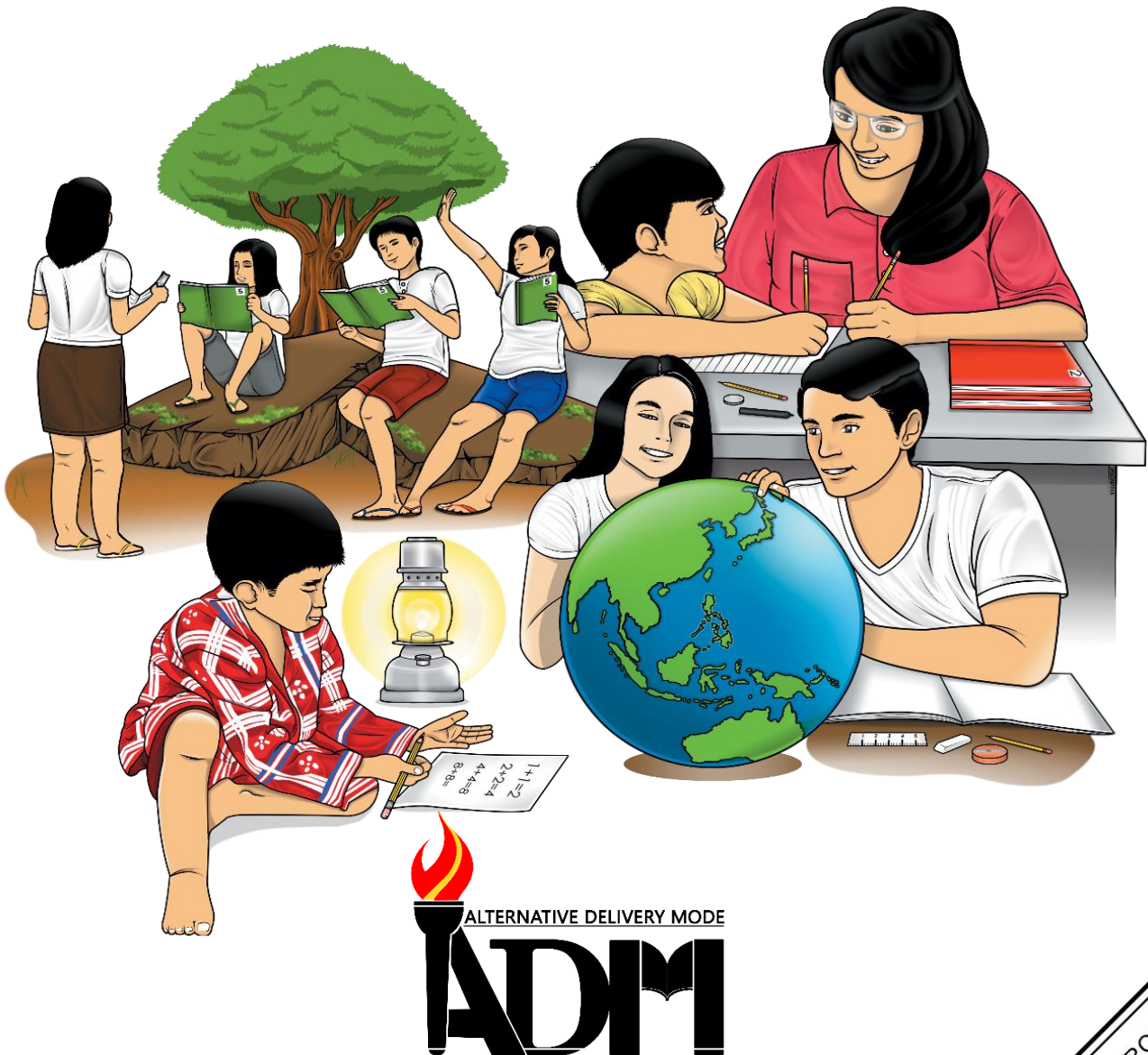


# Music

## Quarter 3 – Module 3

### Sing and Play the South Asian and the Middle East Way



GOVERNMENT PROPERTY  
**NOT FOR SALE**

**Music – Grade 8**

**Alternative Delivery Mode**

**Quarter 3 – Module 3: Sing and Play the South Asian and the Middle East Way**

**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 exploitation of such work for 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:** Richelle D. Losdo, Melojean M. Noguerra

**Editors:** Laila F. Danaque, Paulita L. Vernal, Abel N. Galido

**Reviewer:** Janette Lagare, Hilarion A. Galido

**Illustrator:** Stephany Bryan D. Itao

**Layout Artist:** Ivan Paul V. Damalerio

**Language Evaluators:** Stella Fellas, Angelie Albezo, 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

**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 3 – Module 3**

### **Sing and Play the South Asian and the Middle East Way**

# **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***

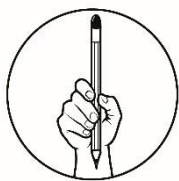
This module was designed and written for your benefit and convenience. It is here to help you to be more proficient in Music. The scope of this module covers many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged following the 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.

This module contains:

- Module 3 – Sing and Play the South Asian and the Middle East Way

After going through this module, you are able to:

1. Perform music from South Asia and the Middle East with own accompaniment. (**MU8WS-IIIb-h-7**); and
2. Evaluate music and music performances using guided rubrics applying knowledge of musical elements and style (**MU8WS-III-h-8**).



## ***What I Know***

**Directions:** Choose the letter of the correct answer. Write your answer on a separate sheet of paper.

1. Which of the following music reinforces the importance of musical instruments in Pakistan?  
A. Chautal  
B. Punjabi  
C. Samagana  
D. Sama Veda
2. Which of the following is honored by Hindus as the sacred foundations of their religion and one of the oldest cultural traditions in the world?  
A. Samagana  
B. Sama Veda  
C. Rig Veda  
D. Vedas
3. It is traditionally chanted during a sacred ritual and recited daily in a Vedic community.  
A. dance music  
B. musical meter  
c. twelve beats  
d. verses of the Vedas
4. This refers to the recitation of the verses of the Vedas spelled identically, tonal accent remains the same and recited in the exact order of the words.  
A. Samagana  
B. Sama Veda  
C. Rig Veda  
D. Vedic Chanting
5. In the music of India, whether religious or cultural, music has its foundations in \_\_\_\_\_.  
A. dynamics  
B. form  
C. rhythm  
D. timbre
6. Zum Gali Gali is an example of a folk song from Israel. What does this song mean?  
A. It is a temple music.  
B. It is a song for wedding ceremonies.  
C. It is a traditional Indian song for harvesting.  
D. It is a traditional Hebrew song relating to work.
7. It is a form of traditional dance in Pakistan associated primarily with the music and less on the singer and the lyrics.  
A. Bhangra  
B. Carnatic  
C. Chautal  
D. Vedas

8. How many beats do Chautal has?
- |            |             |
|------------|-------------|
| A. 6 beats | C. 10 beats |
| B. 8 beats | D. 12 beats |
9. This term is used in Indian classical music which refers to the counting of musical beats.
- |             |         |
|-------------|---------|
| A. Bhangra  | C. Tala |
| B. Samagana | D. Veda |
10. Which of the following is NOT a representation of music from South Asia and the Middle East?
- |                |                  |
|----------------|------------------|
| A. Anile Anile | C. Bhangra       |
| B. Arirang     | D. Zum Gali Gali |
11. "Pioneers all work as one." This line of the song is found in the translation entitled \_\_\_\_\_.
- |                |                  |
|----------------|------------------|
| A. Anile Anile | C. Vedic Chant   |
| B. Bhangra     | D. Zum Gali Gali |
12. While watching the video of Chautal, what is the best way to follow its rhythmic patterns?
- |                        |               |
|------------------------|---------------|
| A. by beating of drums | c. by dancing |
| B. by clapping         | d. by humming |
13. Bhangra dance tradition is practiced in what country?
- |           |             |
|-----------|-------------|
| A. Arabia | C. Israel   |
| B. India  | D. Pakistan |
14. Vedic chanting is commonly exercised in \_\_\_\_\_.
- |           |             |
|-----------|-------------|
| A. Arabia | C. Israel   |
| B. India  | D. Pakistan |
15. Which of the following is NOT a representation of music from South Asia and the Middle East?
- |            |            |
|------------|------------|
| A. Bhangra | C. Chautal |
| B. Pansori | D. Veda    |

## Lesson

# 3

## Sing and Play the South Asian and the Middle East Way

In Module 1 and 2 of this quarter, you learned about the vocal and instrumental music of South Asia and the Middle East. Let us try to find out if you can still recall the previous lessons.

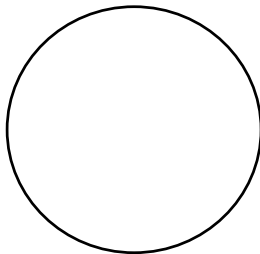


### *What's In*

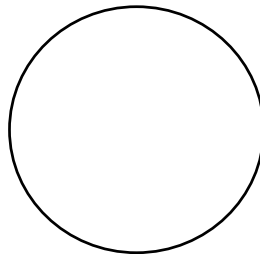
#### Activity 1: Think of Me!

**Directions:** Classify the terms in the box below by placing them in the country where they belong. Write your answer on a separate sheet of paper.

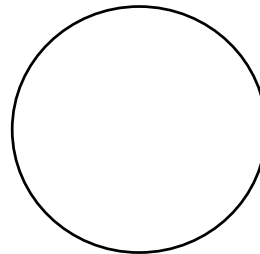
**India**



**Pakistan**



**Israel**



Ghazal	Carnatic	Rig Veda	Raga
Zum Gali Gali	Hazzan	Devotional	Laya
Yom Kippur	Sufi Music	Qawwali	Vedic Chanting
Secular	Tala	Shruti	Hindustani



## What's New

The music of India, Pakistan, and Israel are widely used as an expression of their way of life and spiritual beliefs. Most of their music whether religious or cultural is based on rhythm.

### Activity 2: Hear me Out!

**Directions:** Watch the videos and listen to some songs from India, Pakistan, and Israel using the link below. Identify the country and classify whether it is vocal or instrumental music. Write your answers on a separate sheet of paper.

Options to avail the audio-video:

2. Click the link provided for each music.
3. Listen to the audio-video file provided by the teacher.

Music	Country	Classification (Vocal or Instrumental)
The Traditional Vedic Chanting <a href="https://www.youtube.com/watch?v=qPcasmn0cRU">https://www.youtube.com/watch?v=qPcasmn0cRU</a>		
Zum Gali Gali <a href="https://www.youtube.com/watch?v=kHCK9Pw3QqM">https://www.youtube.com/watch?v=kHCK9Pw3QqM</a>		
Bhangra Dance Tradition. <a href="https://youtu.be/DOP1LT8T1AA">https://youtu.be/DOP1LT8T1AA</a>		
Chautal (12 beats) <a href="https://www.youtube.com/watch?v=u1LLeg9Bef8">https://www.youtube.com/watch?v=u1LLeg9Bef8</a>		



## ***What is It***

As you listen to different music in South Asia and the Middle East, were you able to distinguish the different characteristics and styles of music in each country? If your answer is yes, let us see if you can analyze some of the sample music.

### **India**

#### **Vedic Chanting**

In India, the Vedas are honored by Hindus as the sacred foundations of their religion and one of the oldest cultural traditions in the world. The verses of the Vedas were traditionally chanted during a sacred ritual and recited daily in a Vedic community. The recitation is carefully trained so the words are spelled identically, tonal accent remains the same, and recited in the exact order of the words.

**Directions:** Visit the link below and watch the video presentation. You may also listen to the sample music provided by your teacher.



*Source: Ministry of Culture, Government of India*

<https://www.youtube.com/watch?v=qPcasmn0cRU>

#### **Chautal (12 beats)**

Rhythm is an essential aspect of the Indian musical system. Whether religious or cultural, music has its foundations in rhythm. Tala is a musical term pertaining to the counting of musical beats. One example of tala is Chautal. Chautal has twelve beat system. It is a rhythmic pattern of India that is most commonly maintained at a medium tempo.

**Directions:** Visit the link below. Try to clap the following rhythmic patterns of the Chautal as shown below.



The image shows four rhythmic patterns for Chautal, each with musical notation and lyrics in Hindi and English.

1.  $\times$  धा धा दिं ता |  
Dhaa Dhaa Din Taa

2. किट धा दिं ता |  
KiTa Dhaa Din Ta

3. तिट कत्त |  
TiTa KaTa

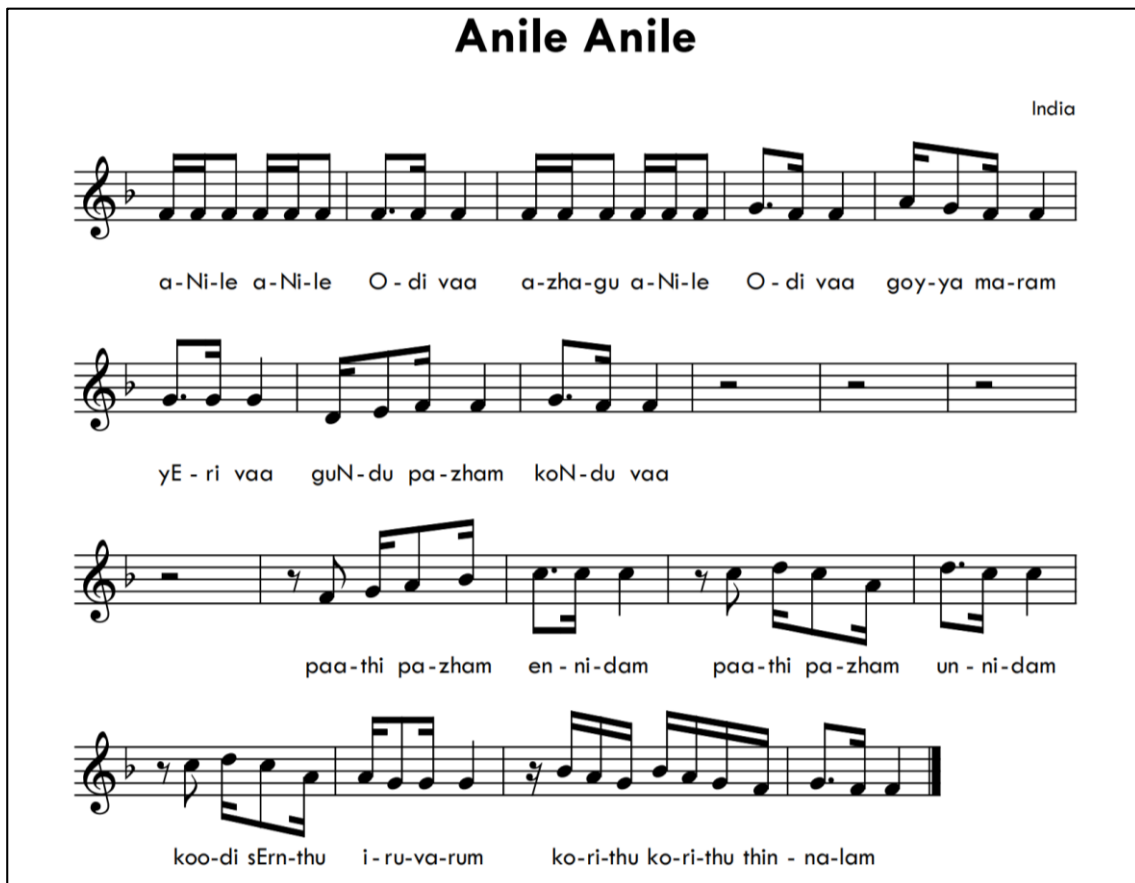
4. गदी गेन |  
GaDee GeNa

<https://www.youtube.com/watch?v=u1LLeg9Bef8>

**Directions:** Visit the link below and watch the video presentation. You may also listen to the sample music provided by your teacher.

### Anile Anile

India



The image shows a musical score for the song 'Anile Anile' in Hindi and English. The score is written on four staves, each with a treble clef and a key signature of one flat (B-flat). The lyrics are written below the notes.

a-Ni-le a-Ni-le O - di vaa a-zha-gu a-Ni-le O - di vaa goy-ya ma-ram

yE - ri vaa guN-du pa-zham koN-du vaa

paa-thi pa-zham en - ni-dam paa-thi pa-zham un - ni-dam

koo-di sErn-thu i - ru-va-rum ko-ri-thu ko-ri-thu thin - na-lam

<https://youtu.be/Tv1MDUQsAZg>

### Lyrics (Transliteration)

Anile anile odi vaa  
Aḷaku anile odi vaa  
Koyyā maram ēri vā  
Kuṇṭu paḷam kuṇṭu vā

### Translation – Chipmunk Chipmunk, Come On

Chipmunk chipmunk come on  
Beautiful chipmunk come come come  
Climb high up a guava tree  
Bring a ripe fruit back to me

### Israel

**Zum Gali Gali** is an example of a traditional Hebrew folk song from Israel relating to work. Its rhythm and beat help people work as they sing.

**Directions:** Visit the link below and watch the video presentation. You may also listen to the sample music provided by your teacher.

**Zum Gali Gali**

Hebrew folk tune

Piano

The musical score is written for piano in 4/4 time. It consists of three systems of music. The first system has a treble and bass staff. The treble staff has a key signature of one sharp (F#) and a 4/4 time signature. The bass staff has a key signature of one sharp (F#). The lyrics are: 'Zum, ga-li-ga-li-ga-li, Zum ga-li-ga-li, Zum, ga-li-ga-li-ga-li, Zum ga-li-gal. He-cha-'. The second system starts with a measure rest of 5 measures. The lyrics are: 'lutz le - ma'an a - vo -dah, a - vo - dah le - ma'an he-cha-lutz He-cha-'. The third system starts with a measure rest of 9 measures. The lyrics are: 'lutz le - ma'an a - vo - dah, a - vo - dah le - ma'an he-cha-lutz'. A YouTube link is visible at the bottom: <https://www.youtube.com/watch?v=8-IT-VvYiQ8>

### Lyrics

Zum, gali-gali-gali, Zum gali-gali,  
Zum, gali-gali-gali, Zum gali-gali,

Hechalutz lema'an avodah  
avodah lema'an hechalutz  
Hechalutz lema'an avodah  
avodah lema'an hechalutz

Zum, gali-gali-gali, Zum gali-gali,  
Zum, gali-gali-gali, Zum gali-gali.

### Translation

Zum, gali-gali-gali, Zumgali-gali,  
Zum, gali-gali-gali, Zum gali-gali,

Pioneers all work as one  
Work as one all pioneers  
Pioneers all work as one  
Work as one all pioneers

Zum, gali-gali-gali, Zum gali-gali,  
Zum, gali-gali-gali, Zum gali-gali.

### Pakistan

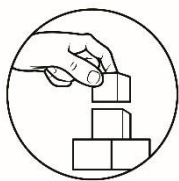
Punjabi music reinforces the importance of musical instruments. **Bhangra**, which refers to dance-oriented popular music with Punjabi rhythms, is one of the most recognized traditional and folkloric forms of Punjabi. The emphasis in bhangra music is usually on the music (the rhythm for dancing) and less on the singer and the lyrics.

**Directions:** Visit the link below and watch the video presentation. You may also listen to the sample music provided by your teacher.



Source: LISAA School of Design,  
[www.lisaadelhi.com](http://www.lisaadelhi.com)

<https://youtu.be/DOP1LT8T1AA>



## What's More

In the previous lesson, you were able to listen to different songs and instrumental music of South Asia and the Middle East. This time, create and adapt some representative songs and rhythms.

### Activity 3: Sing with Me!

#### Directions:

- Listen to the audio/video file and follow the musical score of the song Zum Gali Gali.
- Make a four-line verse about work or play which depicts the tradition or culture in the Philippines.
- Sing the song on your own following the tune of Israel Folk Song “Zum Gali Gali”.
- Record an audio of your performance and send the file to your teacher.

Rubric to be used for scoring your performance.

Criteria	<i>Excellent</i> (5)	<i>Very Good</i> (4)	<i>Good</i> (3)	<i>Fair</i> (2)	<i>Needs Improvement</i> (1)
1. The tune of the song is similar to Zum Gali Gali.					
2. The song is sung with correct pitch and melody.					
3. Appropriate tempo of the song is used.					
4. Mastery of the song is evident.					
5. Confidence in delivery is observed.					

How many elements of music were you able to apply? Draw a smiley on the box that corresponds to your answer.

1-2 elements	3-4 elements	5 and up elements

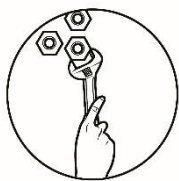


## ***What I Have Learned***

### **Activity 4. Fill in the Blank**

**Direction:** Write the missing word in the sentence below. Do this on a separate sheet of paper.

1. In V \_ \_ \_ \_ c \_ \_ \_ \_ \_ g, the verses of the Vedas were traditionally chanted during a sacred ritual and recited daily in a Vedic community.
2. V \_ \_ \_ \_ are honored by Hindus as the sacred foundations of their religion and one of the oldest cultural traditions in the world.
3. C \_ \_ \_ t \_ \_ is a rhythmic pattern of India maintained at a medium t \_ m \_ o.
4. P \_ \_ j \_ \_ \_ music reinforces the importance of musical instruments in Pakistan.
5. B \_ \_ \_ g \_ \_ is a type of traditional dance associated primarily with the music and less on the singer and the lyrics.
6. T \_ \_ \_ is a musical term pertaining to the counting of musical b \_ \_ \_ \_.
7. Z \_ \_ G \_ \_ \_ G \_ \_ \_ is a traditional Hebrew song relating to work. Its rhythm and beat help people work as they sing.
8. C \_ \_ \_ t \_ \_ has 12 beats.
- 9.- 10. In India, music has its foundations in r \_ \_ \_ \_ m, while in Pakistan, the emphasis in bhangra music is usually on the r \_ \_ \_ \_ m of d \_ n \_ \_ \_ g.



## ***What I Can Do***

### **Activity 5: Watch and Evaluate!**

**Directions:**

- Follow the link and watch the video:  
<https://www.youtube.com/watch?v=xqQyC-WtyHI>
- Evaluate its musical performance with the use of the given rubric below.

#### **Rhythm Rubric**

	<b>5 pts</b>	<b>4 pts</b>	<b>3 pts</b>	<b>2 pts</b>	<b>1 pt</b>	<b>0 pts</b>
<b>Tempo</b>	Appropriate	Fluctuates Slightly	Fluctuates Often	Mostly Wrong	Not Appropriate	Cannot Play
<b>Steady Beat</b>	Consistent	Fluctuates Slightly	Fluctuates Often	Mostly Wrong	Not Appropriate	Cannot Play
<b>Rhythmic Pattern</b>	No Mistakes	A Few Mistakes	Many Mistakes	Mostly Wrong	Consistently Wrong	Cannot Play
<b>Rest Rhythm</b>	No Mistakes	A Few Mistakes	Many Mistakes	Mostly Wrong	Consistently Wrong	Cannot Play
<b>Over-all Rhythm</b>	Superior	Very Good	Good	Fair	Poor	Cannot Play

## Activity 6: Compose and Sing!

### Directions:

- Create your own composition showing the characteristics of South Asian and the Middle East music.
- Perform your composition through a video recording.

Rubric to be used for scoring your performance.

<b>Criteria</b>	<b>Excellent (5)</b>	<b>Very Good (4)</b>	<b>Good (3)</b>	<b>Fair (2)</b>	<b>Needs Improvement (1)</b>
1. Sound is played with correct rhythm.					
2. Variation of rhythmic pattern is evident.					
3. Appropriate rhythmic instrument is used.					
4. Good sound quality of the improvised instrument is evident.					
5. Confidence in delivery is observed					

How many elements of music were you able to apply? Draw a smiley on the box that corresponds to your answer.

1-2 elements	3-4 elements	5 and up elements



## Assessment

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

1. It is a rhythmic pattern of India that has 12 beats.  
A. Bhangra  
B. Chautal  
C. Iqa  
D. Ta
2. Which of the following is one of the most recognized forms of Punjabi music?  
A. Bhangra  
B. Chautal  
C. Iqa El Jannah  
D. Zum Gali Gali
3. Which of the following terms used in Indian classical music refers to the counting of musical beats?  
A. Bhangra  
B. Chautal  
C. Iqa  
D. Tala
4. Which of the following is a type of traditional dance in Pakistan associated primarily with the music and less on the singer and the lyrics?  
A. Bhangra  
B. Iqa El Jannah  
C. Vedas  
D. Zum Gali Gali
5. It is a traditional Hebrew song relating to work.  
A. Bhangra  
B. Pasyon  
C. Vedic Chant  
D. Zum Gali Gali
6. Which of the following music reinforces the importance of musical instruments in Pakistan?  
A. Bhangra  
B. Chautal  
C. Iqa  
D. Punjabi
7. Which of the following is a folk song from Israel?  
A. Anile Anile  
B. Bhangra  
C. Vedic Chant  
D. Zum Gali Gali
8. It is honored by Hindus as the sacred foundations of their religion and one of the oldest cultural traditions in the world.  
A. Vedas  
B. Rig Veda  
C. Samagana  
D. Sama Veda

9. Which of the following best describes the Zum Gali Gali of Israel?
- Its structural requirements are stricter than those of most poetic forms traditionally written in English.
  - Originally performed mainly at Sufi shrines throughout the subcontinent and gained mainstream popularity.
  - It is a traditional Hebrew song relating to work. Its rhythm and beat help people work as they sing.
  - Arabian rhythmic pattern or cycle is analyzed by means of rhythmic units.
10. Which of the following best describes the Vedic chanting?
- It is recited daily in a Vedic community.
  - It is traditionally chanted during a sacred ritual.
  - It is carefully trained so the words are spelled identically.
  - All of the above.
11. "Pioneers all work as one." This line of the song is found in the translation entitled \_\_\_\_\_.
- |                |                  |
|----------------|------------------|
| A. Anile Anile | C. Vedic Chant   |
| B. Bhangra     | D. Zum Gali Gali |
12. While watching the video of Chautal, what is the best way to follow its rhythmic patterns?
- |                        |               |
|------------------------|---------------|
| A. by beating of drums | c. by dancing |
| B. by clapping         | d. by humming |
13. Bhangra dance tradition is practiced in what country?
- |           |             |
|-----------|-------------|
| A. Arabia | C. Israel   |
| B. India  | D. Pakistan |
14. Vedic chanting is commonly exercised in \_\_\_\_\_.
- |           |             |
|-----------|-------------|
| A. Arabia | C. Israel   |
| B. India  | D. Pakistan |
15. Which of the following is NOT a representation of music from South Asia and the Middle East?
- |            |            |
|------------|------------|
| A. Bhangra | C. Chautal |
| B. Pansori | D. Vedas   |

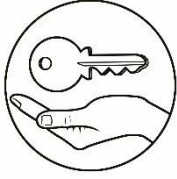


## ***Additional Activities***

### **Activity 7: My Journey!**

**Directions:** Answer the following questions through journal writing. Write your answers on a separate sheet of paper.

1. What skills did you develop while doing the activities?
2. What did you feel while doing the activities?
3. What are your realizations after this module?



## Answer Key

<p><b>WHAT I KNOW</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. D</li> <li>3. D</li> <li>4. D</li> <li>5. C</li> <li>6. D</li> <li>7. A</li> <li>8. D</li> <li>9. C</li> <li>10. B</li> <li>11. D</li> <li>12. A or B</li> <li>13. D</li> <li>14. B</li> <li>15. B</li> </ol>	<p><b>WHAT'S IN</b></p> <p>India</p> <ol style="list-style-type: none"> <li>1. Shruti</li> <li>2. Rig Veda</li> <li>3. Carnatic</li> <li>4. Hindustani</li> <li>5. Vedic Chanting</li> <li>6. Tala</li> <li>7. Raga</li> <li>8. Laya</li> </ol> <p>Pakistan</p> <ol style="list-style-type: none"> <li>1. Ghazal</li> <li>2. Qawwali</li> <li>3. Sufi Music</li> </ol> <p>Israel</p> <ol style="list-style-type: none"> <li>1. Devotional</li> <li>2. Secular</li> <li>3. Zum Gali Gali</li> <li>4. Sufi Music</li> <li>5. Hazzan</li> <li>6. Yom Kippur</li> </ol>	<p><b>WHAT I HAVE LEARNED</b></p> <ol style="list-style-type: none"> <li>1. Vedic Chanting</li> <li>2. Vedas</li> <li>3. Chautal, tempo</li> <li>4. Punjabi</li> <li>5. Bhangra</li> <li>6. Tala, beats</li> <li>7. Zum Gali Gali</li> <li>8. Chant</li> <li>9. rhythm</li> <li>10. rhythm of dancing</li> </ol>
---	---	--

<p><b>ASSESSMENT</b></p> <ol style="list-style-type: none"> <li>1. B</li> <li>2. A</li> <li>3. D</li> <li>4. A</li> <li>5. D</li> <li>6. D</li> <li>7. D</li> <li>8. A</li> <li>9. C</li> <li>10. D</li> <li>11. D</li> <li>12. A or B</li> <li>13. D</li> <li>14. B</li> <li>15. B</li> </ol>
--

## ***References***

### **Book:**

Anido, Belind R., Baldoz, Augusto R., Parakikay, Myrna T.,etal.(2013).  
Music and Arts of Asia, Leaner's Module for Grade 8. DepEd-IMCS.

### **Websites:**

<https://www.youtube.com/watch?v=qPcasmn0cRU>

<https://www.youtube.com/watch?v=XqQyc-WtyHI>

<https://www.youtube.com/watch?v=kHCK9Pw3QqM>

<https://youtu.be/DOP1LT8T1AA>

<https://www.youtube.com/watch?v=u1Lleg9Bef8>

<https://youtu.be/Tv1MDUQsAZg>

[https://www.youtube.com/watch?v=8\\_IT-VvYiQ8](https://www.youtube.com/watch?v=8_IT-VvYiQ8)

**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](mailto:blr.lrqad@deped.gov.ph) \* [blr.lrpdpd@deped.gov.ph](mailto:blr.lrpdpd@deped.gov.ph)