



PA 128 Course Guide
 First Semester AY 2020-2021

Course Objectives:

Course Learning Outcomes:

After completing this course, you should be able to

- Familiarize yourself with the characteristic features of Philippine Music
- Identify music from the different regions and periods
- Contextualize music with local and global society.
- Practice critical thinking in the integration of music and society

Activity	Excellent 1.0 - 1.25 96-100 91-95	Very Satisfactory 1.5 - 1.75 86-90 81-85	Satisfactory 2.0 - 2.25 76-80 71-75	Passed 2.5 - 2.75 - 3.0 66-70 61-65 60	Conditional 4.0 50-59	Failed 5.0 1 - 49
Identifying the music and musical instruments	Correctly identified 91 to 100 % of the items to be identified	Correctly identified 81 to 90 % of the items to be identified	Correctly identified 71 to 80 % of the items to be identified	Correctly identified 60 to 70 % of the items to be identified	Correctly identified 50 to 59 % of the items to be identified	Correctly identified 1 to 49 % of the items to be identified

Research/Survey	Collected almost all of the materials available with extensive descriptions and cultural contexts	Collected a majority of the materials available, with extensive description and cultural contexts	Collected more than half of the materials available with minimum description and cultural contexts	Collected half of the materials available with minimum descriptions	Collected half of the materials available	Collected a fraction of the materials available Did not submit the requirement
Reports	Sufficiently discussed the assigned topic with condensed presentation. Images and samples are sufficiently provided with citations	Sufficiently discussed the assigned topic but too heavy or too light presentation. Images and samples are too much or too little, provided with citations	Minimum discussion of the assigned topic with insufficient presentation. Images and samples are lacking, without citations	Minimum discussion of the assigned topic with scarce presentation , samples and images	Straight reporting.	No reporting
Essays and reaction papers	Sufficient discussion and organized content with appropriately selected images and examples	Sufficient discussion but overloaded content, provided appropriately selected images and examples.	Minimum discussion with overloaded content, insufficient images and examples	Minimum discussion, minimum content and examples	Insufficient content and examples.	Did not submit
Final paper	Sufficiently discussed the topic with critical analysis and cultural context	Sufficiently discussed the topic with minimal analysis and cultural context	Minimum discussion of topic, minimal analysis and cultural context	Minimum discussion of topic, scarce analysis and cultural context	Minimum discussion of topic	Did not submit

Weekly Schedule of Deliverables:

Week	Topic	Learning Resources	Learning Activities
1	Introduction to the Course Overview of Philippine Music	<p data-bbox="763 879 1245 1018">https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-the-arts-sca/music/philippine-music-a-historical-overview/</p> <p data-bbox="763 1059 1245 1126">https://ph.asiatatler.com/life/historical-notes-on-why-filipinos-love-music</p>	<p data-bbox="1305 304 1435 336">Let's begin</p> <p data-bbox="1305 378 2078 549">This module is an introduction to Philippine Music. The historical narrative reveals the diversity of the musical landscape. The richness of the music tradition as a result of a melting pot of cultures foregrounds the Filipinos as music-lovers with a natural inclination to music.</p> <p data-bbox="1305 592 1440 624">Objectives:</p> <ol data-bbox="1352 628 2022 764" style="list-style-type: none"> 1. Know the periods of Philippine music 2. Identify characteristic styles of these periods. 3. Relate the different styles with the musicality of the Filipino including yourself. <p data-bbox="1305 807 1368 839">Read</p> <p data-bbox="1305 879 1995 946">Canave-Dioquino Corazon: " Philippine Music, A Historical Overview"</p> <p data-bbox="1305 1059 2056 1126">De Guzman, Paul. "Historical Notes: Why Philippine Music is so Deeply Imbedded in the Culture</p> <p data-bbox="1305 1169 1375 1201">Think</p> <p data-bbox="1305 1206 2051 1273">What are the sources and influences of Philippine Music? How did the reception of outside cultures affect Philippine music?</p> <p data-bbox="1305 1316 1442 1348">Dig Deeper</p> <p data-bbox="1305 1353 2007 1385">Browse academic writings on Philippine music such as PhD</p>

			<p>dissertations and examine the movement of cultures in Philippine music</p> <p>ASSIGNMENT: Look for three different articles about Ethnic Philippine music and summarize their contents. For this assignment, Wikipedia sources are advisable because you are to answer “What does the internet say about Philippine music? How does the digital world describe it? Do you have a direct connection or experience with this music?”</p>
2	<p>Introduction to Ethnic Music</p> <p>The Classification of Musical Instruments</p>	<p>For images of the instruments, click https://drive.google.com/drive/folders/1HpV3g4rIQGQJrB4tvvK9ji8fNqtCrp25?usp=sharing</p> <p>https://www.filipinaslibrary.org.ph/himig/</p>	<p>Let’s Begin</p> <p>This module is an introduction the music of the indigenous cultures of the Philippines. Closely related to rituals and the belief system, the relationship between the individual and nature will be seen in these readings. The communal aspect of music as a result of the person’s relationship with the supernatural spirits and the ancestors are the basic thread that binds the ethnic tradition.</p> <p>It is the instructor’s prerogative that the student be able to identify the provenance of the music by looking at the musical instruments.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Classify the musical instruments according to the Hornbostel-Sachs classification 2. Describe the instruments for proper documentation. <p>Read:</p> <p>Filipinas Heritage Library. “Philippine Ethnic Music”</p>

		<p>philippine-ethnic-music/</p> <p>https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-the-arts-sca/music/philippine-music-instruments/</p> <p>https://www.asj.upd.edu.ph/mediabox/archive/ASJ-14-1-1976/manuel-philippine-musical-instruments.pdf</p>	<p>Canave-Dioquino: Corazon. "Philippine Music Instruments"</p> <p>Assignment: Read Arsenio Manuel's "Toward an Inventory of Philippine Musical Instruments. Identify the ethnic groups and enumerate the musical instruments used by these groups.</p> <p>Dig Deeper Access Jose Maceda's "Gongs and Bamboo" and describe the ethnic tradition from his perspective.</p>
3-4	Ethnic Tradition: Northern Philippines	<p>CD 1</p> <p>https://drive.google.com/drive/folders/1vJGamYcRkdultbcCsvggGrBdVGf3u_C?usp=sharing</p>	<p>Let's Begin</p> <p>This module is about the music traditions of the Cordillera Region and covers the styles used for instrumental and vocal music. Analytical listening is important to be able to dissect the music and define the characteristic styles of each group</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the music of the Northern Philippines (English term and Ethnic term) 2. Distinguish the characteristic style of each group and compare them with others 3. Identify patterns and musical fragments used by the groups. <p>Listen to CD 1</p>

			<p>Think: What are the “signposts” or trademark stamps of the music ? For groups that have the same musical instruments and songs, what distinguishes one from the other?</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Group singing and performance through clapping and tapping interlocking rhythmic patterns 2. Making musical instruments using found objects (i.e, use Pringles barrels to imitate bamboo stamping tubes 3. Watch selected open source videos and discuss what they are about
5-6	Ethnic Tradition: Central and Southern Philippines	<p>CD 2 https://drive.google.com/drive/folders/1vJGamYc_RkdultbcCsvggGrBdVGf3u_C?usp=</p>	<p>Let’s Begin</p> <p>This module is about the music traditions of the Central and Southern Philippines, and covers the styles used for instrumental and vocal music. Analytical listening is important to be able to dissect the music and define the characteristic styles of each group.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the music of the Central and Southern Philippines (English term and Ethnic term) 2. Distinguish the characteristic style of each group and compare them with others 3. Identify patterns and musical fragments used by the groups. <p>Listen to CD 2</p> <p>Think: What are the “signposts” or trademark stamps of the music ? For groups that have the same musical instruments and songs, what distinguishes one from the other?</p>

		sharing	<p>Activities</p> <ol style="list-style-type: none"> 1. Online participation by clapping rhythmic modes of the kulintang ensemble 2. Watch selected open source videos and discuss what they are about <p>Assignment: Research on Gawad sa Manlilikha ng Bayan awardees and discuss their music</p>
7	Unit Test Listening Exam Performance of Ethnic Music		
8-9	The Spanish Colonial Period: Liturgical and Para-liturgical Music	Spanish colonial Music	<p>Let's Begin</p> <p>This module is about Western traditions in Philippine Music introduced by the Spaniards during the colonial period. Political circumstances marginalized the ethnic groups and drove them towards the highlands while lowland groups became Christianized. The "new" music initially displaced some ethnic traditions but both practices continued to persist simultaneously and resulted in the production of new music genres.</p> <p>Objective:</p> <ol style="list-style-type: none"> 1. Distinguish the liturgical and para-liturgical music and compare their functions. 2. Apply critical analysis in the contextualization of Western music to Philippine society <p>Read</p> <p>Brillantes-Silvestre, Patricia. "Beneath the Church Bells: Hispanic Influence in Philippine Music."</p>

		<p>influence-in-philippine-music/</p> <p>https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-the-arts-sca/music/westernized-musical-traditions-in-the-philippines/</p> <p>CD 3 https://drive.google.com/drive/folders/1vJGamYc_RkdultbcCsvggGrBdVGf3u_C?usp=sharing</p> <p>https://aijssnet.com/journals/Vol_8_No_4_December_2019/7.pdf</p>	<p>Baes, Jonas. "Westernized Musical Traditions in the Philippines."</p> <p>Listen to CD 3</p> <p>Assignment: Read "Continuity and Change: Hispanic Musical Influence in the Philippines". Compare this material with the other readings. Enumerate at least five music traditions in the article that are not mentioned in the other two and describe them</p> <p>Activities:</p> <p style="padding-left: 40px;">Write a 500-word ethnography of a religious and secular music tradition you have experienced and discuss its importance in your community.</p>
10	<p>Special Topic: Romanticism and Nationalism in Music (Kundiman as Protest Music, The Philippine National Anthem and Protest Music of the Present Time)</p>	<p>Teacher's lecture on Kundiman as an art song with a distinct form and its role in the Philippine revolution.</p>	<p>Let's Begin This topic is about the role of music in nationalism. Students will be given a free rein in choosing their material to articulate their views about protest music.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Distinguish the Kundiman from other genres

		<p>CD 4 https://drive.google.com/drive/folders/1vJGamYc_RkdultbcCsvggGrBdVGf3u_C?usp=sharing</p>	<p>Activities:</p> <ol style="list-style-type: none"> 1. Discussion and comparison of Filipino love songs from kundiman 2. Listening quiz: kundiman or not kundiman <p>Assignment:</p> <ol style="list-style-type: none"> 1. Collect music samples from CD 4 listening list (the music files are corrupted)
11-12	American and Contemporary Period	<p>https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-the-arts-sca/dance/philippine-dance-in-the-american-period/</p> <p>https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-</p>	<p>Let's begin: This module is about the musical forms introduced by the Americans during their occupation in the Philippines. The module also introduces popular music and related genres.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. Identify musical genres introduced by the Americans 2. Determine musical characteristics of popular music 3. Analyze features of pop music <p>Read</p> <p>Villaruz, Esteban. "Philippine Dance in the American Period."</p> <p>Read: Baes, Jonas. "Popular Music in the Philippines"</p>

		<p>the-arts-sca/music/popular-music-in-the-philippines/</p> <p>CD 5 and 6 https://drive.google.com/drive/folders/1vJGamYc_RkdultbcCsvggGrBdVGf3u_C?usp=sharing</p>	<p>Listen to CDs 5 and 6</p> <p>Activities</p> <ol style="list-style-type: none"> 1. Discussion: What makes pop pop? 2. Write a skeletal timeline of Philippine pop music from the 1950's to 2000. <p>Dig Deeper: Choose a representative artist and explain why he or she represents pop music.</p>
13	Popular Music	Available open source materials to be chosen by the students	<p>Let's begin: This module is a collaborative work among students facilitated by the teacher. The students will write their history of the Pop Music of their time, from 2000 to the present.</p> <p>Activities: Write a history of Philippine Pop Music from 2000 to the present</p>

			from your own perspective.
14	Integration and Unit Test		

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