

## MUSIC (MUSIC OF LOWLANDS OF LUZON)

- Folk Songs** – sung to accompany daily activities such as farming, fishing, and putting the baby to sleep. Orally passed down. Influenced by Spanish and Western.
- Filipino Folk Songs Characteristics:** Sung in his/her own dialect, reflects daily lives, culture, and livelihood. Composers and lyricist are unknown. Short and simple.
- Examples of Folk Songs:** Atin Cu Pung Singsing, Pamulinawen, Magtanim ay Di Biro, Bahay Kubo, Sarung Banggi, Leron Leron Sinta, Ang Pipit, etc.
- Liturgical and Devotional Music** – religious music.
- Examples of Liturgical and Devotional Music:** Pasyon, Regina Coeli, Alay, Dios Te Salve.
- In **music analysis**, especially in Folk Songs, it is important to focus on its unique **musical elements** such as melody, rhythm, and instrumentation rather than its popularity and number of times sung in public.
- Secular Music** – refers to any music that is not religious in nature. (Ex. Harana, Kumintang, Pandango, Polka, Balitaw, and Kundiman.)
- Hornbostel-Sachs Classification of Musical Instruments**
  - Idiophones** – sound by vibrations, played by struck, scraped, rubbed, shaken, rubbed, or plucked.
  - Aerophones** – played by blowing air inside to cause vibration.
  - Chordophones** – vibrating string or strings (plucked, strummed, or used with a bow).
  - Membranophones** – vibrating stretched membrane tapped by hands or sticks.
  - Electrophones** – generated by electricity.
- The common percussion instrument used in Lowland Luzon is **Gangsa**.
- Rondalla** refers to the native string ensemble of the Philippines, and it consists of plectrum instruments such as the banduria, laud, octavina, mandola, guitarra, and bajo de uñas.
- Angklung Ensemble** – small group of musicians who play angklung bamboo instruments. The angklung instrument is made of bamboo-rattle tubes attached to a bamboo frame. Angklung is originated from Indonesia.
- Pangkat Kayawan** – “Singing Bamboos of the Philippines”, an orchestra (1966). Plays music using non-traditional bamboo instruments. (Angklung, Bumbong, Kalatok, Telunggating, Kalagong, Pan Pipes, Tulak, Kiskis)
- Musikang Bumbong** – Filipino marching bands that use woodwind instruments that are made of bamboo.
- Brass Band** – an ensemble of woodwind, brass, and percussion instruments. They usually played in fiestas, religious, and civic celebrations.

## ARTS (ARTS AND CRAFTS OF HIGHLANDS AND LOWLANDS LUZON)

- Elements of Art** – Lines, Shapes, Form, Value, Color, Texture, and Space.
- Principles of Design** – Harmony, Emphasis, Balance, Rhythm, Movement, Unity, Contrast, Proportion, Pattern, Repetition, and Variety.
- Kalinga** – natives living in CAR. They have distinct textiles with geometric patterns and dominant red stripes. Green stands for mountains, yellow for sand, white for the flowers of coffee trees, red for bravery, black for soil.
- Vigan** – “Intamuros of the North”
- Inabel** – hand weaving technique of Ilocanos.
- Binakol** – dizzy pattern that represents sea waves and protects them against bad spirits.
- Burnay** – an unglazed earthen jar with small opening.
- Labba** – bowl-shaped basket made from rattan.
- Wang Od** – last “mambabatok” of Kalinga tribe.
- Bul’ul** – wooden sculpture that represents rice granary spirits.
- Bongol** – brightly colored beads used for weddings and other significant occasions in the province of Ifugao.
- Bongol Necklace Procedure:**
  - Using a colored magazine cut thin triangular-like strips.
  - Roll strips of paper into beads, secure the end with glue.
  - Insert the nylon cord in the holes of the beads of paper.
  - Add more beads and tie the ends of the cord together.
- Pahiyas Festival**
  - Lubcan, Quezon. Thanksgiving festival for abundant harvest and in celebration of San Isidro Labrador.
  - Kiping** – ground glutinous rice that is thinly coated on mature leaves and steamed over low fire.
- Ikat** – a weaving technique method, process of tying and dyeing the threads to prepare the patterns before they are woven into textile.
- Paete, Laguna** – Woodcarving Capital of the Philippines
- Taal, Batangas** – Barong and Balang Capital of the Philippines
- San Fernando, Pampanga** – Lantern Capital of the Philippines
- Angono, Rizal** – Art Capital of the Philippines
- Batanes** – Ivatans live here, they wear Yakul (women head gear protection against heat and rain), and version of raincoat for boys – Soot.
- Tumauini Church** – Baroque Church in Isabela, red bricks. Unique cylindrical bell tower.
- Bulacan** – Jewellery, Ukot, and Singkaban
- Nueva Viscaya** – The Gaddangs.
- Abra** – Tingguans.

## PHYSICAL EDUCATION (EXERCISE PROGRAMS – SPORTS)

- Physical Fitness** – the body’s ability to function effectively and efficiently without undue fatigue in work, leisure activities, to meet emergency situations and to resist diseases from sedentary lifestyle.
- Health-Related Fitness Components:**
  - Body Composition (BMI)
  - Muscular Strength (Push Up, Curl-Ups and Basic Plank)
  - Cardiovascular Endurance (3-minute Step Test)
  - Flexibility (Zipper Test and Sit-and-Reach)
- Skill Related Fitness Components:**
  - Speed (40 m. Sprint)
  - Agility (Hexagon Agility Test)
  - Power (Standing Long Jump)
  - Balance (Stork Balance Stand Test)
  - Reaction Time (Stick Drop Test)
  - Coordination (Juggling)
- BMI Formula:**

$$BMI = \frac{\text{Weight (in kilograms)}}{\text{Height}^2 \text{ (in meters)}}$$
- Arnis** – also known as kali or eskrima/eskrima, is the national martial art of the Philippines. It is an indigenous martial arts sport that originated from the Philippines. Arnis was designed as a self-defense system for an injury-free training method as well as an effective self-defense system.
- Athletics** – also called track-and-field sports or track and field, a variety of competitions in running, walking, jumping, and throwing events.
- Swimming** – is an activity that involves coordination of arm and leg motions to propel your body through water.
  - Swimming Strokes**
    - Backstroke
    - Butterfly
    - Breast
    - Freestyle

## HEALTH (GROWTH AND DEVELOPMENT)

- Health** – a state of complete physical, mental or intellectual, emotional, social, moral-spiritual, and environmental well-being, and not merely the absence of disease or infirmity.
  - Physical Health** – How well your body functions.
  - Mental Health** – being a lifelong learner. Can cope with stress.
  - Social Health** – how well you get along with other people.
  - Emotional Health** – understanding and liking yourself. Expressing emotions and being able to manage it.
  - Moral-Spiritual Health** – at peace, harmony with self, clear purpose in life. Religion, beliefs, principles, values, and morals.
  - Environmental Health** – recognizes the impact of environmental and human-made hazards and protects and preserves the environment.
  - Sexual Health** – Understanding your total self, name, toys you play with, stopping stereotyping, and understanding one’s identity. Understands changes in the body, and sexual orientation.
- Holistic Health** – Holistic health is an approach to life that considers multidimensional aspects of wellness. It encourages individuals to recognize the whole person: physical, mental, emotional, social, intellectual, and spiritual. The individual is an active participant in their health decisions and healing processes, including wellness-oriented lifestyle choices.
- Erik H. Erikson’s Stages of Development**



- Adolescence** – 10-19 yrs. Old. Children explore and develop a sense of self. Physical and other changes happened during this period.
- Coping Skill** – this will help you deal with emotional problems.
- Health Concerns during Adolescence** – physical (posture, body odor, lack of sleep, dental problems), social (relationships), mental (complex problems), emotional (mood swings, intense emotions), sexual (“wet dreams”, menstruation), spiritual-moral (peer-pressure, pornography, disobedience).
- Health Appraisal** – means an evaluation which is conducted as necessary by physicals, dentists, nurses, or other health professionals where appropriate, and which has optimal individual health as its objective.

# Share The Music Grade 7

**Lingsheng Yao**



## Share The Music Grade 7:

**Share the Music [Grade 7]** Michael Jon Jothan, Macmillan/McGraw-Hill School Publishing Company, 1995 Promotes awareness of how people from many cultures create and participate in music **Share the Music** Judy Bond, Michael Jon Jothan, 2003 Share the Music Michael Jon Jothan, 2000 Promotes awareness of how people from many cultures create and participate in music *Share the Music Grade 7 Teacher's Resource Package* McGraw-Hill Education, 2000-01-01 **Share the Music**, 1995 SUMMARY Teacher's edition with piano accompaniments organized for both music specialists and classroom teachers with songs listenings sequenced learning integrated curriculum and culturally authentic music **Share the Music** Judy Bond, Michael Jothan, 1995 **Share the Music** McGraw, 1997-09 Grade Macmillan/McGraw-Hill School Division, McGraw-Hill Education, 2000-06 *El-Hi Textbooks & Serials in Print, 2005*, 2005 **Share the Music**, 1998 The New Handbook of Research on Music Teaching and Learning Richard Colwell, Carol Richardson, 2002-04-18 Featuring chapters by the world's foremost scholars in music education and cognition this handbook is a convenient collection of current research on music teaching and learning This comprehensive work includes sections on arts advocacy music and medicine teacher education and studio instruction among other subjects making it an essential reference for music education programs The original Handbook of Research on Music Teaching and Learning published in 1992 with the sponsorship of the Music Educators National Conference MENC was hailed as a welcome addition to the literature on music education because it serves to provide definition and unity to a broad and complex field Choice This new companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that have taken place in the last decade Notably several chapters now incorporate insights from other fields to shed light on multi cultural music education gender issues in music education and non musical outcomes of music education Other chapters offer practical information on maintaining musicians health training music teachers and evaluating music education programs Philosophical issues such as musical cognition the philosophy of research theory curriculum and educating musically are also explored in relationship to policy issues In addition to surveying the literature each chapter considers the significance of the research and provides suggestions for future study Covering a broad range of topics and addressing the issues of music education at all age levels from early childhood to motivation and self regulation this handbook is an invaluable resource for music teachers researchers and scholars **Strategies for Teaching Specialized Ensembles** Robert Cutietta, 1999 The purpose of the Strategies for Teaching series is to help music teachers implement the K 12 National Music Education Standards and MENC's Prekindergarten Standards Hundreds of music teachers across the country participated in this project the largest such participation in an MENC publishing endeavor Each publication focuses on a specific curricular area and a particular level Each includes teaching strategies based on the content and achievement standards a preface and an introduction and a resource list **Advantage Reading, Gr. 7, eBook** Linda Barr, 2005-01-01 A wide range of activities that focus on essential

grade level skills and strategies These activities are shaped and influenced by current research findings in literacy instruction grounded in the Reading First Initiative

**Strategies for Teaching Middle-Level General Music** June M. Hinckley, Suzanne M. Shull, 1996 The purpose of the Strategies for Teaching series is to help music teachers implement the K 12 National Music Education Standards and MENC s Prekindergarten Standards Hundreds of music teachers across the country participated in this project the largest such participation in an MENC publishing endeavor Each publication focuses on a specific curricular area and a particular level Each includes teaching strategies based on the content and achievement standards a preface and an introduction and a resource list

**Many Seeds, Different Flowers** André De Quadros, 2000

**Share the Music -Grade 1 (6-7 Year Olds) -Compact Discs** McGraw-Hill Staff, 1995-12

**Bulletin of the Council for Research in Music Education** Council for Research in Music Education, 2005

Share the Music -Grade 2 (7-8 Year Olds) -Music Reading Transparency Masters and Worksheets McGraw-Hill Staff, 1995-01-01

*Children's Books in Print, 2007*, 2006

**The Musical Classroom** Patricia Hackett, Carolyn A. Lindeman, 2001 With the help of The Musical Classroom students can develop the understandings and skills they need to teach elementary school music This market leading text is a comprehensive resource providing backgrounds for teaching music and learning instruments and music fundamentals It offers forty eight model experiences for teaching music kindergarten through grade five and a song anthology of over 140 songs Special features in the Fifth Edition a CD of fifty nine songs and instrumental pieces used in the forty eight model lessons National Standards for Music Education listed on the inside back cover of the book extensive resource list categorized by topics such as advocacy jazz movement Orff Schulwerk Web sites and ten others updated information on technology and music software special learners and elementary music series and numerous independent small and large group projects for college students to create their own lessons use the National Standards for Music Education evaluate music software assess instructional materials and much much more

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