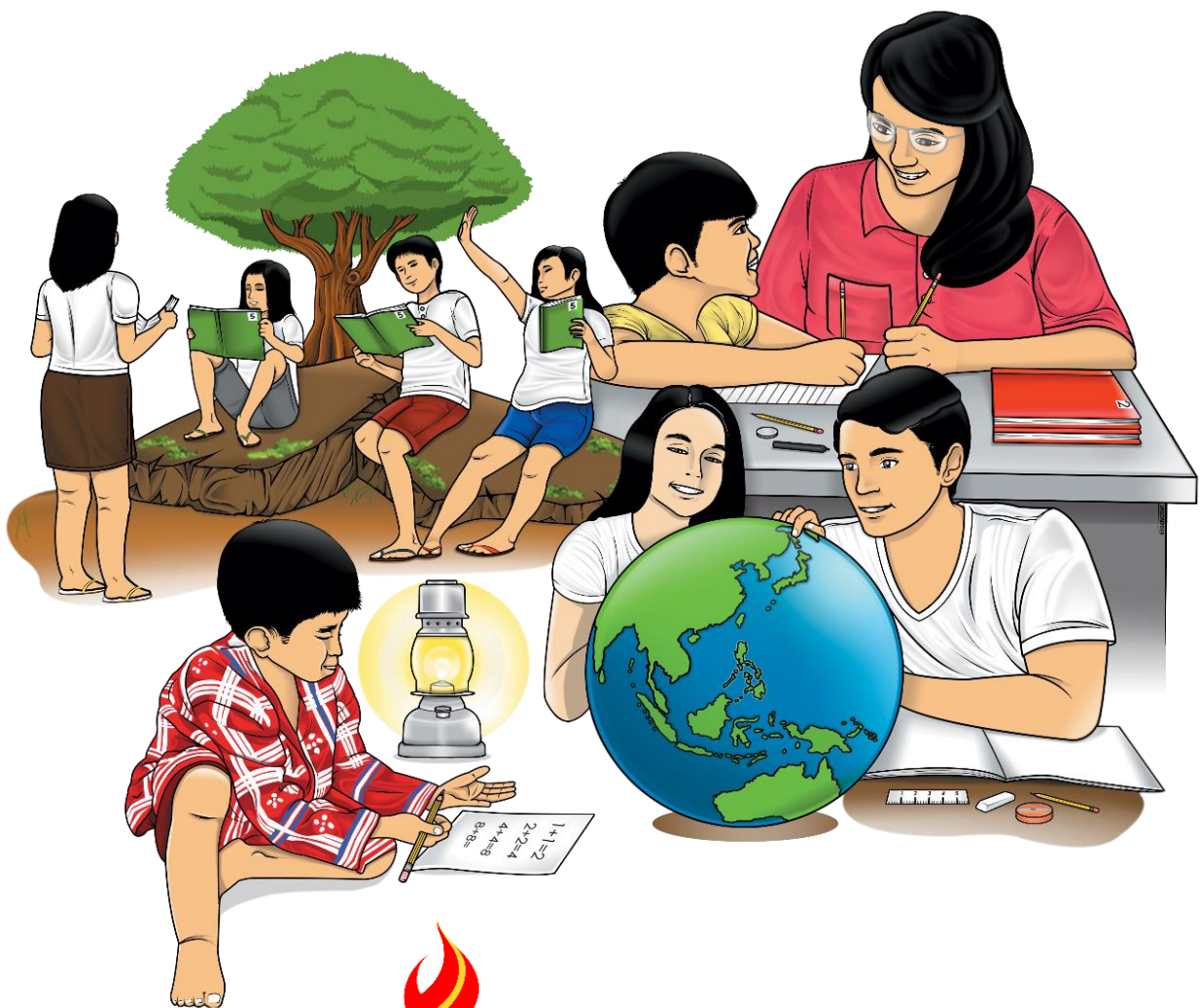


# Music

## Quarter 4 – Module 1: Tempo



**Music – Grade 6**  
**Alternative Delivery Mode**  
**Quarter 4– Module 1: Tempo**  
**First Edition, 2020**

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# **Music**

## **Quarter 4 – Module 1: Tempo**

## **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***

In this module you will be able to be familiar with one of the elements of music which refers to Tempo. You will be able to describe the different rates of speed of the beat in music and identify what each one expresses.

The module has two lesson namely:

- Lesson 1 – Different Tempo in Music
- Lesson 2 –The Different Kinds of Tempo Markings

After going through this module, you are expected to:

1. identify the different tempo in a music sample: **MU6TX-IVa-b-1**
  - a. Allegro
  - b. Andante
  - c. Ritardando
  - d. Accelerando
  - e. Largo
  - f. Presto
  - g. Vivace
2. demonstrate the different kinds of tempo by following tempo marks in a song from the community: **MU6TXICc-d-2**



## ***What I Know***

**Direction:** Read and understand the sentence carefully. Write letter of the correct answer on a separate sheet of paper.

1. One important aspect in music is that musicians give attention to singing or playing in a specific rate of speed. Which element of music shows how fast or slow the song is to be played or sang?  
A. dynamics      B. tempo      C. texture      D. Lento
2. Tempo is usually measured in beats per minute. Which of the following reflects the fastest tempo?  
A. Largo      B. Vivace      C. Presto      D. Allegro
3. The first measure of *Sitsiritsit* is labelled Allegro. How will you sing the song?  
A. fast      C. very slow  
B. slow      D. fast and lively

4. Benny is writing a slow, sweet love song. What tempo marking should he write at the beginning of his composition?  
 A. Lento                      B. Moderato                      C. Andante                      D. Largo
5. In the musical piece *Pandangguhan*, where do we find the tempo marking Vivace?  
 A. in the middle of the piece                      C. towards the end of the piece  
 B. at the beginning of the piece                      D. at the second measure of the piece
6. Exposing children to our own folk songs will create a feeling of love and patriotism for Filipino music. Which of the following folk song has a slow tempo?  
 A. *Leron-Leron Sinta*                      C. *Sitsiritsit*  
 B. *Ili-ili Tulog Anay*                      D. *Bahay Kubo*
7. Aling Nena sings *Ili-Ili Tulog Anay* as a lullaby to let her little child help to sleep. Which of the following is the tempo marking for this song?  
 A. Largo                      B. Allegro                      C. Presto                      D. Moderato
8. Tempo may vary or change in movement from slow to fast or from fast to slow. What tempo is gradually becoming faster?  
 A. Presto                      B. Accelerando                      C. Largo                      D. Ritardando
9. A joyful musical piece should be played in a fast and lively tempo. Which of the following tempo marking fits this tempo?  
 A. Vivace                      B. Allegro                      C. Largo                      D. Moderato
10. Tempo changes within the composition provide contrast and variety to the whole composition. Which of the following tempo marking shows a gradual change to a slower tempo?  
 A. Accelerando                      B. Presto                      C. Moderato                      D. Ritardando

## Lesson

# 1

## Different Tempo in Music

Do you know how to dance? What are the basic things in learning how to dance? How do you move with slow music? fast music?

There are different movements or speed that you need to follow in order to play or sing a musical piece correctly.


In this lesson you will learn the different tempo of music.



### ***What's In***

In the previous module you have learned that dynamics is the element of music that tells about the loudness and softness of sound. Let us find out how much you have learned from the lesson.

**Direction:** Give the name and meaning of the following dynamic marks.  
Write your answer in your notebook.

1. *p*
2. *f*
3. *ff*
4. *pp*
5. 



## What's New

**Tempo** refers to the speed of music. It is a musical element that belongs to the expressive elements of music alongside with dynamics and timbre. It is one of the important aspects in music that musicians give attention to because it signals the performers to sing or play in a specific rate of speed. Below are examples of the songs in different tempi (plural form of tempo). If you are familiar with the song, sing it to feel the movement of the melody.

**Slow** ( Please scan the QR code to listen directly to the song in the Youtube link)



### Ili-Ili Tulog Anay



I - li - i - li tu-log a - nay, wa-la di - ri i - mo Na - nay; - Kad-to tyen - da ba-kal pa-



pay, I - li - i - li tu - log a - nay.

**Fast**



### Sitsiritsit

Tagalog Folk Song



Sit-si-rit - sit a-li-bang - bang sa-la-gin - to't sa-la-gu - bang. Ang ba-ba - e sa lan-sa-



ngan. Kung gu-mi - ri'y pa-rang tan - dang. Ma-ma-ma - ma na-ma-mang - ka, pa-sa-ka - yin ya-ring ba - ta, pag-da-



ting sa May - ni - la i - pag - pa - lit ng ma - ni - ka.



Moderate

# Bahay Kubo



Traditional

1. Ba - hay ku - bo ka - hit mun - ti, Ang ha - la - man do - on ay sa - ri sa - ri, Sing - ka - mas at ta - long si - ga - ril - yas at ma - ni, Si - taw ba - taw, pa - ta - ni —

— 2. Kun - dol pa - to - la, u - po't ka - la - ba - sa, At sa - ka may - ron pa, La - ba - nos mus - ta - sa, Si - bu - yas, ka - ma - tis, ba - wang at lu - ya, Sa pa - li - gid ni - to ay pa - nay na li - nga



## What is It

Tempo is an Italian word that indicates how slow or fast the music should be played in order to express a feeling or to set the mood. Tempo comes from the Latin word *tempus* meaning "time." Once set, the tempo is effective throughout the duration of the music unless the composer indicates otherwise.

Tempo is usually measured in beats per minute (BPM). A slower tempo has slower beats per minute or BPM. A faster tempo has more BPMs. A metronome is a device used to measure BPM. Also, the same tempo marking can mean quite differently to different composers. If a metronome marking is not available, the performer should use a knowledge of the music's style and genre, and musical common sense, to decide on the proper tempo. When

possible, listening to a professional play the piece can help with tempo decisions, but it is also reasonable for different performers to prefer slightly different tempo for the same piece.

The tempo markings are the composer's way of letting the musician know how to play an entire piece and to create the speed intended in a particular composition.

The tempo of a musical piece is usually indicated on top of a musical score. It is called tempo marking. Tempo markings can be found anywhere in a piece depending on a composer's desire to change the mood of a song from fast, slow to a moderate pace. Most of the different tempo markings are written in Italian words.

Study the table of tempo markings that are used to interpret a song. They are classified according to their rate of speed.

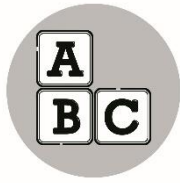
<b>Italian Terms</b>	<b>Meaning</b>	<b>Beats per Minute (BPM)</b>
<b>Largo</b>	very slow	40-50
<b>Lento</b>	Slow	50-60
<b>Andante</b>	at a walking pace	80-100
<b>Moderato</b>	Moderate	100-120
<b>Allegro</b>	Fast	120-160
<b>Vivace</b>	fast and lively	168-176
<b>Presto</b>	very fast	178-200
<b>Accelerando</b>	gradually becoming fast	
<b>Ritardando</b>	gradually becoming slow	

Again, let us look at the three sample songs given in What's New. You can use tempo markings to show the movement of the music.

The first song, *Ili-ili Tulog Anay* is to be sung in a slow tempo. The tempo marking that can be used in that song is **Lento**.

The next song *Sitsiritsit* is to be sung in a fast tempo. The tempo marking that can be used is **Allegro**.

The last song *Bahay Kubo* has a moderate tempo. The tempo marking that can be used is **Moderato**.

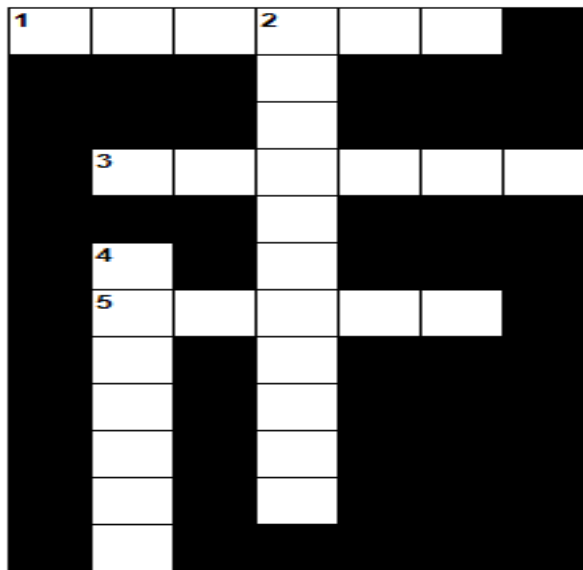


## What's More

Now that you have already learned the different tempo in music, do the following activities below to test how well you know the lesson.

### Activity 1

Complete the crossword puzzle by identifying the tempo markings being described.



**Across:**

1. fast and lively
3. very fast
5. very slow

**Down:**

2. gradually getting faster
4. fast

### Activity 2

Study the musical score *Pandangguhan*. Listen to the song by scanning the QR Code beside it to directly link on Youtube. Identify the different tempo markings you can find within the song.

Write the Tempo markings used in the score.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

# Pandangguhan



Vivace

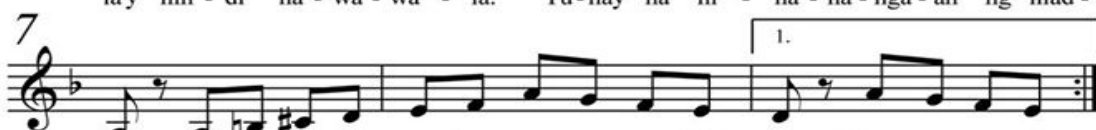


Ma-nu-nug-tog ay na-ngag pa-si-mu-la at na-ngag sa-  
dan ay na-ka-tu-tu-wa, ang hin-hin ni-



ya-wan ang ma-nga mut-ya, Sa ma-nga pad-yak pa-rang ma-gi-gu-  
la'y hin-di na-wa-wa-la. Tu-nay na hi-na-ha-nga-an ng mad-

To Coda



ba, ang ba-wat ta-pa-kan ng ma-nga bak-ya. Kung pag-ma-mas  
la ang sa-yaw ni-tong a-ting mun-ting ban



sa. Da-hil sa i-kaw, Mut-yang Pa-ra-lu-man, Wa-lang sing-gan-



da sa da-gat Si-la-ngan. Ma-hal na hi-yas ang pu-so mo



Hi-rang, Ang pag-i-big mo'y hi-rap ma-kam-tan. Kung hin-di ta-



os ay ma-sa-sa-wi ma-nga pag-su-yong i-ni-a-a-lay, Kung hin-di ta-



os ay ma-sa-sa-wi, ma-nga pag-su-yong i-ni-a-a-lay. Ha-



li-na a-king ma-hal, li-ga-ya ko ay i-kaw, Ka-pag di ka na-



ta-ta-naw, ang bu-hay ko ay a-nong pang-law Ha law

44 **Accelerando**

Kung may pis-ta sa a-ming ba-yan ang la-hat ay nag-di-ri-

48

wang, may lit-son ba-wat ta-ha-nan, may ga-yak pa-ti sim-ba-

52

han, Pag-la-bas ni San-ta Ma-riang Ma-hal, ka-mi ay ta-os na nag-da-ra-

56

sal, Pro-sis-yon di-to ay nag-da-ra-an, kung ka-ya ang i-ba'y nag-a-a-bang, May tu-mu-tug-

61

tog at may su-ma-sa-yaw, May-rong sa ga-lak ay na-pa-pa-si-gaw, Ang pis-ta sa

65

bayan na-min ay gan-yan, Ang sa-ya'y ti-la wa-lang ka-ta-pu-san Ma-nu-nug-tog

70

la, ang sa-yaw ni-tong a-ting mun-ting ban-sa

**Activity 3**

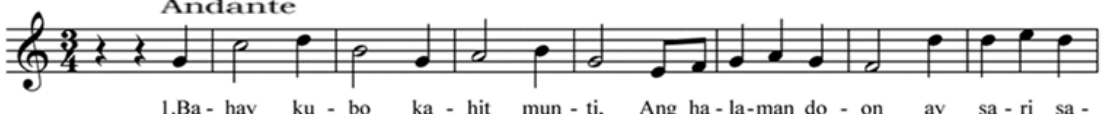
Identify the tempo markings in the song below and give the meaning of each.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# Bahay Kubo

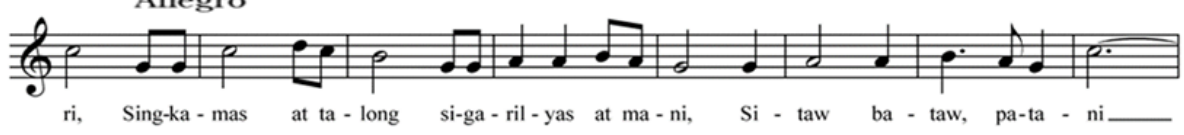
Traditional

**Andante**



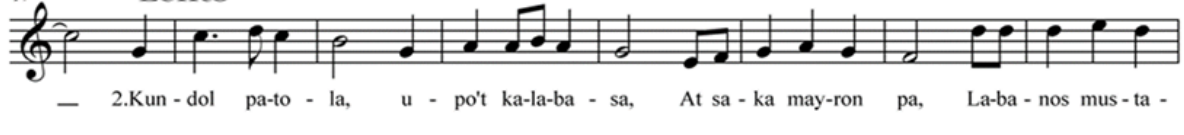
1. Ba-hay ku-bo ka-hit mun-ti, Ang ha-la-man do-on ay sa-ri sa-ri, Sing-ka-mas at ta-long si-ga-ril-yas at ma-ni, Si-taw ba-taw, pa-ta-ni

**Allegro**



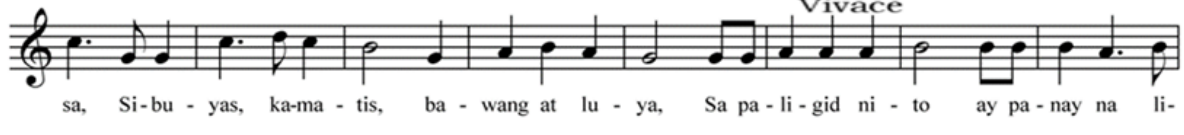
— 2. Kun-dol pa-to-la, u-po't ka-la-ba-sa, At sa-ka may-ron pa, La-ba-nos mus-ta-sa, Si-bu-yas, ka-ma-tis, ba-wang at lu-ya, Sa pa-li-gid ni-to ay pa-nay na li-nga

**Lento**




— 2. Kun-dol pa-to-la, u-po't ka-la-ba-sa, At sa-ka may-ron pa, La-ba-nos mus-ta-sa, Si-bu-yas, ka-ma-tis, ba-wang at lu-ya, Sa pa-li-gid ni-to ay pa-nay na li-nga

**Vivace**



— 2. Kun-dol pa-to-la, u-po't ka-la-ba-sa, At sa-ka may-ron pa, La-ba-nos mus-ta-sa, Si-bu-yas, ka-ma-tis, ba-wang at lu-ya, Sa pa-li-gid ni-to ay pa-nay na li-nga



— 2. Kun-dol pa-to-la, u-po't ka-la-ba-sa, At sa-ka may-ron pa, La-ba-nos mus-ta-sa, Si-bu-yas, ka-ma-tis, ba-wang at lu-ya, Sa pa-li-gid ni-to ay pa-nay na li-nga



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

- Tempo is the rate of speed in music. It may be fast or slow
- Tempo is usually measured in beats per minute (BPM)
- The different tempo markings are written in Italian terms
- Largo means very slow
- Lento means slow
- Andante means moderately slow
- Moderato is a moderate tempo
- Allegro means fast
- Vivace means fast and lively
- Presto means very fast
- Accelerando means gradual change to a faster tempo
- Ritardando means gradual change to a slower tempo



## What I Can Do

**Matching Type:** Write the letter of the correct answer on a separate sheet paper.

### Column A

1. Andante
2. Vivace
3. Moderato
4. Allegro
5. Accelerando

### Column B

- A. moderate speed
- B. fast
- C. fast and lively
- D. gradually becoming slow
- E. gradually becoming fast
- F. at a walking pace



## Assessment

**Direction:** Read and analyze the sentence carefully. Write letter of the correct answer on a separate sheet of paper.

1. In the musical piece *Pandangguhan*, where do we find the tempo marking Vivace?
  - A. in the middle of the piece
  - B. at the beginning of the piece
  - C. towards the end of the piece
  - D. at the second measure of the piece
2. Exposing children to our own folk songs will create a feeling of love and patriotism for Filipino music. Which of the following folk song has a slow tempo?
  - A. *Bahay Kubo*
  - B. *Leron-Leron Sinta*
  - C. *Sitsiritsit*
  - D. *Ili-ili Tulog Anay*
3. Aling Nena sings *Ili-Ili Tulog Anay* as a lullaby to let her little child get to sleep. Which of the following is the tempo marking for this song?
  - A. Largo
  - B. Allegro
  - C. Presto
  - D. Moderato
4. Tempo may vary or change in movement from slow to fast or from fast to slow. What tempo is gradually becoming faster?
  - A. Presto
  - B. Accelerando
  - C. Largo
  - D. Ritardando

5. A joyful musical piece should be played in a fast and lively tempo. Which of the following tempo marking fits this tempo?  
A. Allegro      B. Moderato      C. Largo      D. Vivace
6. Tempo changes within the composition provide contrast and variety. Which of the following tempo marking shows a gradual change to a slower tempo?  
A. Accelerando   B. Moderato      C. Ritardando   D. Presto
7. One important aspect in music is that musicians give attention to singing or playing in a specific rate of speed. Which element of music shows how fast or slow the song is to be played or sang?  
A. dynamics      B. tempo      C. texture      D. Lento
8. Tempo is usually measured in beats per minute. Which of the following reflects the fastest tempo?  
A. Largo      B. Vivace      C. Presto      D. Allegro
9. The first measure of *Sitsiritsit* is labelled Allegro. How will you sing the song?  
A. slow      B. very slow      C. fast      D. fast and lively
10. Benny is writing a slow, sweet love song. What tempo marking should he write at the beginning of his composition?  
A. Lento      B. Moderato      C. Andante      D. Largo



## ***Additional Activities***

Tempo can be associated with the movements of animals.

**Direction:** What would be the tempo of the following animal movements if you would put music to accompany each? (fast, slow, moderate, very fast, very slow)

1. A carabao moving \_\_\_\_\_
2. A dog running \_\_\_\_\_
3. A man walking \_\_\_\_\_
4. A fish swimming \_\_\_\_\_
5. A turtle crawling \_\_\_\_\_



**Lesson****2****The Different Kinds of  
Tempo Markings**

We studied in the previous lesson that songs have different kinds of tempi. It can be fast, very fast, slow, very slow, gradually getting faster or slower.

Tempo also changes in composition for expressive purposes and give contrast and variation.

In this lesson you are going to demonstrate the tempo markings found in the musical scores of songs in the community.

***What's In***

Match the tempo marking in column A with its meaning in column B.

## Column A

1. Lento
2. Ritardando
3. Moderato
4. Largo
5. Allegro

## Column B

- A. gradually getting faster
- B. gradually getting slower
- C. slow
- D. very slow
- E. fast
- F. moderate



## What's New

We usually hear folk songs being sung, played, or performed in the community. As Filipinos, we love the richness of our culture and heritage. They are a combination of different beliefs and traditions. Our songs express a mixture of emotions and character that can be seen in the different tempo used. Exposing children to our own folk songs will create a feeling of love and patriotism for Filipino music.

The tempo of music can be demonstrated through singing or playing instruments. It can also be demonstrated through body movements replicating nature or movements of animals.

Study the musical score of the song *Kalesa*. Identify the different tempo markings in the song. Scan the QR code of the song to directly listen and watch the choir performance.



### KALESA

Lyrics: Levi Celerio

Music: Ernani J. Cuenco

**Moderato**

Ka - le-sa'y may pang - a - kit na tag-lay Ma - gin-ha - wa't 'di ma - a-lin - sa-ngan Na -

6 ka-ha - ha - li - na kung pag-mas - dan Ka - le-sa ay pam - ba - yang sa - sak - yan Ka - ba-yo'y hin-di na -

11 tin prob-le - ma Pu - lot at da-mo lang ay ta-ma na Ma - tu - lin din sa kal-sa-da tu - ma - tak-bo'y ma-gin - ha-wa -

16 la pang ga-so - li - na. Ka - na. Ka-le-sa ay pang-ha-tid twi - na nang pa-na - hon ni-la Ma-ria Cla -

22 ra Ma-nga ba - ya - ni ni-tong ba - yan sa ka - le-sa i - di-nu - du - yan Ka - le-sa'y na-ka-a - a - liw la -

*accel.*

29  
 lo na kung gu - ma - ga - bi at kung ka - sa - ma ko ang a - king gi - liv ma - nga - nga - le - sa na ka - mi! Ka -

35  
 le - sa'y may pang - a - kit na tag - lay \_\_\_\_\_ Ma - gin - ha - wa't di ma - a - lin - sa - ngan \_\_\_\_\_ Na - ka - ha - ha - li - na

40  
 kung pag - mas - dan \_\_\_\_\_ Ka - le - sa ay pam - ba - yang sa - sak - yan \_\_\_\_\_ Ka - ba - yo'y hin - di na - tin prob - le - ma \_\_\_\_\_ Pu -

**Allegro**

45  
 lot at da - mo lang ay ta - ma na \_\_\_\_\_ Ma - tu - lin din sa kal - sa - da tu - ma - tak - bong ma - gin - ha - wa Wa - la pang ga - so - li -

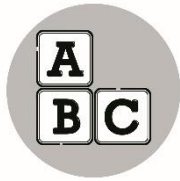
50  
 na Ma - tu - lin din sa kal - sa - da tu - ma - tak - bong ma - gin - ha - wa Wa - la pang \_\_\_\_\_ ga - so - li na \_\_\_\_\_



## What is It

Answer the following questions about the song *Kalesa*.

- A. What is the name of the group that sang the song *Kalesa* in the video?
- B. What are the different tempo you heard in the song?
- C. How did they demonstrate the different tempo of the song ?
- D. Did you enjoy watching the performance? Why?
- E. How can you demonstrate tempo aside from using body movements?



## What's More

### Activity 1

Study the musical score below. Identify the tempo markings. Demonstrate through singing the different kinds of tempo by following the tempo marks in the Tagalog folksong *Sitsiritsit*. Show your performance to an audience at home, then use the rubrics below to evaluate your performance.

### Sitsiritsit

Tagalog Folk Song

Moderato Allegro

Sit-si-rit - sit a-li-bang - bang sa-la-gin - to't sa-la-gu - bang. Ang ba-ba - e sa lan-sa-

7 *accel. - - -*



ngan. Kung gu-mi - ri'y pa-rang tan - dang. Ma-ma-ma - ma na-ma-mang - ka. pa-sa-ka - yin ya-ring ba - ta, pag-da-

13 *rit. - - -*

ting sa May - ni - la i - pag - pa - lit ng ma - ni - ka.

**To the Learning Facilitator:** Guide the child in answering the rubrics.

Listen his/her performance and let him/her evaluate the performance by answering the rubrics below.

<b>Rate your performance.</b> <b>Check ( ✓ ) the column of your answer.</b>		
1. I can identify the tempo markings in the song		
2. I can tell the meaning of the different tempo markings.		
3. I can demonstrate the different tempi through singing.		

## Activity 2

Watch the performance of this group preschool children performing *Kalesa* using different percussion instruments. Scan the QR code to view the Youtube link then answer the questions below.



1. How did the children demonstrate the different tempo of the song *Kalesa*?
2. Give examples of percussion instruments they used in their performance.
3. Aside from the percussion instruments in the video, what other improvised percussion instruments found in your home that you can use?



## *What I Have Learned*



Tempo can be demonstrated through singing, playing musical instruments, and using body movements.



## *What I Can Do*

Listen the musical score of the song *Paru-parong Bukid* below. Identify the different tempo markings. Sing along with the song. Demonstrate the different tempo markings by using different body movements such as walking, swaying or hand movements depending on the kind of tempo used in the song. Scan the QR code for the Youtube link.

**To the Learning Facilitator:** Watch the performance of your child. Encourage them to do well while performing in front of an audience at home. Evaluate the child's performance by checking the appropriate column.

Rate the performance. Check ( ✓ ) the column of your answer.		
1. Can identify the tempo markings in the song.		
2. Can tell the meaning of the different tempo.		
3. Can demonstrate the different tempo by using body movements.		

# Paruparong Bukid



Allegro

Pa - ru - pa - rong bu - kid na - li -

8  
li - pad li - pad sa git - na ng da - an pa - pa - ga - pa - gas - pas Sam - ba - ra ang ta - pis,

15 Rit. on second repeat  
Isang dang - kal ang mang - gas Ang sa - yang de - ko - la, I - sang pye - sa ang sa - yad. \_\_\_\_\_

21 1. 2. Largo Accel.  
— Pa - ru - pa - rong May pay - ne - ta na siva (Uy) May suk - lay pa man - din (Uy) Na - guas - de - o -

27 a tempo  
je - tes ang pa - la - la - ba - sin, Ha - ha - rap sa al - tar at ma - na - na - la - min, At sa - ka la -

35 1. 2. Rit.  
la - kad ng pa - ken - ding - ken - deng, \_\_\_\_\_ May pay At sa - ka la - la - kad ng pa - ken - ding - ken -

42  
deng. \_\_\_\_\_



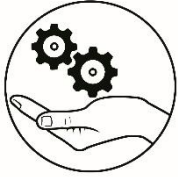
## Assessment

Directions:

1. Listen to the song *Kalesa*. Scan the QR code for the Youtube link.
2. Along with the music played, demonstrate the different tempo of the song by using different materials found in your house (sticks, wood, spoon, fork, stone and others). You may tap, snap, clap, do body percussions or other body movements. You can do combination of different movements.



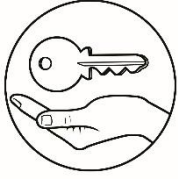
3. Record your performance. Submit a video recording to your teacher using a messenger account.
4. Answer the following questions in your notebook.
  - a. What things did you do to demonstrate the different tempo of the song?
  - b. Which part of the activity did you like the most?
  - c. What did you learn in the given activity?



## ***Additional Activities***

Listen to songs on the radio, CD player or YouTube. Write examples of songs with the following tempo.

- |             |          |          |
|-------------|----------|----------|
| 1. Allegro  | a. _____ | b. _____ |
| 2. Lento    | a. _____ | b. _____ |
| 3. Vivace   | a. _____ | b. _____ |
| 4. Moderato | a. _____ | b. _____ |



# Answer Key

## Lesson 1

**What I Can Do**

- F
- C
- A
- B
- E

**Assessment**

- B
- D
- A
- B
- E

**Additional Activities**

- Moderato
- Allegro
- Andante
- Vivace
- Lento

**What's In**

- C
- B
- F
- D
- E

**What Is It**

- Loboc Children's Choir
- Moderato
- Lento
- Accelerando
- Allegro
- they use different body movements
- Yes/No
- singing, playing musical instruments, body percussion (accept other answers)

**What's More**

Activity 1

- Vivace
- Presto
- largo

down

- accelerando
- allegro

Activity 2

- Vivace
- Moderato
- Largo
- Allegro
- Accelerando
- Presto
- Ritardando

Activity 3

- Andante- at a walking pace
- Allegro- fast
- Lento- slow
- Vivace-fast and lively

**What I Know**

- B
- C
- A
- A
- B
- B
- A
- B
- A
- D

**What's In**

- piano-soft
- forte-loud
- fortissimo-very loud
- piu-fortissimo-very soft
- crescendo-gradually getting loud

**What's More**

Activity 1

Use rubrics for self-evaluation

Answer may vary

**Activity 2**

- use different percussion instruments
- drums, tambourine, triangle, bamboo instruments
- spoon, fork, stick, wood, stone

**What I Can Do**

Use rubrics for self-evaluation

Answer may vary

**Assessment**

Output to be submitted to the teacher

**Additional Activities**

Use rubrics for self-evaluation

Answer may vary



## ***References***

Enhancing Skills Through MAPE 5, pp. 190-191

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