZQ8XtGM			

Note: If the internet is not available, the teacher will provide you with the video files of the above-mentioned East Asian folk songs.



What is It

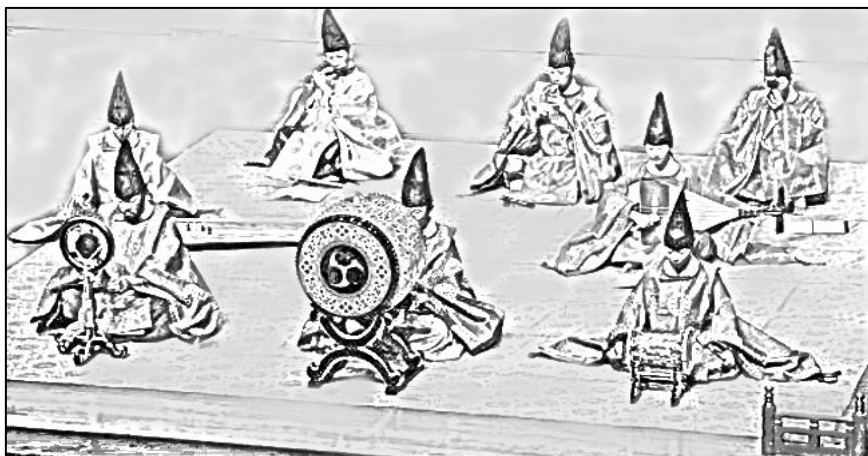


Map of East Asia

Source: saylordotorg.github.io

This lesson enables you to learn the different salient features of East Asian music. It provides you a better understanding of the different musical elements and characteristics.

Music of Japan



Japanese Music Performers

Source: gkamusic.com

In performing, Japanese vocal music is based on the intervals of human breathing rather than on mathematical timing. Japanese musicians show their spiritual self-mastery by simply perfecting a technique in playing musical

instruments and by giving value to their performance and composure. It's a form of gratefulness that has its roots in Japanese culture. That's why Japan is the second biggest music market in the world because it's maintained by artists and fans full of love and passion towards music, and everything that surrounds it.

Traditional Japanese music is meditative. Its performance is highly ritualized. Chamber and solo music have a slow meditative pace and use concrete elements, which serve to represent natural sounds and the sounds of life. The main tone of Japanese music has two modes: the **yo-sen** and the **in-sen**. Both consist of five primary tones based on a scale of seven tones. Japanese music has three general types of instruments namely, percussion instruments (odaiko, tsuzumi, shoko, tsuridaiko, taiko), string instruments (koto, shamisen, biwa), and wind instruments – mostly flutes (shakuhachi, nokan, sho, hichiriki, shinobue, ryuteki).

Odaiko (big drum) – an integral part of many Japanese matsuri (festival).

Tsuzumi (hourglass) – used in both noh and kabuki performances.

Tsuridaiko – large hanging barrel drum.

Taiko – a Japanese drum that comes in various sizes and is used to play a variety of musical genres.

Koto – is a 13-string zitter, about two meters long and made of paulownia wood.

Shamisen – a plucked stringed instrument and its neck is fretless, slimmer than that of guitar or banjo.

Biwa – a Japanese short-necked fretted lute, often used in narrative storytelling.

Shakuhachi – the most famous flute made from bamboo that has four number of five finger holes on the front face and a thumbhole on the rare face.

Nokan – a parallel bamboo flute and the only melodic instrument used in noh.

Hichiriki – a double reed Japanese flute used as one of two main melodic instruments in Japanese gagaku music.

Sho – a Japanese free-reed musical instrument that was introduced from China during the Nara period.

Shinobue – also called takebue. It is a Japanese transverse flute that has a high-pitched sound.

Ryuteki – literally known as dragon flute.

Compared to our music, Japanese music is very simple. They sing melodies in unison, and they never repeat the same melody in a song.

Sakura or “Cherry Blossoms” is a traditional Japanese folk song depicting spring, the season of cherry blossoms.

Music of China



Playing Musical Instruments of China

Source: cabrillo.edu

Chinese vocal music has traditionally been sung in a thin, non-resonant voice or falsetto and is usually sung in solo rather than choral. All traditional Chinese music is melodic rather than harmonic. It uses the pentatonic scale as can be heard in the song, ‘Mo Li Hua’ and ‘Xiaodiao’. Short tunes are popular music in urban areas.

Moreover, Chinese traditional performances are the representatives of the national spirits, connotations, and oldest cultures melted in them. Chinese musical instruments are classified according to the materials by which they are made: animal skin, gourd, bamboo, wood, silk, earth/ clay, metal, and stone.

Yueqin – a moon-shaped lute with a shorter neck and four strings, played with spectrum.

Pipa – a four-stringed lute with varying no. of frets from 12-26 and a pear-shaped body.

Erhu – a two-stringed fiddle and one of the most popular Chinese instruments.

Yunluo – literally “cloud gongs” or “cloud of gongs”, is a set of ten small tuned gongs mounted in a wooden frame.

Sheng – called a Chinese mouth organ and looks like a set of panpipes with 12-36 bamboo pipes.

Dizi – the traditional Chinese flute.

Zheng – an ancient Chinese instrument that has an arched surface and an elongated trapezoid with 21, 25 and 26 strings stretched over individual bridges.

Pengling – are two small bells made of high-tin bronze.

Music of Korea



Korean Traditional Music

Source: seoultravelpass.com

Korean music has a slow tempo, giving it a very peaceful and pensive character. Its folk music represents the soul and sound of traditional Korean villages with an eclectic array of music forms including numerous folk songs, various forms of instrumental pieces such as pansori, and shaman ritual music.

Arirang is a Korean folk song used as a symbol of the country and its culture. It evokes the feeling of the tears shed by Koreans and the remembrance of sad stories specifically on partings.

Chong-ak means literally “right (or correct) music” and its tradition includes both instrumental and vocal music, which was cultivated mainly by the upper-class.

Chong-ak also refers to ensemble music for men of high social status outside of the court.

Sog-ak or minsogak is a category of Korean music traditionally associated with the lower classes or for the general public and are vibrant and energetic while, Pansori is a kind of music presented to audiences by skilled vocal singers and drummers.

Korean Musical Instruments are as follows:

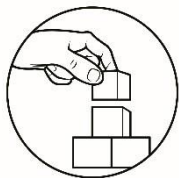
Kayagum (gayageum) – a traditional Korean zither-like string instrument with 12 strings.

Geomungo – this is a six-string plucked zither and a traditional Korean stringed musical instrument.

Haegum (two-string vertical fiddle) – has a rod-like neck, a hollow wooden soundbox.

Piri – it is made of bamboo with a large reed and cylindrical bore which gives a sound mellower than that of many other types of an oboe. It is used in both the folk and classical (court) music of Korea.

Changgo – the most widely used drum in the traditional music of Korea and it consists of an hourglass-shaped body with two heads made from animal skin.



What's More

Evaluate the music according to the checklist below. Use this link <https://www.youtube.com/watch?v=7tG8r3VBvEI> to access the music. Copy and answer the table on a separate sheet of paper.

Characteristics	YES	NO
The individual instrument's melody can be heard in the music (transparency).		
Instruments sound Chinese (bamboo flute, zheng, and others).		
The tempo is slow and meditative.		
The melody is "smooth and continuously" flowing.		

Note: The teacher will provide the music to learners to those who do not have access to internet.



What I Have Learned

Activity: MY DIARY! Transfer in what I have learned

Answer the following questions briefly. Write your answer on a separate sheet of paper.

1. What did you observe about the music of East Asian countries (Japan, China, and Korea)?
2. Why is it important to learn about East Asian music?
3. What skills did you develop?
4. How did you feel while doing the activities?

Dear Diary,

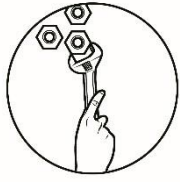
I observed that the music of Japan, China, and Korea are _____
_____.

I learned that _____
_____.

Aside from the things I learned, I also developed my skills in _____
_____.

While doing the activities, I felt _____
_____.

Sincerely yours,



What I Can Do

Activity: Sing It!

In this activity, listen again to folksongs from East Asia using the links below:

Link 1: <https://www.youtube.com/watch?v=IKTRnO7SV68>

Link 2: https://www.youtube.com/watch?v=oK3dEf_IVS4

Link 3: <https://www.youtube.com/watch?v=f99tZQ8XtGM>

After listening, you choose one folksong to sing. You may use the provided musical notation below. Use improvised/localized instruments as an accompaniment to your performance. You may also use the improvised instruments that you've done in module 2 or you can create another one out of available materials at home. You may ask or encourage your family members to participate in your performance task. Record your performance using any recording device. Evaluate your performance using the rubrics provided below. Submit your recorded performance together with your evaluation of your performance through any available online platforms or “dropbox” in your barangay.

Note: *If the internet is not available, the teacher will provide you with the video files of the above-mentioned East Asian folk song.*

Sakura

Sa - ku - ra, Sa - ku - ra, Ya - yo - i - no - so - ra - wa. Mi - wa - ta - su - ka - gi - ri -
 ka - su - mi - ka - ku - mo - ka. Ni - o - i - zo, i - zu - ru.
 I - za - ya. I - za - ya. Mi - ni - yu - kan.

Mo Li Hua

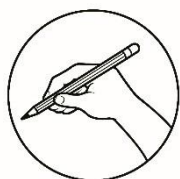
Hao yi duo mei li de mo li hua, hao yi duo mei li de mo li hua.
 Fen fang mei li man zhi ya, you xiang you bai ren ren kua.
 Rang wo lai jiang ni zhai xia, song gei bie ren jia.
 Mo li hua ya mo li hua, mo li hua ya mo li hua.

Arirang

A - ri - rang_ a - ri - rang_ a - ra_ re_ yo_ A - ri - rang_
 Go - kye - lo_ Naw - maw kan - da. Na - lul bu - ri - go ga - shi-nunnim -
 un_ Shim - ni do_ mok ga - saw_ bal byung nan - da.

Criteria	Rubrics for Singing					Score
	5	4	3	2	1	
Melody	Sings the entire song with correct melody	Sings the entire song with only 1-2 lapses in melody	Sings the entire song with only 3-4 lapses in melody	Sings the entire song out of tune	Couldn't sing most of the melody	
Rhythm	Sings entire song with correct rhythm	Sings entire song with only 1-2 lapses in rhythm	Sings entire song with only 3-4 lapses in rhythm	Sings entire song out of rhythm	Couldn't demonstrate most of the rhythm	
Vocal Tone Quality	Sings entire song close to the chosen folk song vocal tone quality	Sings entire song with only 1-2 lapses in the chosen folk song vocal tone – like quality	Sings entire song with only 3-4 lapses in the chosen folk song vocal tone – like quality	Sings entire song out of the chosen folk song vocal tone – like quality	Couldn't demonstrate the chosen folk song vocal tone – like quality	
Performance Delivery	Sings with enthusiasm and energy during entire song	Sings with some enthusiasm and energy during entire song	Sings with little enthusiasm and energy during entire song	Sings with no enthusiasm and energy	Couldn't sing	

Adopted: koreanfolkmusic.weebly.com



Assessment

Choose the letter of the correct answer. Write the chosen letter on a separate sheet of paper.

- How is Japanese music described?
 - It is gentle and lyrical.
 - It is slow and melancholy.
 - It is slow in tempo and is very peaceful.
 - It is meditative, graceful and highly ritualized.
- Which of the following is one of China's most popular instruments?
 - Erhu
 - Haegum
 - Koto
 - Shamisen
- What meter is used in the Japanese song 'Sakura'?
 - Compound
 - Duple
 - Triple
 - Quadruple

4. Which of the following does not belong in the group?
- | | |
|------------|------------|
| A. Changgo | C. Taiko |
| B. Odaiko | D. Tsuzumi |
5. Which Korean music category is traditionally associated with the lower class?
- | | |
|-------------|------------|
| A. A-ak | C. Sog-ak |
| B. Chong-ak | D. Tang-ak |
6. What is the song classification of Arirang?
- | | |
|-----------------|--------------------|
| A. Love song | C. Song for spring |
| B. Parting song | D. Welcome song |
7. What melody is used in the folk song 'Mo Li Hua'?
- | | |
|-------------|---------------|
| A. Diatonic | C. Melodic |
| B. Harmonic | D. Pentatonic |
8. Which of the following statement best describe Chinese vocal music?
- It is highly ritualized.
 - It is highly meditative.
 - It is slow and peaceful.
 - Traditionally sung in a thin, non-resonant voice or falsetto.
9. Which Japanese instrument is called the 'dragon flute'?
- | | |
|--------------|---------------|
| A. Hichiriki | C. Shakuhachi |
| B. Ryuteki | D. Shimobue |
10. In which of the following statements about the changgo is correct?
- It is a large hanging barrel drum.
 - An hourglass-shaped double-headed drum made from animal skin.
 - It is a single-headed drum whose tone is altered by squeezing its laces.
 - It is a Japanese drum that has become the central instrument of a percussion ensemble.
11. Which of the following is a characteristic of Korean Music?
- It is Polyphonic.
 - It has a varying tempo.
 - It has a complex rhythmic patterns.
 - It has a slow tempo, giving it a very peaceful and pensive character.
12. Which statement is true about Korean traditional music?
- | | |
|-------------------------|-------------------------|
| A. It is religious. | C. It is slow in tempo. |
| B. It is nationalistic. | D. It tells about love. |

13. A Chinese mouth organ instrument that looks like a set of panpipes with 12 to 36 bamboo pipes.

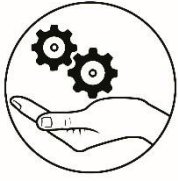
- A. Noka
- B. Sheng
- C. Sho
- D. Zhen

14. Which of the following characteristics is TRUE about traditional Chinese music?

- A. Chinese music has a fast tempo.
- B. All traditional Chinese music is melodic rather than choral.
- C. Traditional Chinese music is meditative.
- D. Traditional Chinese music has two modes: the Yo-sen and the In-sen.

15. Which of the following statements is TRUE?

- A. Chinese vocal music is sung in chorus.
- B. Sog-ak has a literal meaning of "Music of the upper classes".
- C. Chamber and solo music have a fast-meditative pace in Japanese Music
- D. Chinese music uses the pentatonic scale as can be heard in the song Mo Li Hua.



Additional Activities

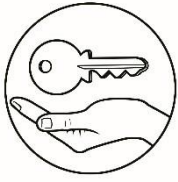
Activity

Answer the following comprehension questions. On a separate paper, write at least two or three sentences for your answers.

1. Which of the three songs do you like the most?

<p style="text-align: center;">Sakura <i>(English Translation)</i></p>	<p style="text-align: center;">Mo Li Hua <i>(English Translation)</i></p>	<p style="text-align: center;">Arirang <i>(English Translation)</i></p>
<p>Come and see the Cherry Blossoms How their beauty- seems to feel the air Floating here and floating there Cherry petals falling everywhere Spring has come and days are fair Won't you come along with me? Come and see the cherry blossom</p>	<p>What a beautiful jasmine flower What a beautiful jasmine flower Sweet -smelling, beautiful, stems full of buds Fragrant and white, everyone praises Let me pluck you down Give to someone's family Jasmine flower, oh jasmine flower</p>	<p>Arirang, Arirang Arariyo, If you leave and forsake me my own, Ere their miles you go, lame you'll have grown Wondrous time, happy time-let us delay; Till night is over, go not away</p>

2. Describe the chosen song and explain which line from the song struck you the most.
3. Does it suggest positivity in life? Why?



Answer Key

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

- WHAT'S MORE**
- Activity**
1. Yes
 2. Yes
 3. Yes
 4. Yes

WHAT'S NEW

Country of Origin	Scale Used	Characteristics
Japan	Pentatonic	Meditative
China	Pentatonic	Melodic
Korea	Pentatonic	Peaceful

- WHAT'S IN**
1. yayoi
 2. watasukagiri
 3. kumoka
 4. niozo
 5. zaya
 6. beautiful
 7. sweet
 8. fragrant
 9. down
 10. flower
 11. Arariyo
 12. gogairo
 13. Naruel
 14. nimeun
 15. motgaseo

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

References

Book:

Anido, Belinda R., Baldoz, Augustro R., Parakikay, Myrna T., et.al. (2013). Music and Arts of Asia, Learner's Module for Grade 8. DepEd-IMCS

Websites:

<https://www.youtube.com/watch?v=IKTRnO7SV68>

https://www.youtube.com/watch?v=oK3dEf_IVS4

<https://www.youtube.com/watch?v=f99tZQ8XtGM>

<https://www.pinterest.ph/pin/141019032065265968/>

<https://www.rcampus.com/rubricshowc.cfm?code=PX3954A&sp=yes&>

<https://medium.com/peergrade-io/why-are-rubrics-so-important-299f624b0ed6#:~:text=As%20an%20Assessment%20Tool%3A,assess%20student's%20performance%20or%20work.&text=The%20fact%20that%20a%20rubrics,more%20reasons%20we%20love%20rubrics.>

<http://en.wikipedia.org/wiki/pentatonic>

http://en.wikipedie.org/wiki/File:taiko_drum.jpg

http://en.wikipedia.org/wiki/Music_of_China

<http://www.youtube.com/watch?v=chwADnoFDng>

<http://study.com>academy>lesson>

<https://www.metmuseum.org/art/collection/search/503268>

<https://digitalcollection.lib.washington.edu/digital/collection/ethnomusic/id/1601/>

<https://blog.promolta.com/4-japanese-instruments/>

<https://www.vectorstock.com/royalty-free-vectors/instrument-instruments-pipa-vectors>

<https://www.pinterest.ph/pin/197947346098396114/>

<https://www.bambugigante.com/en/bamboo-flutes/sequence/>

<http://worldhitz4u.blogspot.com/2014/10/piri-korean-musical-instrument.html>

[https://en.wikipedia.org/wiki/Koto_\(instrument\)](https://en.wikipedia.org/wiki/Koto_(instrument))

<http://andrewsalamanca.com/page/2/>

<https://www.pinterest.ph/pin/508625351638018982/>

www.rcampus.com>rubricshowc

<https://youtu.be/V9QHXLTL0w>

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex

Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph