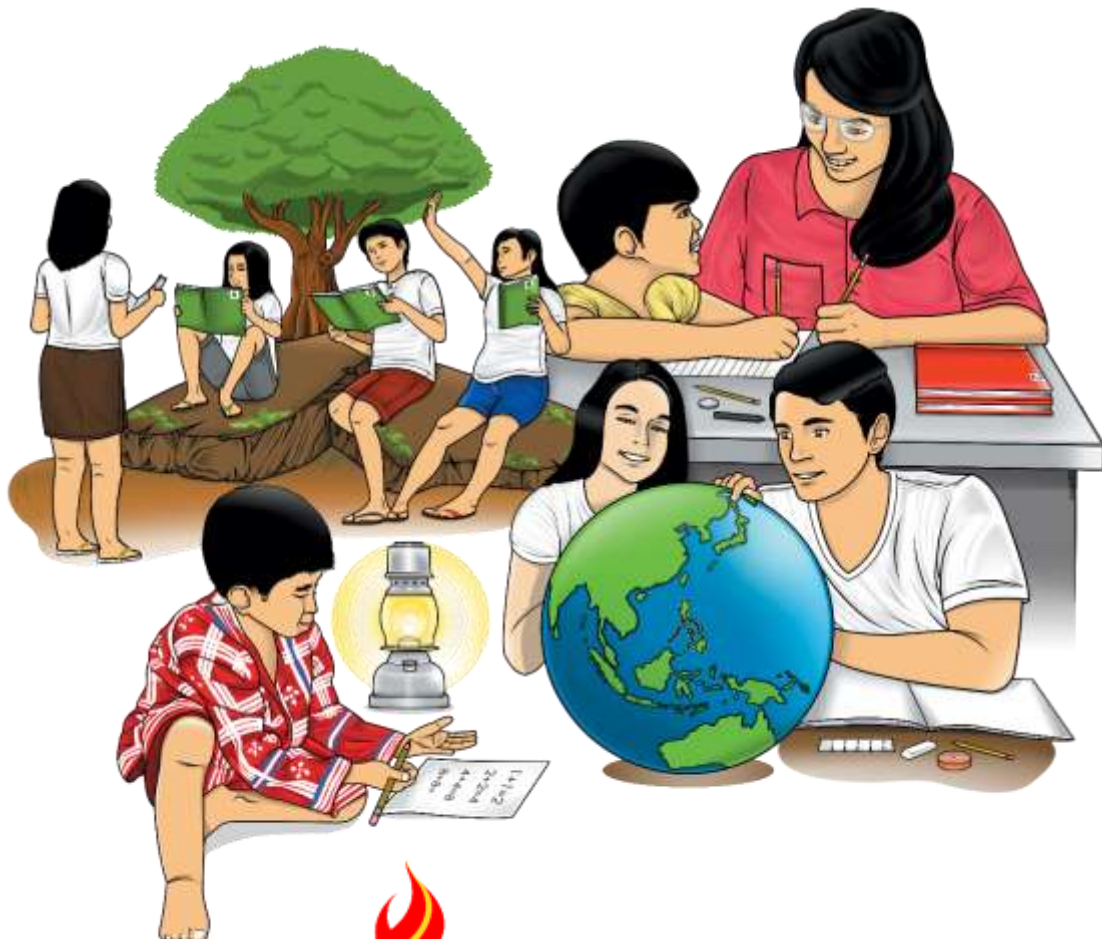


7

Music

Quarter 4 – Module 2: Kadayawan Festival



Music – Grade 7
Alternative Delivery Mode
Quarter 4 – Module 2: Kadayawan Festival
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

Writer: Howard Bong M. Abao

Content Editor: Emmanuel C. Alveyra

Language Editors: Cherrie Rose L. Desaliza, Gladys F. Cantos

Reviewer: Emmanuel C. Alveyra

Illustrator: Reymark L. Miraples, Louie J. Cortez, Richard Amores, Pablo M. Nizal, Jr.,
Jan Christian D. Cabarrubias

Layout Artist: Reymark L. Miraples, Jhunness Bbaby A. Villalobos, Jefferson R. Repizo

Management Team: Benjamin D. Paragas

Mariflor B. Musa

Freddie Rey R. Ramirez

Danilo C. Padilla

Annabelle M. Marmol

Florina L. Madrid

Norman F. Magsino

Dennis A. Bermoy

Emmanuel C. Alveyra

Printed in the Philippines by _____

Department of Education – MIMAROPA Region

Office Address: Meralco Avenue, Cor. St. Paul Road, Pasig City, Metro Manila

Telephone: (02)863 - 14070

E-Mail Address: clmd.depedro4b@gmail.com

Music

Quarter 4 – Module 2: Kadayawan Festival

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

Learning Competencies

The learner:

1. identifies musical characteristics of selected Philippine festivals and theatrical forms through video or live performances; **MU7FT-IVa-g-1**
2. narrates the origins and cultural background of selected Philippine festivals. **MU7FT-IVa-d-2**

Hey, have you experienced attending to some of the most well-known festivals in the country? Or if not, have you had any fiestas in your community? Well, this module will help you experience one of the most beautiful festivals in the country particularly in the island of Mindanao.

Did you know that there are approximately 42,000 fiestas in the Philippines? Most of these celebrations are done in the barangay level of every province in the country. As part of our traditions in social gathering, we Filipinos consistently find ways of celebrating life from a humble beginning to a more extravagant and colorful practices. What is important is that, having a strong foundation on sacred festivities, we still manage to keep on with our daily living despite of the challenges in life we are experiencing - the celebration of life!

In the previous modules, you have found out that festivals in our country can be categorized into two major groups: *religious* and *secular* or non-religious festivals. It is said to be “*religious*” in nature when there is the presence of an image like that of the Sto. Niño and Sta. Clara being honored. On the other hand, a festival is said to be “*secular*” in nature when the main focus of the celebration is the identity of the locality like that of a bountiful harvest, fishing, unique product, or specific legend of the place and there is no religious figure involved. In what category does your own festival belong?

In this module we will travel far south of the country - Davao in Mindanao to experience how they celebrate their fantastic and colorful festival. But before you explore and ride along this journey, let us first revisit Aklan of the Visayas.

Last module, you have traveled to Kalibo, Aklan to experience the magnificent sight and sound of the Mother of Philippine Festivals, the Ati-atihan Festival. After all accomplished activities with regard to this festival, let yourself be refreshed with this short review.

Activity 1

Directions: Read the following statements below about the legend of the Ati-atihan festival. Then, arrange the sequence of the legend by writing the corresponding number on each sentence. Accomplish this task on your activity notebook.

1. They decided to place the wood in their altar and after doing that, they received blessing.
2. The wood keeps on coming back to the couple's house.
3. The fisherman decided to bring home the wood to use it as firewood.
4. The villagers saw it as a call for repentance.
5. After this penance, the piece of wood stayed in the parish.
6. He copied the activity in his own parish.
7. The fisherman decided to seek advice from a priest.
8. The couple placed the wood at the chapel.
9. A fisherman caught a piece of wood while fishing for his family.
10. The fisherman and his wife heard beating sound and found out that the wood has a carving of a child.
11. The Sto. Niño festival was institutionalized by the priest and local businessmen of Kalibo, Aklan.
12. The National Commission for Culture and the Arts named the Ati-atihan Festival as the Mother of Philippine Festivals.
13. Part of their penance was to color their skin black.
14. When the priest was assigned to Kalibo, he duplicated the Ati-atihan activity there.
15. A priest heard about the activity and walked several kilometers to witness it.

Great! It seems that you have really understood the legend of the Ati-atihan festival. Sooner or later, you will get to experience watching their festival. Now, let us travel further to the south to witness the festival that gives pride to Davao, the "*Kadayawan Festival*"



What I Know

Directions: Read and analyze the given questions below then identify what is being described. Choose the best answer from the following choices. Write your answers on your activity notebook.

1. Based on the history of the Kadayawan festival, which type of festival does it belong?
 - A. Religious
 - B. Secular
 - C. Ethnic
 - D. modern
2. The Kadayawan festival portrays many Filipino values. Which of the following does not belong to the Filipino values?
 - A. Grateful
 - B. Artistic
 - C. Creative
 - D. business minded
3. Which of the following opportunities is not being offered by the Kadayawan festival?
 - A. business and trade
 - B. cultural exposure
 - C. recreation
 - D. mining
4. Which of the following statements is TRUE about Kadayawan festival?
 - A. Its music uses loud speakers.
 - B. The drums are made from imported materials.
 - C. This festival incorporates vocal music and kulintang ensemble in its music.
 - D. Like Ati-atihan, this is a religious type of festival.
5. How can this festival help Davao city?
 - A. Through tourism development
 - B. Through territorial security
 - C. Through inter-religious activities
 - D. Through food security
6. As a Filipino youth, how can you help promote this kind of activity?
 - A. By memorizing the steps of the festival.
 - B. By not littering during the parade.
 - C. By joining in this kind of activities.
 - D. By adding K-pop steps in the festival dance.

7. Why do festivals use large drums in their music?
- A. Because large drums produce loud sound that makes the event lively.
 - B. Because these drums are used to drive away bad spirits.
 - C. Because loud music from these drums sends signals to nearby barangay.
 - D. Because large drums bring “astig factor” to the contingent.
8. How can this kind of activity help strengthen the cooperation of the people?
- A. Through a continuous daily practice that enables participants to know other people.
 - B. By sharing different cultures from different people
 - C. By extending whatever helps everyone in the community could give to the participants.
 - D. By securing the peace and order through the help of the police and civilian volunteers.
9. Which of the following is a TRUE concept about the Kadayawan Festival?
- A. It is a newly organized festival.
 - B. It is a thanksgiving dance to Sto. Niño
 - C. Kadayawan is not its original name.
 - D. The lumads name this festival Kadayawan.
10. From whom does the term come from?
- A. Davao City Mayor Rodrigo Duterte
 - B. Davao City Mayor Elias B. Lopez
 - C. Apo Duwaling
 - D. The people of Davao
11. Why does the Kulintang ensemble is used in Kadayawan Festival?
- A. Because this ensemble has a unique ringing sound.
 - B. Because it requires skillful instrument players.
 - C. Because its sound can be easily heard by the dancers.
 - D. Because it has the identity of Mindanao.
12. What is the main reason of holding Kadayawan Festival?
- A. In order to showcase the talent of Davaoeños.
 - B. So that, they can bring and attract more tourists to Davao.
 - C. In order to offer thanksgiving for a bountiful harvest.
 - D. For them to heal the wounds brought by the martial law.
13. Which of the following ideas talks about the element timbre?
- A. A kulintang sounds bright while the log drum sounds dark.
 - B. The manner of playing varies depending on what the story tells.
 - C. It uses all instruments for the climax and less for introductory part.
 - D. The chant can be easily learned and recalled by the audience.

14. In which of the following can the musical element texture be identified?
- A. The use of slow beat and fast beat adds excitement to the composition.
 - B. The combination of wind and percussion instruments add life to the music.
 - C. High tones and low tones add drama to the story.
 - D. Variations in playing of the instrument adds beauty to the sound produced.
15. Which of the following choices does not suit the Kadayawan festival music?
- A. a king and a queen dancing the waltz
 - B. the sound of a train coming
 - C. marching elephants in the jungle
 - D. running horses in the farm

Lesson

1

Kadayawan Festival



What's In

Learning Objectives

In this module, you will be able to:

- A. identify the musical characteristics of Kadayawan Festival and its relation to the cultural background and origin of the festival;
- B. distinguish the different musical elements found in the Kadayawan Festival Music; and
- C. create and perform dance steps relative to the rhythmic flow of the Kadayawan Festival Music.



What's New

Every festival has its own music, and this music makes the festival dance unique and engaging. Also, this what makes the audience attracted in watching the event. They move as if they are part of the dancers who execute movements with utmost gracefulness and perfection upon the beat of music used.

In this section of the module, you are tasked to listen to the popular music used in the *Kadayawan* festival. It will surely make your learning fun and enjoyable as you listen.

So, what are you waiting for? Enjoy and get fascinated to the wonderful music of the Kadayawan festival.

Activity 2

Directions: Using the link provided, listen to the theme song of the “*Kadayawan Festival 2019*” and follow the song through the lyrics provided below.

KADAYAWAN FESTIVAL MUSIC 2019

<https://youtu.be/1LqGB13lBfc>

Kada agosto, bibo kaayo	Kadayawan (6x)
Kay adunay fiesta, diri sa amo	(chants)
Sayaw sa dalan, kaon ug durian	Kadayawan (5x)
Mag kiay-kiay kay kadayawan.	(chants)
Kadayawan (6x)	Sari-saring kulay at bunga
(chants)	Sari-saring tribo at kultura
Kadayawan (5x)	Iisang kasiyahan
(chants)	Maraming dahilan
Ipagdiriwang kasaganaan	Kasaganahan, pagmamahalan,
Tibay ng tao, tibay ng bayan	kapayapaan
Tara sa Davao, sa mapayapa	Kadayawan (6x)
Magtipon-tipon sa Kadayawan.	(chants)
	Kadayawan (5x)
	(chants)

Good job! You are not just a mere learner but a talented one. Did you enjoy the song? At this point, try to share your opinion regarding the song that you have just listened to. Let your thoughts be expressed by answering the following questions below in your notebook.

1. What is your impression of the song you have just heard? Explain your answer.
2. How does it differ from those common pop songs that you hear on the radio?
3. While listening, can you identify unfamiliar instruments used in the song? If YES, have you seen these instruments before?
4. How does the song describe the Kadayawan festival?
5. If you were a tourist planning to go somewhere in the Philippines, and you accidentally heard this song, would you go to Davao to experience this festival? Why?



What is It

In this part of the module, you will know the origin and the cultural background of our featured festival from Davao City. Its characteristics are also given priority to better understand how this festival becomes one of the best festivals in Mindanao.

As promised, you will get fascinated as you discover the beautiful *Kadayawan Festival* of Davao City!

READ

Long time ago, ethnic tribes of Davao would gather every after a bountiful harvest to give thanks to their divine protectors particularly their supreme being called “*Manama*”. They do this in a form of a ritual called “*pahinungod*” where singing, dancing, and offering is a must. Various harvest such as fruits, vegetables, flowers, rice and corn grains are also displayed on mats as part of the annual *pahinungod*.



In 1970, this annual event of thanksgiving was formally institutionalized by Mayor Elias B. Lopez, a *Bagobo*. This event features *Lumads* (natives) and Muslim tribes with their own dances and thanksgiving rituals.

After the People Power Revolution in 1986, “*Unlad Proyekto Sa Dabaw*” was launched by the government to unite the people of Davao after the turmoils of Martial Law. Part of the said program was their annual thanksgiving festival dubbed as “*Apo DuWaling*” which came from the famous icons of Davao: *Mt. Apo* which is the country’s tallest mountain, the king of fruit which is the *Durian*, and the *Walingwaling*, the famous queen of orchids. *Apo DuWaling*’s main purpose is to promote Davao as a safe, beautiful, and profitable place after the EDSA Revolution.

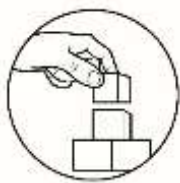
In 1988, the then Mayor and now President Rodrigo Duterte renamed the festival ***Kadayawan sa Davao***. The term *Kadayawan* is from a Mandaya word *madayaw*, the locals’ term equivalent to *treasured* or *valuable*. They use this term to express deep gratitude for all the blessing they received during the year and to showcase the city’s rich culture.

The highlight of this joyful celebration is the street dance competition called *Indak-indak sa Kadalanan*. Here, participants represent a tribe with their unique story of thanksgiving. One can also witness the musicians using unique handcrafted percussion instruments. *Huge metal drums* are usually used to make percussion instruments loud enough to mimic the sound of thunder. These thundering beats serves as energy boosters for the dancers to perfectly execute their routine in the competition.

Drum beats usually have quarter time meter, with changing tempo from fast to very fast, then gradually getting slower and going back again to the fast tempo. Indigenous instruments are also present in the ensemble. *Gongs* and *kulintang*s are such important members of the music group because these instruments, aside from their loud ringing sound, represent the Mindanao region. What makes this festival unique is *the addition of live vocal music* such as chants to enhance the musicality of the piece. This element of loud singing is said to be present even during the original event where in *lumads* give thanks by singing, dancing, and making music. Other instruments like trumpets, xylophones, and marimbas provide melodic lines which give additional color to the sound of the ensemble.

During the *Indak-indak sa Kadalanan*, participants vigorously dance in their colorful tribal costumes while holding big props in their hands which also provides additional details to the story they are portraying.

Usually, this festival is held every 3rd week of August. In 2019, this week-long celebration was held during the whole month of August, continuously bringing smiles to everyone who has experienced this wonderful event.



What's More

Great, you have just finished exploring the ideas and concepts about the *Kadayawan Festival*. Now, that it is already introduced and discussed, it is time for you to apply what you have learned from the concepts presented.

Here are some set of activities that will surely make your learning more substantial and effective.

Activity 3.1: WATCH AND LEARN!

Directions: Using the YouTube links provided below, watch the videos of the actual *Kadayawan Festival* competition then after watching the videos, accomplish the given activity on your activity notebook.

<https://youtu.be/Vum4xCZXJPo>

https://youtu.be/v_giaeJvWSc

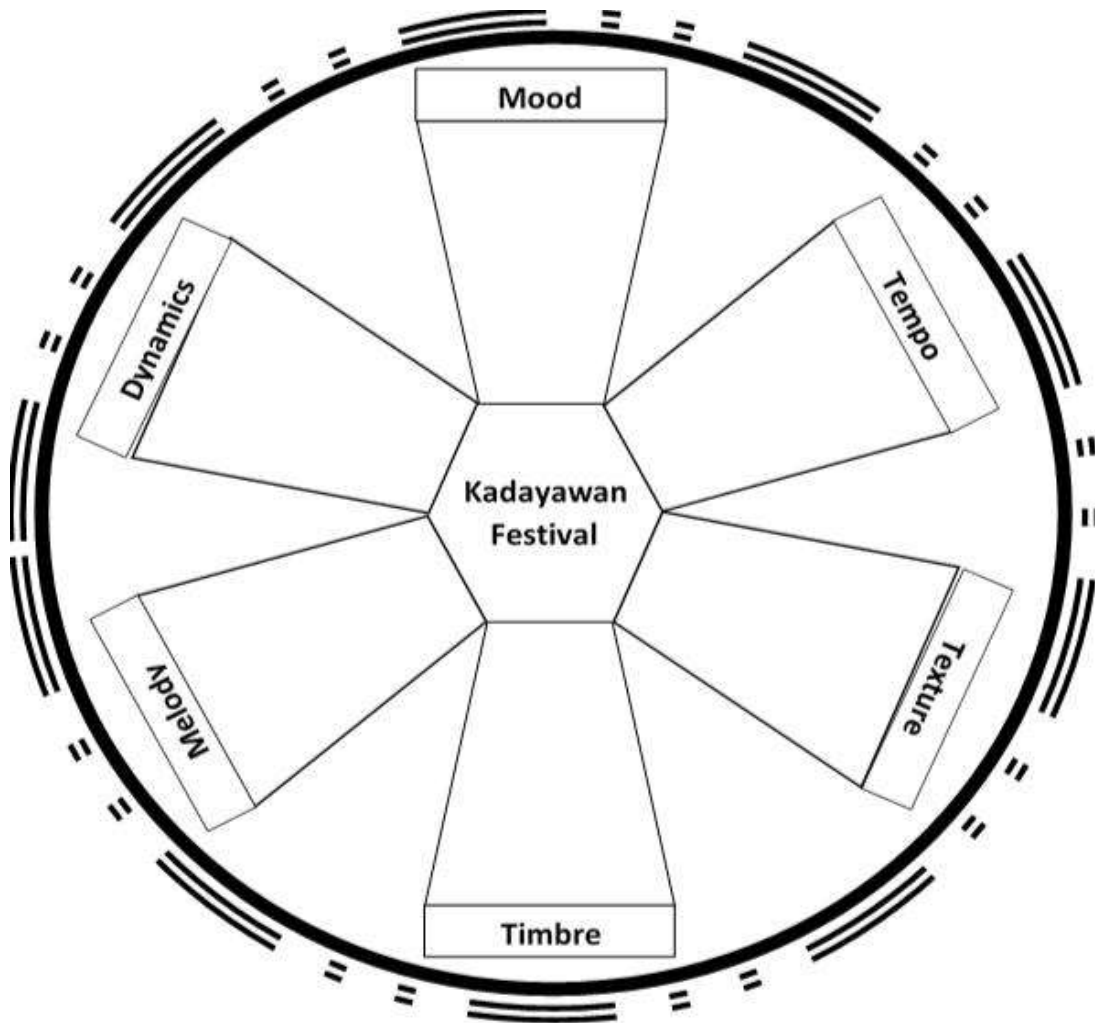
1. Based on the videos, how does *Kadayawan festival* differ from the other festivals that you are familiar with?
2. What instruments are used in the *Kadayawan festival* that are not present in other festivals? What makes this festival unique? Why do you say so?
3. How did the performers interpret or perform the elements of Kadayawan music and movements in relation to the legend or story of the festival? Choose two from the following elements. Cite examples and explain your answer.
 - a. Rhythm
 - b. Melody
 - c. Texture
 - d. Dynamics
 - e. Tempo
 - f. Dance Movements

Good job!!! You have just proven that you really learned from watching and studying the videos. Now, if there were some concepts that you did not answer correctly, don't be bothered because there are still some activities that will make you understand this lesson more.

Activity 3.2: FILL THE WHEEL

Directions: You are about to start your Davao vacation. Everything is prepared and everyone is excited. But wait! You have got a flat tire!

For you to be able to continue your journey, your task is to fill out the flat tire with your observations regarding the musical elements of the *Kadayawan festival* based on the YouTube videos that you have watched. Write the name of the elements in its corresponding box. Your answers can be in a form of a sentence or phrase. Instead of writing the exact element, describe it so that a clearer idea will be extracted. Use additional sheet of paper to accomplish this activity.



Congratulations!!! You can now go to Davao without having a flat tire. This means that you have provided good observations regarding the musical elements presented in the music of Kadayawan festival. *Great Job!*

At this point, you are again tasked to accomplish the last activity for this section. Do the next activity to make your journey to Davao more enjoyable!

Activity 3.3: THE VOICE

Directions: Read the statement and do the given activity below.

One main feature of the *Kadayawan festival* music is the addition of live singing of original chants or verses to enhance the theme of the whole performance.

For this activity, you are going to compose a simple verse with music using the Kadayawan theme of thanksgiving. Your task is to make a two-stanza chant of your own dialect. The use of an original melody is encouraged. You will be guided by the rubrics as presented below for the preparation and performance. Accomplish this activity in your activity notebook.

Criteria	1	2	3	4
Melody	The melody of the song was not original	Some parts of the melody were copied from an existing song.	The melody was original but used the same tune for the two verses.	The melody was original and features different tune for each verse.
Lyrics	All the stanzas used the same lyrics which were not original.	Two different stanzas were made but in order to fit to the theme, some lines were not original.	The two stanzas used the same lyrics but suited the theme of the festival.	There were two verses made with original lyrics which suited the theme.
Performance	Although the performer used a copy of the lyrics, the performance was not properly executed.	The performer looked at the lyrics sheet to perform the song properly.	The melody and the lyrics of the song were clear but the performer sometimes looked at the copy of the lyrics.	The song was properly performed (mastered the song with clear melodic lines and lyrics).

A commendation for you! Congratulations for making it this far. You have just shown that you can really surpass all the exciting activities that this module has provided. Continue exerting effort and you will surely make it up to the end!

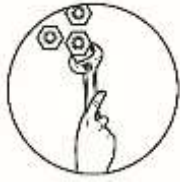


What I Have Learned

Directions: Make a short paragraph of what you have learned from the activities performed. Accomplish this activity on a separate sheet of paper.

My Reflections

A large, empty rectangular box with rounded corners and a scroll-like border. The box contains several horizontal lines for writing reflections.



What I Can Do

You have come to the last part of the module. You have excellently surpassed all the challenging tasks in each section in this module. Here is another fun-filled activity that you might want to take part in to enrich your learning.

Activity 4: INDAK! INDAK!

Directions: Using the theme song of the *Kadayawan Festival 2019*, perform an original dance with steps appropriate to the theme of the festival. The rubrics below will guide you in your preparation and performance. Record your performances using your cellphone or other media devices and submit it to your facilitator through messenger, e-mail or other media platforms.

Wearing of costume for this activity is encouraged but not required. Costume includes headdress and it must be made from indigenous or recycled materials.

Criteria	1	2	3	4
Creativity of the dance steps	All the steps were copied from the video.	3 steps were modified to fit to the music.	2 steps were copied from the video and were appropriate for the music.	The dance step was not copied from the original step from the video but was very appropriate to the mood of the music.
Creativity of the costume	The performer used only civilian clothes or school uniform in performing the activity.	The costume used has a small touch of indigenous or recycled materials.	At least 70% of the costume was made from indigenous or recycled materials.	The costume used was made of at least 90% indigenous or recycled materials.
Overall performance	The whole dance was poorly executed and there were no props used.	The dance was executed well but there were no props used.	Very minimal error in the performance was seen but there were props used.	The whole performance was flawlessly executed and used props to enhance the idea of the dance.



Assessment

Directions: Read and analyze the given questions below then identify what is being described by the given statements. Choose the best answer from the following choices. Write your answers on your activity notebook.

1. Based on the history of the Kadayawan festival, which type of festival does it belong?
 - A. Religious
 - B. Secular
 - C. ethnic
 - D. modern
2. The Kadayawan festival portrays many Filipino values. Which of the following does not belong to the Filipino values?
 - A. grateful
 - B. artistic
 - C. creative
 - D. business minded
3. Which of the following opportunities is not being offered by the Kadayawan festival?
 - A. business and trade
 - B. cultural exposure
 - C. recreation
 - D. mining
4. Which of the following statements is TRUE about Kadayawan festival?
 - A. Its music uses loud speakers.
 - B. The drums are made from imported materials.
 - C. This festival incorporates vocal music and kulintang ensemble in its music.
 - D. Like Ati-atihan, this is a religious type of festival.
5. How can this festival help Davao city?
 - A. Through tourism development
 - B. Through territorial security
 - C. Through inter-religious activities
 - D. Through food security

6. As a Filipino youth, how can you help promote this kind of activity?
- A. By memorizing the steps of the festival.
 - B. By not littering during the parade.
 - C. By joining in this kind of activities.
 - D. By adding K-pop steps in the festival dance.
7. Why do festivals use large drums in their music?
- A. Because large drums produce loud sound that makes the event lively.
 - B. Because these drums are used to drive away bad spirits.
 - C. Because loud music from these drums sends signals to nearby barangay.
 - D. Because large drums bring “astig factor” to the contingent.
8. How can this kind of activity help strengthen the cooperation of the people?
- A. Through a continuous daily practice that enables participants to know other people.
 - B. By sharing different cultures from different people.
 - C. By extending whatever helps everyone in the community could give to the participants.
 - D. By securing the peace and order through the help of the police and civilian volunteers.
9. Which of the following is a TRUE concept about the Kadayawan Festival?
- A. It is a newly organized festival.
 - B. It is a thanksgiving dance to Sto. Niño.
 - C. Kadayawan is not its original name.
 - D. The Lumads name this festival Kadayawan
10. From whom does the term come from?
- A. Davao City Mayor Rodrigo Duterte
 - B. Davao City Mayor Elias B. Lopez
 - C. Apo Duwaling
 - D. The people of Davao
11. Why does the Kulintang ensemble is used in Kadayawan Festival?
- A. Because this ensemble has a unique ringing sound.
 - B. Because it requires skillful instrument players.
 - C. Because its sound can be easily heard by the dancers.
 - D. Because it has the identity of Mindanao.

12. What is the main reason of holding Kadayawan Festival?
- A. In order to showcase the talent of Davaoeños.
 - B. So that, they can bring and attract more tourists to Davao.
 - C. In order to offer thanksgiving for a bountiful harvest.
 - D. For them to heal the wounds brought by the martial law.
13. Which of the following ideas talks about the element timbre?
- A. A kulintang sounds bright while the log drum sounds dark.
 - B. The manner of playing varies depending on what the story tells.
 - C. It uses all instruments for the climax and less for introductory part.
 - D. The chant can be easily learned and recalled by the audience.
14. In which of the following can the musical element texture be identified?
- A. The use of slow beat and fast beat adds excitement to the composition.
 - B. The combination of wind and percussion instruments add life to the music.
 - C. High tones and low tones add drama to the story.
 - D. Variations in playing of the instrument adds beauty to the sound produced.
15. Which of the following choices does not suit the Kadayawan festival music?
- A. a king and a queen dancing the waltz
 - B. the sound of a train coming
 - C. marching elephants in the jungle
 - D. running horses in the farm



Additional Activities

Directions: Follow the following procedures.

1. Compile pictures of your local festival.
2. Paste them on sheets of bond paper (minimum of 5 pages).
3. Write a short paragraph about your local festival.
4. Submit your output to your facilitator through messenger, e-mail, or other media platforms.

PHOTO ALBUM



Answer Key

What I Know (Pre-Test)/Assessment (Post-Test)

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

References

Bueno, Gregorio C. "Kadayawan Music." Minda News, August 18, 2019. Date accessed: March 25, 2020 <https://www.mindanews.com/photo-of-the-day/2019/08/kadayawan-music>.

Tacio, Henrylito D. "The Vibrant Beauty of Davao's Kadayawan Festival." Rappler, August 18, 2016. Date accessed: March 25, 2020 <https://www.rappler.com/life-and-style/travel/ph-travel/143383-kadayawan-mindanao-festival>.

Timbrook, Roger. "4 Reasons Not to Miss the Kadayawan Festival." Expert World.Traveller, January 18, 2020. Date accessed: March 25, 2020 <https://expertworldtravel.com/philippines/kadayawan-festival>.

"8 Experiences You'll Love At Kadayawan Festival." KKDay, August 20, 2019. Date accessed: March 25, 2020 <https://en.blog.kkday.com/23939/asia-philippines-davao-8-experiences-youll-love-at-kadayawan-festival>.

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