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10

QUARTER 2



DEPED - ANGELES CITY
CURRICULUM IMPLEMENTATION DIVISION

CABLE

CONTEXTUALIZED ACTIVITY-BASED LEARNING EXERCISES

(ACTIVITY BASED LEARNING MATERIALS ON CRITICAL CONTENTS FOR FACE TO FACE CLASSES)



DEPARTMENT OF EDUCATION - SCHOOLS DIVISION OF ANGELES CITY
Jesus St. Pulungbulo, Angeles City

CABLE – Grade 10
Quarter 3 – All Subjects
First Edition, 2022

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INTRODUCTION

This Project CABLE (Contextualized Activity-Based Learning Exercises) is a collaborative project of all the Education Program Supervisors of SDO Angeles City, in coordination with Public Schools District Supervisors.

This has been conceptualized in order to help address the present gaps on learning materials especially on critical contents. The situations, examples (food, places, etc.) and the activities are based on the context of the learners in Angeles City and highlight Kapampangan ingenuity.

This contextualized activity-based learning exercises will help learners to enhance their content knowledge and to make the concepts more relatable. With this, learners are assured of learning materials that they can use during the face to face classes addressing their learning needs specifically on the critical contents.

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Grade 10 Lesson 1	ENGLISH Composing an Argumentative Essay
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Name: _____

Quarter 3: Week 1

Learning Competency with Code:

Compose an argumentative essay

(EN10WC-11h-13)



ACTIVITY 1

Write an argumentative essay on the topic, **Does Social Media Harm Students' Lives?** Use another sheet of paper in writing your essay. Refer to the rubric for scoring.

Rubric for Scoring

Criteria	4	3	2	1
Introduction	The introduction captures the reader's attention and provides enough background information about the subject.	The introduction captures the reader's attention and provides some background information about the subject.	The introduction captures the reader's attention and provides limited background information about the subject.	The introduction does not capture the reader's attention and does not provide background information about the subject.
Thesis Statement	The thesis statement identifies the topic of the essay and outlines the main points to be discussed.	The thesis statement identifies the topic of the essay and outlines most of the main points to be discussed.	The thesis statement identifies the topic of the essay and outlines some of the main points to be discussed.	The thesis statement does not identify the topic of the essay and outlines only a few points to be discussed.
Body	It includes 4 or more pieces of evidence that support the subject.	It includes 3 or more pieces of evidence that support the subject.	It includes 2 pieces of evidence that support the subject.	It includes one piece of evidence that supports the subject.
Conclusion	The conclusion is strong and leaves the reader a solid understanding of the writer's position.	The conclusion is somewhat strong and leaves the reader solid understanding of the writer's position.	The conclusion is weak and does not leave the reader solid understanding of the writer's position.	There is no conclusion – the essay just ends.

REFERENCES

https://www.google.com/search?q=argumentative+essay+outline&rlz=1C1VDKB_enPH1028PH1028&oq=Argumentative+essay&aqs=chrome.4.0i131i433i512l8j0i512l2.14398j0j7&sourceid=chrome&ie=UTF-8&safe=active&ssui=on

https://www.google.com/search?q=rubric+for+argumentative+essay+grade+10&rlz=1C1VDKB_enPH1028PH1028&oq=Rubric+for+argumentative+essay&aqs=chrome.1.0i512l5j0i22i30l4.21982j0j7&sourceid=chrome&ie=UTF-8&safe=active&ssui=on

Grade 10 Aralin 2	FILIPINO Pagsuri sa Binasang Anekdotang
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Pangalan _____

Ikatlong Markahan: Ikalawang Linggo

Kasanayang Pampagkatuto at Koda:

Nasusuri ang binasang anekdota batay sa: paksa- tauhan, tagpuan, motibo ng awtor paraan ng pagsulat at iba pa (F10PB-IIIb-81)

Gawain 1

1. Basahin at unawain ang anekdota sa ibaba.
2. Hatiin ang klase sa apat. Pumili ng lider sa bawat pangkat.
3. Suriin ang anekdota batay sa: paksa-tauhan, tagpuan, motibo ng awtor, at paraan ng pagsulat.
4. Bawat pangkat ay pipili ng elementong susuriin.
5. Ilahad sa klase ang ginawa sa paraang malikhain.

Akasya o Kalabasa
Consolation P. Conde

Hindi maikakaila na kung malaki ang puhunan ay maaaring tumubo rin iyon nang malaki kaysa maliit ang naturan. Gayundin ang paghahanda at pagpupunyagi ng tao na pinamumuhunanan ng puu-puung taong pag-aaral at pagpapakasakit. Karaniwan nang sa may mataas na pinag-aralan ay maamo ang kapalaran. At ito'y maitutulad din nga sa paghahalaman.

Pasukan na naman. Nagbukas na ang mga pamantasan at matataas napaaralan sa Maynila.

Samantala, sa nayon ng Kamias, hindi kalayuan sa lungsod...

Maagang nagbangon nang umagang yaon si Aling Irene at inihanda kapagkaraka ang mga pangangailangan ng anak na si Iloy. Si Mang Simon naman ay hindi muna nagtungo sa linang upang samahan sa pagluwas ang anak napag-aaralin sa Maynila.

Awa naman ng Diyos ay maluwalhating nakarating sa lungsod ang mag-ama. Isang balitang paaralang sarili ang kanilang tinungo agad. Dinatnan nila ang tagatala na abalang-abala sa pagtanggap ng di-kakaunting mga batang nagsisipagprisinta.

Nagpalinga-linga si Mang Simon. Nang makita ang babalang nakasabit sa may pintuan ng Tanggapan ng Punong-guro ay kinawit sa bisig si Iloy. "Halika at makikipag- usap muna ako sa punong-guro."

"Magandang umaga po sa kanila," panabay na bating galang ng mag-ama.

“Magandang umaga po naman,” tugon ng punong-guro na agad namang nagtindig sa pagkakaupo at nag-alok ng upuan. “Ano po ang maipaglilingkod ko sakanila?”

“E, ibig ko po sanang ipasok ang aking anak dito sa inyong paaralan.”

“A, opo. Sa ano po namang baitang?” usisa ng punong-guro.

“Katatapos pa po lamang niya ng elementarya sa aming nayon noong nakaraang Marso,” paliwanag ni Mang Simon.

“Kung gayon po’y sa unang taon ng haiskul, ano po?”

“Ngunit... ibig ko po sanang malaman kung maaaring ang kunin na lamang niya ay isang maikli-ikling kurso ukol sa isang tanging karunungan upang siya’y makatapos agad, maaari po ba?”

“Aba, opo,” maaga pa na tugon ng punong-guro. “Maaaring ang lalong pinakamaikling kurso ang kaniyang kunin. Iyan ay batay sa kung ano ang gusto ninyong kalabasan niya. Kung ang nais ninyo ay magpatubo ng isang mayabong na punong akasya, gugugol kayo ng puu-puung taon, subalit ang kakailanganin ninyo ay ilang buwan lamang upang makapaghalaman kayo ng isang kalabasa.

”Dili di natubigan si Mang Simon sa huling pangungusap ng punong-guro. Gayondin si Iloy. Pagkuwan ay nagbulungan ang mag-ama.

At... umuwi nang nag-iisa si Mang Simon. Habang naglalakbay na patungong lalawigan ay tatambis-tambis sa sarili: “A, mabuti na nga ang kunin niyang buo ang kurso sa haiskul at saka na siya kumarera. Higit na magiging mayabong ang kaniyang kinabukasan.” - Mula sa Diwang Kayumanggi. 1970

SANGGUNIAN

Diwang Kayumanggi. 1970

Grade 10 Lesson 4	SCIENCE How Protein Is Made
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Name: _____

Quarter 3: Week 4

Learning Competency with Code:

Explain how protein is made using information from DNA" (S10LT-IIIId37)



ACTIVITY 1

I. Objective:

Illustrate the vents that occur during the process of translation

II. Materials:

Drawing and coloring materials

Bond paper

III. Procedure

1. Create a comic strip of a story with mRNA, tRNA, rRNA as the main characters.
2. Make sure that your story details the events that occur during the process of translation. You can modify the appearance of the characters to make your comic strip interesting and eye-catching by adding colors and designs to your work.
3. Get a partner, present your output and discuss to him/her your answers to the guide questions.

IV. Guide Questions

1. Which of the characters of your story played the most important role in translation? Justify your answer.

2. What are the possible outcomes if the protein production in cells stops?

REFERENCE

Rebecca C. Nueva Espana et al. Science and Technology 10. Third Printing
2015. Philippine Copyright 2015 ABIVA Publishing House Inc.

Grade 10 Lesson 5	MATHEMATICS Permutation and Combination
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Name _____

Quarter 3: Week 5

Learning Competency with Code:

Solve problems involving permutations and combinations (M10 SP-III-f-1)



Activity 1

Solve the given problems

1. In how many ways can 4 boys and 3 girls be seated in a row of 5 chairs?
2. How many ways can 4 books be arranged on a shelf if they can be selected from 9 books?
3. Find the permutations of the word ***Philippines***.
4. In a Mathematics club there are 7 girls ***and*** 5 boys. A committee of 3 girls ***and*** 2 boys is to be chosen. How many different possibilities are there?
5. A bike shop owner has 11 mountain bikes in the showroom. He wishes to select 5 to display at a show. How many ways can a group of 5 be selected?
6. To survey the opinions of customers at local malls, a researcher decides to select 5 from 12. How many ways can this be done?
7. The manager of a coffee shop needs to hire two employees, one to work at the counter and one to work at the drive-through window. Liza, Maria, and Lito all applied for a job, How many possible ways are there for the manager to place the applicants?
8. How many ways are there to sit 6 people around a circular table, where sittings are considered to be the same if they can be obtained from each other by rotating the table?



Activity 2

Create and solve two story problems that illustrate the differences between combinations and permutations.

- Create and solve a problem involving the permutation of n things taken r at a time.
- Create and solve a problem involving the combination of n things taken r at a time.

REFERENCES

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Retrieved from

https://www.google.com/search?q=problem+s+involving+permutations+and+combination+ppt&rlz=1C1CHBD_enPH958PH958&ei=H_FpY8DwHO-U2roP_9aA4AM&ved=0ahUKEwiA_Pnb9J37AhVvilYBHX8rADwQ4dUDCA8&uact=5&oq=problem+s+involving+permutations+and+combination+ppt&gs_lcp=Cgxnd3Mtd2l6LXNlcnAQAzIICCEQFhAeEB06CggAEecQ1qQQsAM6BggAEBYQHjoFCAAQhgM6BwghEKABEApKBAhNGAFKBAhBGABKBAhGGABQtAdY-hJg5hloAXABeACAAAdwBiAGMBZIBBTauMy4xmAEAoAEByAEIwAEB&scient=gws-wiz-serp&safe=active&ssui=on

Retrieved from <https://www.slideshare.net/rfant/permutations-combinations>

Grade 10
Aralin
7

ARALING PANLIPUNAN

Pagtanggap at Paggalang: Susi sa Pagkakapantay-
pantay sa Lipunan

Pangalan _____

Ikatlong Markahan: Linggo: 7-8

Kasanayang Pampagkatuto at Koda (Learning Competency)

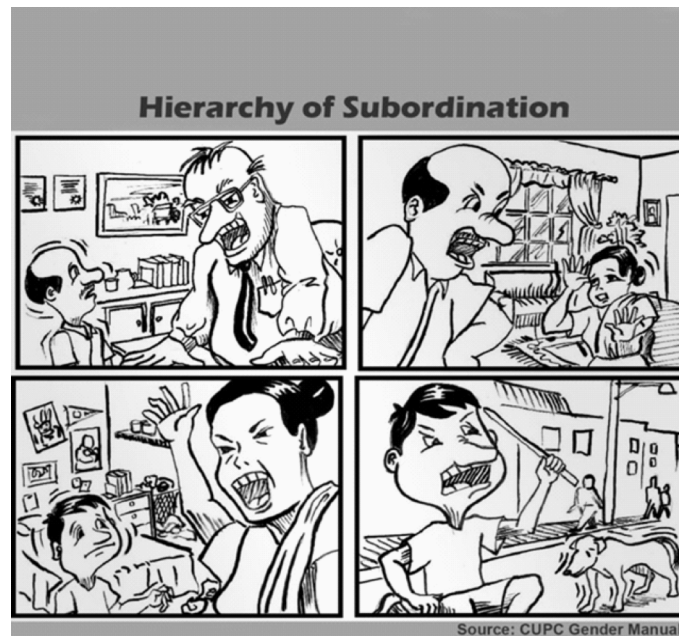
Nakagagawa ng hakbang na nagsusulong ng pagtanggap at paggalang sa kasarian na nagtataguyod ng pagkakapantaypantay ng tao bilang kasapi ng pamayanan (Week 7-8)



Gawain 1

Panuto: Lagyan ng titulo ang larawan at iugnay sa isyu ng diskriminasyon.

Pamagat: _____



Tukuyin ang uri ng diskriminasyon na ipinapakita ng larawan.

_____.





Philippine
Commission
on Women

PHILIPPINES

Global Gender Gap Index 2022

Rank

19th out of 146 countries

Score: **0.783**
2021: Rank 17th, Score 0.784

2021	2022	
18 th 0.795	16 th 0.794	 Economic Participation and Opportunity
39 th 0.999	46 th 0.997	 Educational Attainment
34 th 0.979	30 th 0.979	 Health and Survival
33 rd 0.362	35 th 0.360	 Political Empowerment



www.pcw.gov.ph

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[illegible]

SANGGUNIAN

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Edukasyon, Kagawaran ng. 2020. *Most Essential Learning Competencies*. Pasig, City, Philippines

<https://www.gerc.ph/index.php/resources/48-what-are-gender-issues>

<https://www.facebook.com/PCWgovph/photos/a.147213871969647/5761827440508234/>

Grade 10
Lesson
8

TECHNOLOGY AND LIVELIHOOD EDUCATION
Cookery

Pangalan _____

Quarter III: Week 8

Learning Competency with Code:

LO 2. Prepare soups required for menu items. (TLE-HECK9-12SSS-IIIb-21)

- 2.1 Select and assemble the correct ingredients in preparing soups, including stocks and garnishes
- 2.2 Prepare a variety of soup recipes according to enterprise standards
- 2.3 Present and evaluate soup recipes by the criteria



ACTIVITY 1

Directions: Group yourselves into five (5) and prepare any of the sandwiches of your choice. For preparation, a sample of sandwiches is recommended. Also, you can make your own sandwich.

Cordon Bleu Soup



<https://www.tasteofhome.com/recipes/slow-cooker->

Ingredients:

- 3 tablespoons butter, melted
- ¼ teaspoon garlic powder
- ¼ teaspoon of pepper
- 4 cups cubed French bread

Soup:

1 small onion, diced
1 celery rib, diced
1 garlic clove, minced
1.4 teaspoon salt
1.4 teaspoon pepper
3 cans (14-1/2 ounces each) of reduced-sodium chicken broth
1/3 cup water
1/4 cup white wine or additional reduced-sodium chicken broth
8 ounces of reduced-fat cream cheese, cubed
1-1/2 cups Swiss cheese, shredded
1/2 cup shredded cheddar cheese
1/2 pound diced rotisserie chicken
1/2 pound diced deli ham

Procedures:

1. For croutons, preheat oven to 345°.
2. In a large bowl, mix melted butter, garlic powder, and pepper. Add bread cubes; toss to coat.
3. Place the croutons in a baking dish that is 15x10x1 inches; bake for 15-20 minutes, stirring every 5 minutes, until golden brown. In a pan, cool on a wire rack.
4. Meanwhile, in a 4 – or 5-quarts cooker, combine the first 5 soup ingredients; pour in broth. Cook, covered, on low for about 2 hours or until vegetables are tender.
5. Increase the slow-cooker heat setting to high. Mix flour and water until smooth; whisk flour mixture into broth. Cook until thickened, 30-40 minutes. Stir in wine. Whisk in cheeses until melted. Add chicken and ham, and heat through.
6. Serve with croutons

Test Kitchen Tips;

- Add some shredded carrots for a little pop of color and a Vitamin A boost!
- Got leftovers? Freeze them. When thawed, the soup may start to separate a little, but a good stir usually does the trick in smoothing it all out again.



<https://www.tasteofhome.com/recipes/cheesy->

Ingredients:

- 1-1/2 pounds potatoes (about 3 medium), peeled and cut into 1/2-inch cubes
- 4 cups fresh or frozen corn, thawed (about 20 ounces)
- 4 cubes cubed deli ham
- 2 small onions, chopped
- 4 garlic cloves, minced
- 1/4 teaspoon pepper
- 3 cups chicken broth
- 2 tablespoons cornstarch
- 2 cups whole milk
- 2 cups shredded sharp cheddar cheese
- 1 cup sour cream

Procedures:

1. Place the first eight (8) ingredients in a 6- quart slow cooker. Cook, covered, on for 8-10 hours or until potatoes are tender.
2. In a small bowl, mix cornstarch and milk until smooth; stir into soup. Cook covered and stir occasionally, on high for 20 to 30 minutes, or until thickened.
3. Add cheese, sour cream, and parsley. Stir until the cheese is melted.

La Paz Batchoy Recipe

<https://www.pinoyrecipe.net/la-paz-batchoy-recipe/>

Ingredients:

- 1-kilo Mami noodles

Broth

- 1 medium size onion quartered
- 1/2 head garlic crushed
- 1/2 tsp. shrimp paste bagoong.
- 1 tbsp. peppercorns crushed
- 2 tbsp. Worcestershire sauce
- 10-12 c. beef/pork stock
- 1 tbsp. sugar
- 1 tbsp. soy sauce
- Salt to taste

Toppings

- 250 g. pork
- 150 g. pork liver
- 150 g. shrimps
- 1pc. Chicken breast

Garnishing

- Chicharon crushed
- Chopped garlic fried
- Chopped spring onion

Procedures:

1. Add the broth ingredients to a large pot along with 10 to 12 cups of stock (made from cooked beef and pork bones) and bring to a boil.
2. Reduce heat and blanch shrimp until cooked.
3. Remove shrimp from the pot, and remove each shrimp's head and shell then set aside.
4. Add the pork, chicken, and liver to the pot and simmer for 25 minutes, or until the meat is fork-tender. If necessary, add more stock.
5. Remove pork, chicken, and liver from the pot, and let it cool.
6. Continue simmering the broth on low heat until ready to serve, season with salt to taste.
7. Slice the pork, chicken, and liver into thin strips and set aside.
8. Place noodles in a serving bowl and pour the strained boiling stock over the noodles. Top the thinly sliced pork, chicken, liver, and shrimp.
9. Garnish with chicharon, spring onion, and fried garlic.
10. Serve immediately.

Rubric in preparing the sandwiches. Mark checks on the points appropriate to the performance of the learners.

Rubrics in preparing the Soups	Good	Fair	Poor
1. General Appearance			
a. Attractive and appealing to the appetite			
b. Pleasing and good color combination			
c. Ingredients cooked just right			
d. Correct consistency			
2. Palatability			
a. Delicious			
b. Taste just right			
3. Nutritive value			
a. Highly Nutritious			
II. Procedure			
1. Use of Resources:			
a. Working table is kept orderly while preparing the ingredients.			
b. Completeness of tools, equipment, and ingredients			
c. Using proper and needed utensils and ingredients			
2. Observance of Occupation and Safety			
a. Wearing of proper PPEs			

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Most Essential Learning Competencies Cookery May 2020

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https://www.pinoyrecipe.net/top-18-delicious-filipino-soups-for-rainy-days/#2_La_Paz_Batchoy_Recipe

Grade 10
Aralin
1

EDUKASYON SA PAGPAPAKATAO
Ispiritwalidad at Pananampalataya

Pangalan _____

Ikatlong Markahan: Unang Linggo

Kasanayang Pampagkatuto at Koda:

1. nakapagpapaliwanag ng kahalagahan ng pagmamahal ng Diyos; at
2. natutukoy ang mga pagkakataong nakatulong ang pagmamahal sa Diyos sa kongkretong pangyayari sa buhay.
(EsP10PB-IIIa-9.1- EsP10PB-IIIa-9.2)



GAWAIN: “Maala-ala Mo Kaya?”

Panuto: Magnilay ng isang sitwasyon o pangyayari sa buhay na nakaranas ka ng matinding pagsubok (hal. panahon ng pandemya) ngunit ito ay nalampasan dahil sa pag-ibig at paggabay ng Diyos. Isulat sa pamamagitan ng salaysay ang pangyayari at paggabay ng Diyos. Lagyan ng disenyo. Gawin ito sa maiksing *bond paper*.

ANG PAG-IBIG NG DIYOS SA GITNA NG PAGSUBOK

Rubriks sa Pagpupuntos

Kraytirya	5	4	3	1-2
Nilalaman	Lubhang naging malinaw ang nilalaman ng salaysay.	Naging malinaw ang nilalaman ng salaysay.	Hindi gaanong malinaw ang nilalaman ng salaysay.	Hindi naging malinaw ang nilalaman ng salaysay.
Pagkamalikhain	Lubos na nagpamalas ng pagkamalikhain sa paggawa ng Gawain.	Naging malikhain sa paggawa ng gawain.	Hindi gaanong naging malikhain sa paggawa ng Gawain.	Walang ipinamalas na pagkamalikhain sa paggawa ng Gawain.
Kalinisan	Napakalinis at napakaayos ng pagkakagawa ng Gawain.	Malinis at maayos ang pagkakagawa ng Gawain.	Hindi gaanong malinis at maayos ang pagkakagawa ng Gawain.	Hindi malinis at hindi maayos ang pagkakagawa ng Gawain.
Kabuuang Puntos				

SANGGUNIAN

MELCs – Most Essential Learning Competencies, ESP – Edukasyon sa Pagpapakatao Curriculum Guide

Brillon, L. A. & Rallama, Z. V. (2008). Ang Tao sa Kanyang Moral at Ispiritwal na Dimensiyon (Edukasyon sa Pagpapahalaga IV), 58. Gabay Eskwela Publishing House.

Pangalan _____

Ikatlong Markahan: Ikatlong Linggo

Kasanayang Pampagkatuto at Koda:

1. natutukoy ang mga paglabag sa paggalang sa buhay; at
2. nasusuri ang mga paglabag sa paggalang sa buhay.
(EsP10PB-IIIc-10.1 - EsP10PB-IIIc-10.2)



GAWAIN 1:

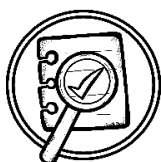
Panuto: Basahin at unawain ang mga sumusunod na sitwasyon na nagpapakita ng isyu tungkol sa buhay at sagutan ang mga katanungan. Gawin ito sa sagutang papel.

Sitwasyon 1

Kasama si Agnes sa mga pinakamalubhang nasaktan sa isang aksidente na naganap noong nakaraang taon. Ayon sa mga doktor, nasa *comatose stage* siya at maaaring hindi na magkaroon ng malay. Ngunit posibleng madugtungan ang buhay niya sa pamamagitan ng *life support system*. Malaking halaga ang kakailanganin ng kanilang pamilya upang manatiling buhay si Agnes. Hindi mayaman ang kanilang pamilya. Sa iyong palagay, makatuwiran bang ipagpatuloy ang paggamit ng *life support system* kahit maubos ang kanilang kabuhayan? O nararapat na tanggapin na lamang ang kaniyang kapalaran gayong mamamatay rin naman si Agnes?

Sitwasyon 2

Masalimuot ang buhay ayon kay Michael. Hindi siya nabigyan ng pagkakataon na makilala ang kaniyang totoong ama. Ang kaniyang ina naman ay nasa bilangguan dahil nasangkot sa isang kaso. Napilitang makitira si Michael sa mga kamag-anak upang maipagpatuloy ang kaniyang pag-aaral. Ngunit hindi naging madali para sa kaniya ang makisama sa mga ito. Isang araw, may lumapit na nakakakilala sa kaniya at nagtanong kung nais niya bang subukin ang shabu, isang uri ng ipinagbabawal na gamot. Nag-alangan pa siya sa simula, ngunit sa kapipilit ng kakilala ay pumayag din siya. Ito na ang simula ng kaniyang pagkalulong sa droga. Naniniwala si Michael na ito ang pinakamainam na paraan upang makaiwas sa mga suliranin niya sa buhay. Tama ba ang ganitong pananaw sa buhay? Bakit?



Gawain 2:

Panuto: Magpakita ng isang gawain ng pag-iingat sa buhay. Maaaring larawan ng sarili, gumuhit o gumupit ng larawan sa magasin o dyaryo na nagpapakita ng paggalang sa buhay. Idikit ang larawan o iguhit sa *short bond paper* at ipaliwanag kung bakit kailangan pag-iingat ang kasagraduhan ng buhay. Ang halimbawa ng larawan na nagpapakita ng paggalang sa buhay ay makikita sa ibaba. Gawing batayan ang rubrik sa pagmamarka bilang gabay sa pagtupad ng gawaing ito.



Pag-iwas sa Bisyo gaya ng Paninigarilyo

RUBRIK SA GAWAIN

Kraytirya	5	4	3	1-2	Puntos
Nilalaman	Lubhang malinaw ang mensahe ng larawan.	Naging malinaw ang mensahe ng larawan.	Hindi gaanong malinaw ang mensahe ng larawan.	Hindi naging malinaw mensahe ng larawan.	
Organisasyon	Buo ang kaisipan konsistentat naayon ang pagpapaliwanag.	May kaisahan at may sapat na detalye at naayon ang pagpapaliwanag.	Konsistent, may kaisahan, kulang sa detalye at hindi gaanong naayon ang pagpapaliwanag.	Hindi ganap ang agkakabuo, kulang ang detalye at di naayon ang pagpapaliwanag.	
Kaangkupan sa Paksa	Angkop na angkop ang larawan sa paksang natalakay.	Angkop ang larawan sa paksang natalakay.	Hindi gaanong angkop ang larawan sa paksang natalakay.	Hindi angkop ang larawan sa paksang natalakay.	
Kabuuang Puntos					

SANGGUNIAN

MELCs – Most Essential Learning Competencies, ESP – Edukasyon sa Pagpapakatao Curriculum Guide

Brillon, L. A. & Rallama, Z. V. (2008). Ang Tao sa Kanyang Moral at Ispiritwal na Dimensiyon (Edukasyon sa Pagpapahalaga IV), 58. Gabay Eskwela Publishing House

Grade 10 Lesson 6	MUSIC Contemporary Philippine Music
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Name: _____

Quarter 3: Week 6

Learning Competency with Code:

Perform selections of contemporary Philippine Music (**MU10MC-IIIb-h-4**)



LET US APPRECIATE IT!

According to National Artist Ramon Santos, Ph. D., “contemporary music in the Philippines refers to compositions that have adopted ideas and elements from 20th century art music in the West, as well as the latest trends and musical styles in the entertainment industry.

The modern Filipino repertoire consists of musical pieces that have been written in 20th century idioms that have evolved out of such stylistic movement as impressionism, expressionism, neo-classism as well as avant-garde and new music.

Among the major Philippine contemporary composer who used traditional styles are Francisco Buencamino Sr., Francisco Santiago, Nicanor Abelardo, Antonio Molina, Hilarion Rubio, Rodolfo Cornejo, Lucio San Pedro and Ryan Cayabyab.

Activity No. 1

Directions: Perform your selected contemporary song.

Guide/Procedure:

1. Select your song from contemporary music (example: Kumukutikutitap by Ryan Cayabyab)
2. Perform it in a unique way by adapting a certain melody from other compositions that you like.
3. You may include using musical instruments such as guitar, flute, drum, keyboard, xylophone or any improvised musical instruments.
4. Maximum of three (3) minutes is allotted for the performance but should not be less than 1 minute.
5. Record it in any recording device.
6. For the submission process, ask your MAPEH teacher.

For sample video please click the link below:

With musical instruments : https://www.youtube.com/watch?v=XYjn2KZB6_4

For improvised: https://www.youtube.com/watch?v=XfZN_cXTDUE

UMALI MUSIKA BATO LEVI CUENCO PAG-IBIG GOMEZ

Rubric:

Rubrics	Beginning 2	Needs Developing 3	Proficient 4	Exemplary 5
Pitch	- uses non-voice - cannot maintain	-uses singing voice appropriately at times - has difficulty maintaining pitch consistently	- uses singing voice appropriately most of the time -maintains pitch for simple melodies -has minimal trouble maintaining pitch for complex melodies	- uses singing voice appropriately all the time - consistently maintains pitch for both simple and complex melodies.
Rhythm	- tempo is incorrect or fluctuates inappropriately for song - Rhythm is uncertainty and/or incorrect	- has difficult maintaining appropriate tempo consistently - rhythm is incorrect at times	- maintains tempo most of the time - Rhythm is correct for songs with simple rhythm patterns - has trouble with more complex rhythm patterns	- maintains appropriate tempo all the times - consistently performs correct rhythm patterns for both simple and complex songs
Dynamics	- dynamic level is often too loud, overpowering or so soft the song cannot be heard	- dynamic level varies inconsistently	-dynamic levels are consistent and generally appropriate to the song	- dynamics are appropriate for song and reflects notation
Expression	- has inappropriate or non-existent expression	- expression is appropriate at times	- expression is generally appropriate to the song	- expression enhances performance by adding depth and emotional stage

References:

Learner's Material

Horizons:Music and Arts Appreciation for Young Learners Grade 10. 2015

Cabanban Evelyn C. and Sunico, Raul.

Youtube

https://www.youtube.com/watch?v=XYjn2KZB6_4

https://www.youtube.com/watch?v=XfZN_cXTDUE

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