

Music

Quarter 2 – Module 2: Vocal Music of Cordillera



Music – Grade 7
Alternative Delivery Mode
Quarter 2 – Module 2: Vocal Music of Cordillera
First Edition, 2020

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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.

Lesson

1

Vocal Music of Cordillera

Learning Competencies

The learner:

1. describes and analyzes the musical elements of some vocal and instrumental selections from Cordillera, Mindoro, Palawan and of the Visayas after listening; (MU7LV-IIa-f-2)
2. explains the distinguishing characteristics of representative music from Cordillera, Mindoro, Palawan and of the Visayas in relation to its culture and geography; and (MU7LV-IIb-f-3)
3. performs music from Cordillera, Mindoro, Palawan and of the Visayas. MU7LV-IIa-f-8



What I Need to Know

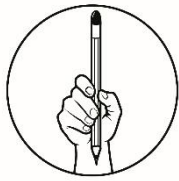
This module is about the music of Cordillera (Highland of Luzon) specifically the vocal music. It is designed for you to learn the competencies and skills left behind and to cope up for the new/next lessons. The activities and discussions are aligned with the level where you can independently learn the topics and lessons you missed. I hope that you will undertake all the activity seriously and responsibly. Feel free to answer all the assessment and have fun.

Learning Objectives

Music becomes an important part of life of Cordillera people. As you go along with this module, the activities and discussions will bring you into the fascinating world of music of Cordillera particularly their vocal music, performance practice and some of their representative songs/genres like the Salidumay, the Oggayam, Hudhud and Ba-di-w.

Moreover, as you finish going through this lesson, you are expected to:

1. identify the distinguishing characteristics of Cordillera vocal music that differentiate them from other regions in the Philippines;
2. explain the performance practices of Cordillera music particularly salidumay, Oggayam and Ba-di-w;
3. analyze the vocal music of Cordillera by applying the knowledge of the elements of music; and
4. integrate the different characteristics of Cordillera music in the production of simple melodic lines.



What I Know

A. Multiple Choice Test

This pre-test will help you think about your prior knowledge on the lesson.

Directions: Read each statement carefully. Choose the letter of the best answer and write it in your activity notebook”

1. How is Salidumay described?
 - A. It serves as an indicator of rejection and acceptance towards the man courting/wooing a woman.
 - B. It is the oldest traditional Cordilleran way of storytelling.
 - C. It tells about the use of herbal and natural medicines.
 - D. It is about planting and harvesting of crops.
2. Which of the songs of Cordillera used flutes to play its melodic tunes?
 - A. Salidumay
 - B. Hudhud
 - C. Oggayam
 - D. Badiw
3. Which of the following are the messages or themes of the song Badiw?
 - A. Agriculture on land preservation and crop productivity.
 - B. Love incantations
 - C. Heroes, heroine, and cultures
 - D. Myth and customs
4. Which of the following best described Hudhud?
 - A. It is a death ritual song gaining hopes and favor from their relative's spirit.
 - B. It comprises around 200 stories with 40 episodes each.
 - C. It has sweet melodies and expresses gratitude
 - D. It is a burial song
5. On what occasion did the Ifugao people recite Hudhud, a chanted epic poetry?
 - A. During social celebrations
 - B. During Baptismal ceremony
 - C. During sowing and harvesting of rice
 - D. During wedding ceremony

6. What song is performed in leader-chorus style where the reciter is an elderly woman occupying key position in the community?
 - A. Hudhud
 - B. Badiw
 - C. Oggayam
 - D. Salidummay
7. How is melismatic singing done?
 - A. Singing at the same pitch
 - B. singing of group of tones in one syllable
 - C. singing in monotonous repetitive tone
 - D. Singing with drone
8. Which of the following is NOT an example of Cordillera's occupational or work song?
 - A. Owiwi
 - B. Dinaweg
 - C. Owayat
 - D. Dangdang-ay
9. What song is distinguished for its special length and narration of the life stories of legendary heroes?
 - A. Salidummay
 - B. Oggayam
 - C. Badiw
 - D. Hudhud
10. How is Cordillera music described?
 - A. It is pentatonic in nature
 - B. It is multi metered
 - C. It is nasal
 - D. It is guttural

B. Modified True or False

Directions: Write TRUE if the statement is correct. If the statement is incorrect change the underlined words to make the statement true.

1. Cordillera music is very much related to their life and living.
2. Cordilleras preserved and transmitted their musical cultures and traditions through writing.
3. Cordillera music is diatonic in nature (consist of five melodic tones, do, re, mi, so, la)
4. Cordillera music is sung with harmony (singing at the same pitch).
5. Cordillera music is participatory and communal.



What's In

In the first module you've learned the basic musical characteristic of representative music from the highlands of Luzon (Cordillera), Mindoro, Palawan and the Visayas. Different activities and performances are presented to challenge your creativity and appreciation of traditional music. In this phase, try to recall the concepts and insights gained in the previous lesson and engage yourself in the next activity to assess your learning. Feel free and have fun.

Check your understanding

Directions: Complete the table by classifying the different concept in the word pool according to its place of origin. Then complete the open-ended statement below. You may do it in your activity notebook.

Melismatic singing	Ambahan	seven-syllable line
Spanish influence	song and dance debate	Western musical traditions
Kulial	chanted epic poetry	lyrical poem about love
Free meter	written on bamboo	imitate sounds of nature
Badiw	Matud nila	Tultul

Cordillera	Palawan	Mindoro	Visayas

1. I learned that Cordillera music is ...
2. I realized that Palawan music is ...
3. I noticed that Mindoro music is ...
4. I concluded that Visayan music is ...

Thank you for accomplishing the first task. Now let's focus on the music of Cordillera.



What's New



Today's lesson will help you fully understand and appreciate the people of Cordillera, their traditions, as well as their music as reflected in their culture and way of life. Some of these musical cultures are influenced by several factors like its geographical location, the continuing advancement of the lowlanders and their common heritage of resisting the invading powers of the Spaniards, Americans and the Japanese.

Indigenous people of Cordillera consider their land as sacred – it can neither be owned nor sold; the source of life and an integral part of their cultural identity. For them, to loss the land and connection from it is equivalent to taking their lives. Thus, Cordilleras now and in the past willingly shed blood to fight and defend their right to remain on their land.

Cordillera people, popularly known as Igorot are group of indigenous people comprising a number of ethnic or ethno-linguistic identities like the Apayao or Isneg, Tingguian, Kalinga, Bontoc, Kankanaey, Ibaloy, Ifugao and Bago. They are known for their unique vocal and instrumental music. They usually perform in groups where villagers of all walks of life are enjoined to showcase their talents especially in singing, dancing and playing instrument. They have a rich variety of songs and music performed on instruments like the Salidumay, the Oggayam, the Hudhud and Badiw.

In 2008 (3.COM), Hudhud is inscribed on the Representative List of Intangible Cultural Heritage of Humanity (originally proclaim in 2001). This traditional culture is weakened due to the following reason: the conversion of Ifugao to Catholicism; the advancement of technology – from manual harvesting of rice to mechanized one; the constant decline of numbers of rice growers and only a few aged narrators are now left.

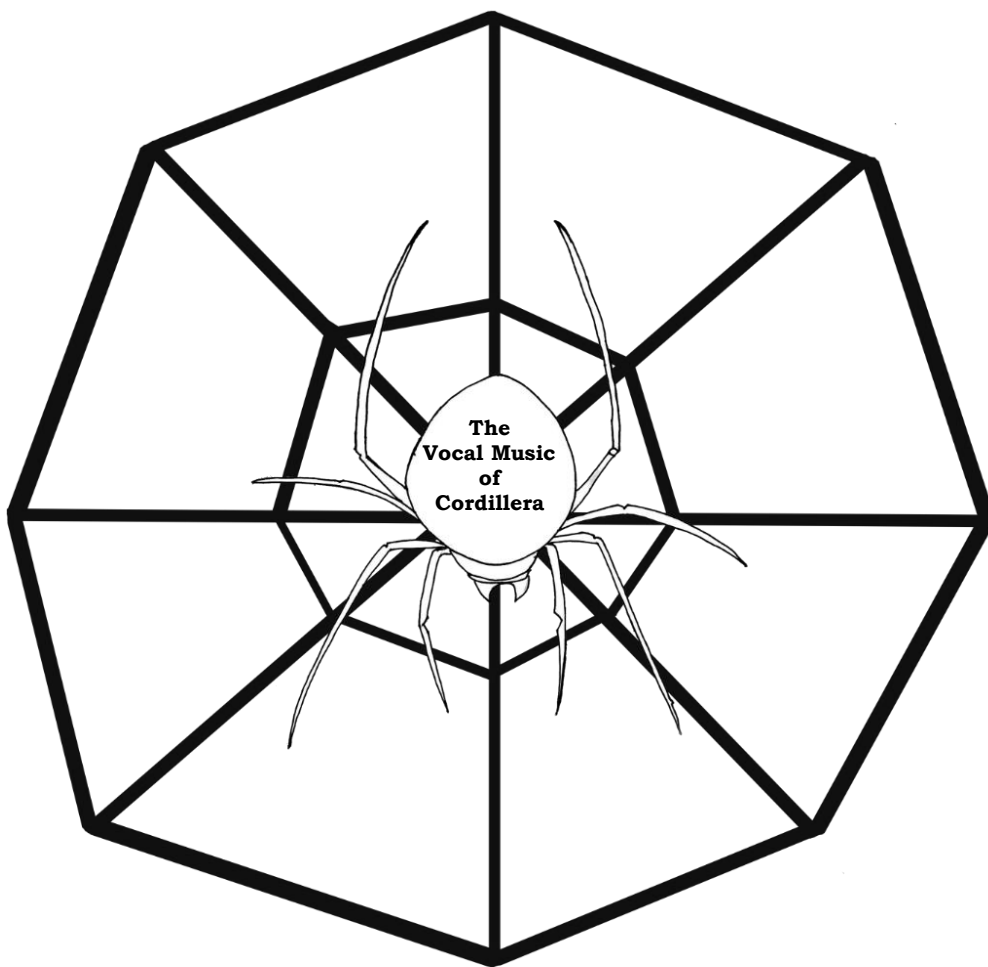
<https://ich.unesco.org/en/RL/hudhud-chants-of-the-ifugao-00015>

In this phase, your prior knowledge and understanding of the unique characteristics of Cordillera vocal music, its performance practice and sample traditional song will be assessed. Feel free and have fun doing the activity.

Activity #1: Concept Web Mapping

This task will activate your prior knowledge about the vocal music of Cordillera.

Directions: Using a *Web word map*, write word/s related to the vocal music of Cordillera. From those words, formulate your own concept about “What is Cordillera Vocal music.”



Now, based on your constructed web word map,

1. Explain what is Cordillera Vocal music?
2. Why did you arrive on that concept?

Activity #2: Look for Me...

Directions: Search for the terms used in vocal music of Cordillera. List down the nine words that are related to Cordillera Music and give your insights about the words. Write them on your activity notebook and explain the meaning of these terms that you have found in the boxes.

H	U	D	H	U	D	M	B	G	F	H	I	L	R	D
A	C	M	E	L	I	S	M	A	T	I	C	Q	S	D
T	G	D	O	R	A	L	T	R	A	D	T	I	O	N
G	T	Q	G	K	L	G	D	R	C	V	S	T	H	K
Z	C	V	G	S	R	T	Y	U	C	V	H	N	I	T
I	O	S	A	L	I	D	U	M	A	Y	W	C	E	R
V	Y	U	Y	Q	R	T	N	T	I	L	V	O	D	F
B	C	H	A	N	T	R	I	Q	R	T	U	M	R	A
Q	N	U	M	Q	R	T	S	E	G	H	J	M	F	S
E	H	J	G	F	H	U	O	R	B	J	K	U	U	D
R	J	K	H	H	P	E	N	T	A	T	O	N	I	C
T	U	L	R	J	U	K	F	D	D	G	N	A	T	F
D	I	S	F	K	I	H	G	F	I	H	M	L	G	G
F	N	D	T	I	O	J	J	Y	W	K	G	F	G	H

Processing Question:

1. What do you think about the words that you've found in word search? List them down and write your insights on your notebook.
2. What is the relationship of these words to Cordillera music?
3. What conclusion can you draw from the words you gathered with regard to Cordillera music?

Did you enjoy the preliminary activity in the preceding pages? Did you encounter difficulty in doing the activity? Don't worry if you got low scores and were unable to answer them correctly. You will surely learn the concept as you continue in your search and endeavor. So, set your mind and heart as we start our journey to the fantastic world of Cordillera vocal music.



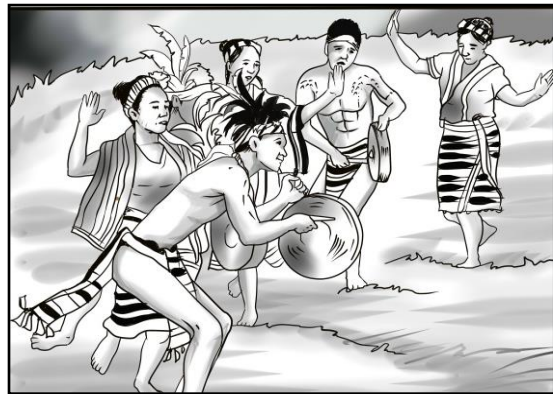
What is It

This part of the module will help you understand the distinct characteristic of Cordillera vocal music, its performance practice, and some of their representative song/genre. A lecture/discussion on this topic is provided to deepen your understanding. Carefully read the lecture and be ready to undertake the activity and answer the questions which will later be given to assess your learning.

Read and Enrich your Understanding

The Music of Cordillera

1. Music is very much related to their life and living. This is evident in many occasions such as in the life passage event, work or occupational activities, ceremonies and entertainment.



A. Life Passage Event

- | | |
|-------------|---------------------------------|
| 1. Owiwi | - Kalinga lullabies |
| 2. Dagdagay | - Kalinga infancy-related songs |
| 3. Oppia | - Kalinga infancy-related songs |
| 4. Kawyanna | - Kalinga infancy-related songs |

B. Occupational / work Songs

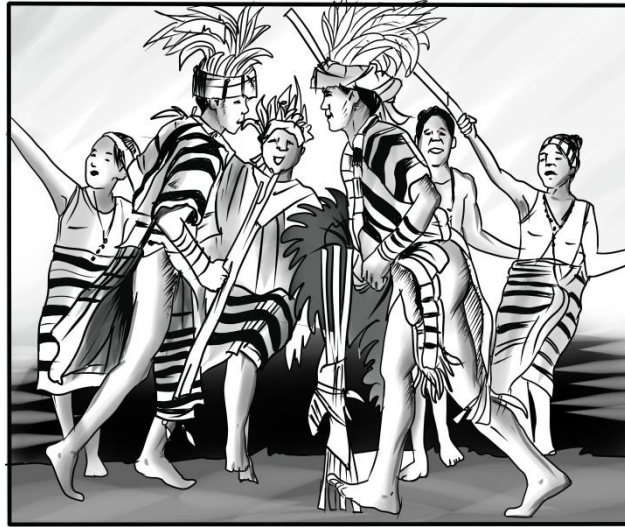
- | | |
|------------|---|
| 1. Sowe-ey | - Bontoc rice pounding song |
| 2. Dakuyon | - Kalinga song for hunting bats |
| 3. Dinaweg | - Ilongot song for catching wild boar |
| 4. Owayat | - Ilongot song for gathering firewood |
| 5. Chey | - assa - Bontoc rice pounding song sung in groups |

C. Music for Ceremonies

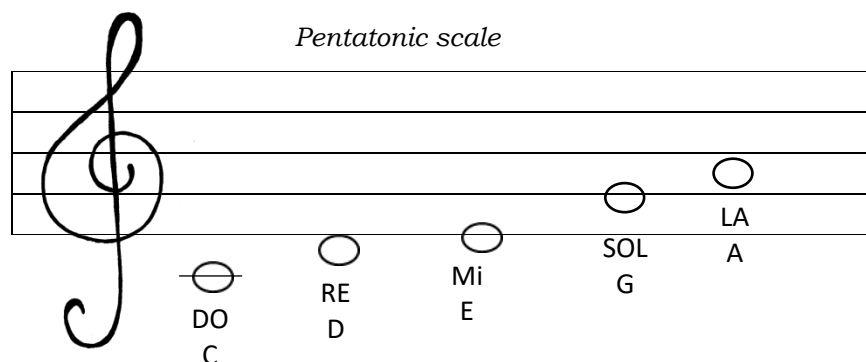
- | | |
|---------------------|-----------------------------------|
| 1. Kapyra and Angba | - Bontoc song for curing ceremony |
| 2. Didiyaw | - Bontoc song to a dead child |
| 3. Sangsangit | - Isneg song of grief |

D. Music for Entertainment

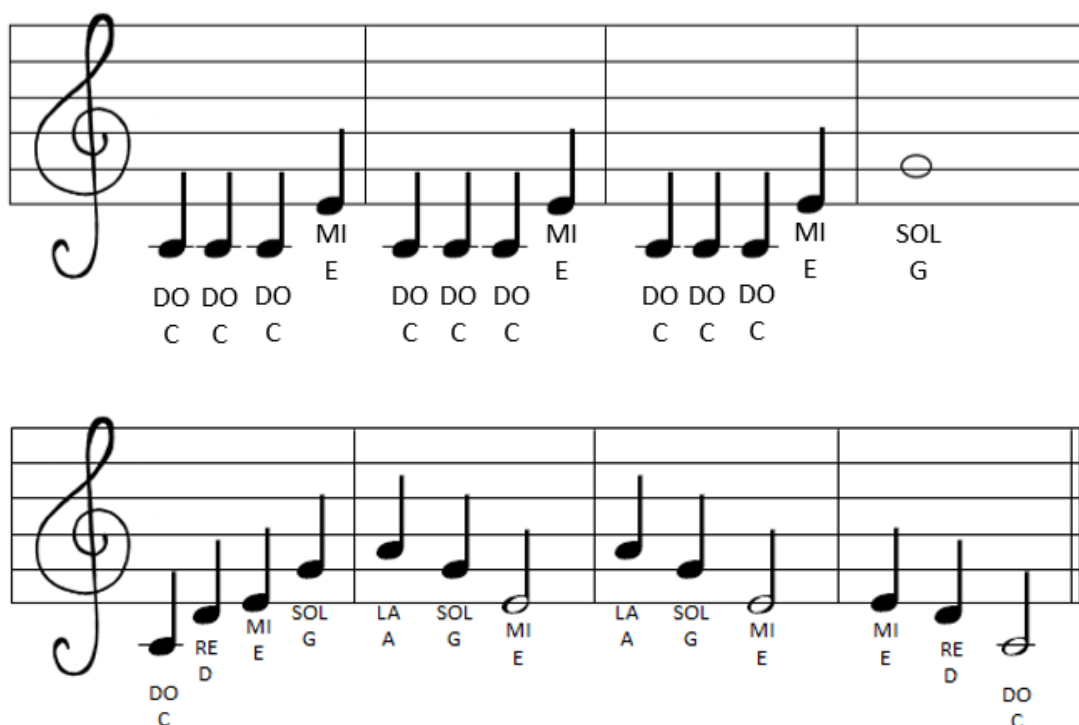
1. Alim - Ifugao leader chorus style
 2. Dangdang – ay - Kalinga song of entertainment
2. Their music is participatory and communal- usually performed in group where everyone is enjoined to showcase their talents in singing, dancing and playing instruments.



3. The indigenous peoples of the Cordillera preserved and transmitted their musical cultures and traditions from generations to generations through oral traditions (spoken rather than written).
4. The distinct characteristics of Cordillera vocal music include:
- a. It is pentatonic in nature (consist of five melodic tones, do, re, mi, so, la)



Note: Using your piano application in your cellphone try to play and sing these notes.



- It is sung in unison (singing at the same pitch).
- It is melismatic (group of notes or tones sung in one syllable in plainsong)
- It has free meter (without time signature)
- It is chanted (reciting/singing in a monotonous repetitive tone)

Performance Practices

Music performances of Cordillera are link to the different events such as:

1. Birth, coming age, wedding, and funeral
2. Rites, Ritual and Ceremonies
3. Prayer to the gods
4. Peace agreement and covenant

The vocal music of Cordillera music are as follows:

1. Salidumay – is a love incantation vocal ensemble (combination of vocal and instrumental music). It has sweet melodies and expresses gratitude. To the Itneg people this song is a response of the young woman to the Kalkalimusta songs of men during the weaving season. It serves as an indicator of rejection and acceptance towards the man courting/wooing a woman. Salidumay is traditionally not sung in Tagalog language, however in the popular modern interpretation by Filipina singer Grace Nono, the lyrics are translated into Tagalog (<https://www.tagaloglang.com/salidumay-lyrics-recordings/>).

(Please watch the rendition of Salidummay on the link below and try to emulate the song.)

<https://www.youtube.com/watch?v=vfW7vinB5SI>

SALIDUMAY KALINGA

1. DANG-DANG AY SI DONG I LAY IN SI NA LI DU MA AY,
I KA MI MAN DE WA SAN A A NAK PI DI PI DAN

2. DANG-DANG AY SI DONG I LAY IN SI NA LI DU MA AY,
DANG-DANG AY SI DONG I LAY IN SI NA LI DU MA AY

10. DANG-DANG AY SI DONG I LAY IN SI NA LI DU MA AY,
I KA MI MAN DE WA SAN A A NAK PI DI PI DAN

2. DANG-DANG AY SI DONG I LAY IN SI NA LI DU MA AY,
DANG-DANG AY SI DONG I LAY IN SI NA LI DU MA AY

18. NA LI DU MA AY, IN SI NA LI DU MAY,
NAK PI DI PI DAN IN SI NA LI DU MAY

22. DANG-DANG AY SI DONG I LAY IN SI NA LI DU MA AY,
I KA MI MAN DE WA SAN A A NAK PI DI PI DAN

28. NA LI DU MA AY, IN SI NA LI DU MA AY,
DANG-DANG AY SI DONG I LAY IN SI NA LI DU MA AY

<https://sppcfreshmen20102011.wordpress.com/2010/07/25/>

2. Badiw – is the oldest traditional Cordilleran way of storytelling in the form of chant. It is a death ritual song gaining hopes and favor from their relative's spirit. The style of singing is without prior preparation or practice in the leader- chorus form (elder man lead the chant followed by the response of women repeated what the leader said). Messages or themes are from agriculture on land preservation and crop productivity. Performance of Badiw promotes leadership, stronger family ties, and the use of herbal and natural medicines.

(Please watch the rendition of Badiw on the link below and try to emulate the song.)

<https://www.youtube.com/watch?v=TfeV9KK56v0>

3. Oggayam – is a festive, declaratory and chant song conveying greetings and expression of opinions related to the events. It is usually heard at village gatherings in Abra, Kalinga and mountain Province. Oggayam is performed during festival at harvest time, on social gatherings such as weddings and peace covenant and to remind the people of their traditional beliefs, customs and morals. This song is distinguished for its special length and narration of the life stories of legendary heroes. The song is not poetic in nature but rather it often uses loanwords from the language of the Christianized Ilocano of the Lowland. Its melodies can be played on flutes (Kalinga flutes, lip valley flute, padong nose flute and tungali flute).

(Please watch the rendition of Oggayam on the linkage below and try to emulate the song.)

<https://www.youtube.com/watch?v=StdCqJ9qCiU&list=PLnye6t9c0qnZIUqtQHmeV41sZly8yEwV9>

4. Hudhud – is a chanted epic poetry of the Ifugao people recited only on four occasions like, sowing and harvesting of rice, wedding ceremonies, funeral wakes, and bone washing (bogwa) rituals. It comprises around 200 stories of about 40 episodes each. Themes are about celebrations of the Ifugao heroes, heroines, wealth and cultures. It is full of repetitions, synonyms, figurative term and employs metonymy (use of the name of one thing for that of another), metaphors (anything use as a symbol of something else) and onomatopoeia (creation of words that imitate natural sounds). Hudhud is performed in leader-chorus style (the reciter is an elderly woman occupying key position in the community) that usually last for three to four days.

(Please watch the rendition of Hudhud on the linkage below and try to emulate the song.)

https://www.youtube.com/watch?v=H_INh21NMpU

Activity #3: Which is Which?

Directions: Study the words written on the box. Identify which word or phrases fits the description of Salidumay, Badiw, Oggayam and Hudhud. Write your answer on your activity notebook.

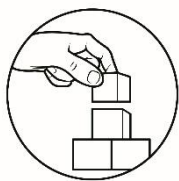
Sweet melodies	story telling	rejection or acceptance
epic poetry	Figurative terms	played on flutes
elder man lead	love incantation	No prior preparation
expresses opinions	elder woman lead	festive

Salidumay	Badiw	Oggayam	Hudhud

Activity #4: What I Can Recall?

Let me see if you really studied the lecture about Cordillera music. Your knowledge will be assessed on matters of adequacy and relevance. Answer the questions below and write your answer on your activity notebook.

1. What makes Cordillera music unique from other musical genre?
2. What similarities did you notice on the four vocal music of Cordillera?
3. What performance practice is familiar to you? Why?
4. How would you probe that music is a part of their life and living?
5. In five sentences write your own description about Cordillera music.



What's More

In this phase you will further understand the unique characteristics and performance practice of some vocal genre of Cordillera. Try to embrace their musical culture and traditions for a moment and explore the simplicity yet fascinating music of the place. Feel free to undertake the activity and enhance your imagination as you apply, analyze and evaluate their music.

Activity #5: Listen and Analyze

Now try to listen to one of the vocal genres of Cordillera (Salidumay, Oggayam, Badiw, or Hudhud). Focus your attention on the vocal techniques used by the singer. Write your observations and reactions regarding the elements of music listed in the table.

Title of the choice genre:		
Musical elements	Observations	Meaning / Message
Melody		
Rhythm		
Timbre		
Tempo		
Theme		

Activity #6: Cordillera Vocal Music Adaptation

In this activity I want you to apply your understanding of Cordillera vocal music. Compose a poem with a minimum of eight lines telling a story on any of the given subjects. Sing it in front of your facilitator. Make sure to use the elements and characteristics of Cordillera vocal music while composing the tune of your music. Record your performances using your cellphone or other media devices and submit it to your facilitator through messenger, e-mail, or other media platforms.

1. Love and courtship
2. Sowing and harvesting
3. Peace
4. Heroes and heroine

Performance Rubrics

Criteria	Scores		
	5	4	3
Melody	The entire song uses appropriate pentatonic scale	The song has 1-2 lapses in the use of pentatonic scale	The song is evidently out of pentatonic scale
Rhythm	The song follows appropriate rhythm	The song has 1-2 lapses in the use of rhythm	Inappropriate rhythm was used
Aesthetic Appeal	All the characteristic of Cordillera music is evident	The song includes most of the elements and characteristics of Cordillera music	The song includes only 1-2 elements and characteristics of Cordillera music

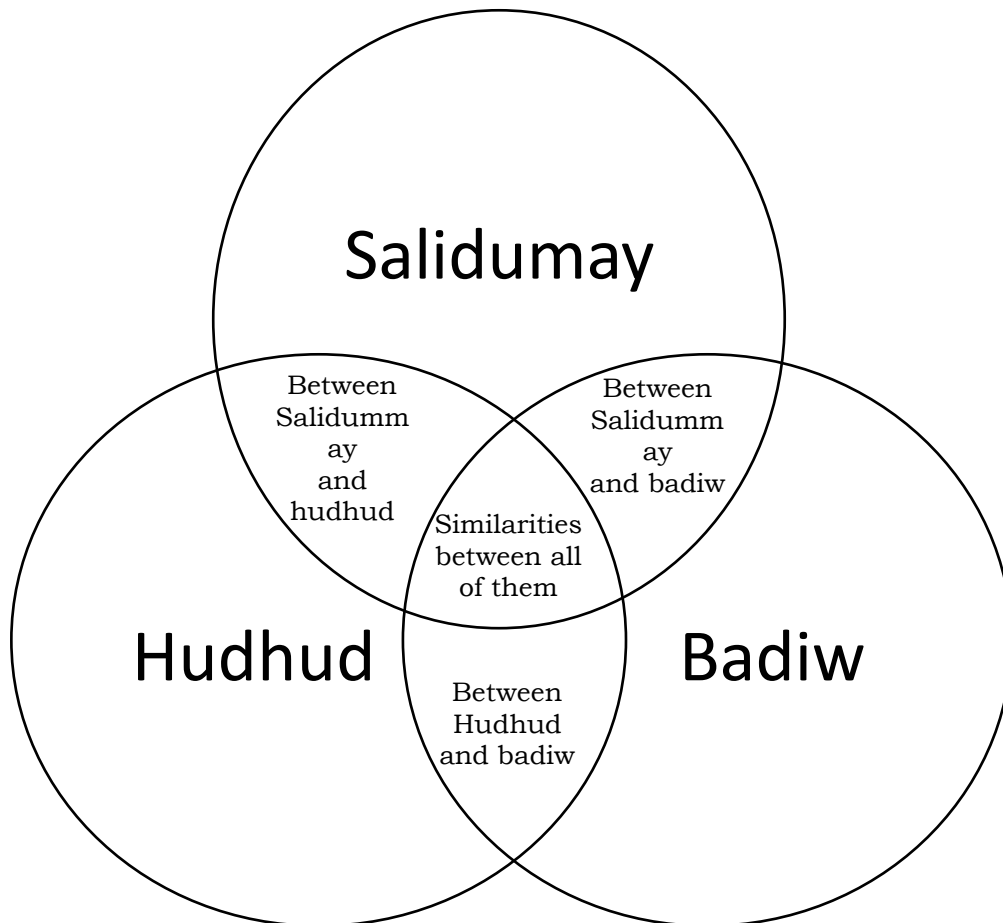
My Poem

Processing Questions:

1. How did you find the activity?
2. Did you follow some techniques in your poem composition? If yes, what are those? If no, Why?
3. How did you apply the elements and characteristics of Cordillera vocal music?
4. Did you encounter some difficulty in the activity? What is it? What did you do to overcome it?

Activity #7: Reflect and Understand

Directions: Choose two vocal music of Cordillera. Using a Venn diagram compare and contrast the two vocal genre. Make a short summary or conclusion based on your answer.



Processing Questions:

1. In what aspect did the traditional music of Cordillera have in common? (e.g. Hudhud and Badiw)
2. In what aspect did the traditional music of Cordillera different? (e.g. Hudhud and Badiw)

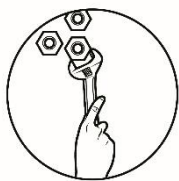


What I Have Learned

Directions: After doing all the activities in this module, jot down your insights and reflections by answering the question below. Write your reflection in your activity notebook.

1. What part of the SLM is easiest for you? Did you ask some assistance in doing the activity?
2. What part of the SLM seems difficult for you? Did you ask your parents and or siblings for support?
3. Did you encounter difficulty in accomplishing your tasks? Are you done on time?
4. What significant learning have you gained in this module?

My Reflections



What I Can Do

Activity #8: In- Chanted Me

Directions: Compose a three-liner chant about a certain occupational activity in your place. Sing the lines using the pentatonic scale and other elements of Cordillera music.

Performance Rubrics

Criteria	Scores		
	5	4	3
Theme/lyric	The song is occupational or work related	The song incorporates other themes besides work or occupation	The song is entirely not work/ occupational related
Melody	The entire song uses appropriate pentatonic scale	The song has 1-2 lapses in the use of pentatonic scale	The song is evidently out of pentatonic scale
Rhythm	Free rhythm is observed in the composition	The song has 1-2 lapses in the use of rhythm	Inappropriate rhythm was used
Aesthetic Appeal	All characteristics of Cordillera music are evident	The song includes most of the elements and characteristics of Cordillera music	The song includes only 1-2 elements and characteristics of Cordillera music



Assessment

A. Multiple Choice Test

Directions: Identify the music genre described in each item. Choose from the word/s after the question. Write your answer in your activity notebook.

1. How is Salidumay described?
 - A. It is the oldest traditional Cordilleran way of storytelling.
 - B. It serves as an indicator of rejection and acceptance towards the man courting/wooing a woman.
 - C. It tells about the use of herbal and natural medicines.
 - D. It is about planting and harvesting of crops.
2. Which of the songs of Cordillera used flutes to play its melodic tunes.
 - A. Badiw
 - B. Hudhud
 - C. Oggayam
 - D. Salidumay
3. Which of the following are the messages or themes of the song Badiw?
 - A. Agriculture on land preservation and crop productivity.
 - B. Heroes, heroine, and cultures
 - C. Love incantations
 - D. Myth and customs
4. Which of the following best described Hudhud?
 - A. It is a burial song
 - B. It has sweet melodies and expresses gratitude
 - C. It comprises around 200 stories with 40 episodes each.
 - D. It is a death ritual song gaining hopes and favor from their relative's spirit.
5. On what occasion did the Ifugao people recite the chanted epic poetry Hudhud?
 - A. During Baptismal ceremony
 - B. During social celebrations
 - C. During wedding ceremony
 - D. During sowing and harvesting of rice

6. What song is performed in leader-chorus style where the reciter is an elderly woman occupying key position in the community?
 - A. Badiw
 - B. Hudhud
 - C. Oggayam
 - D. Salidummay
7. How is melismatic singing done?
 - A. Singing with drone
 - B. Singing at the same pitch
 - C. singing of group of tones in one syllable
 - D. singing in monotonous repetitive tone
8. Which of the following is NOT an example of Cordillera's occupational or work song?
 - A. Dangdang-ay
 - B. Dinaweg
 - C. Owayat
 - D. Owiwi
9. What song is distinguished for its special length and narration of the life stories of legendary heroes?
 - A. Badiw
 - B. Hudhud
 - C. Oggayam
 - D. Salidummay
10. How is Cordillera music described?
 - A. It is guttural
 - B. It is multi metered
 - C. It is pentatonic in nature
 - D. It is nasal

B. Modified True or False

Directions: Write TRUE if the statement is correct. If the statement is incorrect change the underlined words to make the statement true.

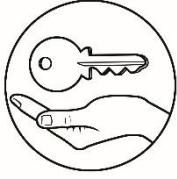
1. Cordillera music is participatory and communal.
2. Cordillera music is very much related to their life and living.
3. Cordilleras preserved and transmitted their musical cultures and traditions through writing.
4. Cordillera music is diatonic in nature (consist of five melodic tones, do, re, mi, so, la)
5. Cordillera music is sung with harmony (singing at the same pitch).



Additional Activities

Directions: At this point of time, try to formulate one to two paragraphs of news report on any of the vocal music of Cordillera (Salidummay, Badiw, Oggayam, Hudhud). Focus your attention on the distinct characteristics of the music and how the people relate their music on their everyday activity.

Record your performances using your cellphone or other media devices and submit it to your facilitator through messenger, e-mail or other media platforms.



Answer Key

<p>What I Know</p> <p>A. Multiple Choice Test</p> <ol style="list-style-type: none"> 1. A 2. C 3. A 4. B 5. C 6. A 7. C 8. A 9. B 10. A <p>B. True or False</p> <ol style="list-style-type: none"> 1. TRUE 2. Through Oral tradition 3. Pentatonic 4. In unison 5. True 	<p>Assessment</p> <p>A. Multiple Choice Test</p> <ol style="list-style-type: none"> 1. B 2. C 3. A 4. C 5. D 6. B 7. D 8. D 9. C 10. C <p>B. True or False</p> <ol style="list-style-type: none"> 1. TRUE 2. TRUE 3. Through Oral tradition 4. Pentatonic 5. In unison
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<p>Activity #3: Which is Which?</p>	<p>Badiw</p>	<p>Oggayam</p>	<p>Played on flutes expresses opinion Festive</p>	<p>Elder man lead preparation No prior Story telling</p>
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<p>Activity #2: Puzzles Word Game</p>	<p>Oggayam</p>	<p>Pentatonic</p>	<p>Chant</p>	<p>Salidumay</p>	<p>Melismatic</p>	<p>Hudhud Badiw</p>
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