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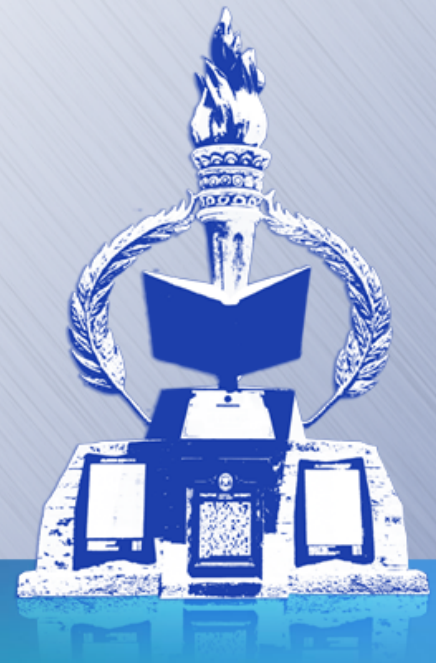
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December 2015

Band Arrangement and Analysis of Collected DepEd Bulacan Songs

Ariston E. Manuel
Philippine Normal University

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**BAND ARRANGEMENT AND ANALYSIS OF COLLECTED
DEPED BULACAN SONGS**

A Seminar Paper presented
to the Faculty of the College of Graduate Studies
and Teacher Education Research
Philippine Normal University
Manila, Philippines

In Partial Fulfilment of the Requirement for the Degree
Master of Education with Specialization in Music Education

ARISTON E. MANUEL

December 2015



Philippine Normal University
National Center for Teacher Education

APPROVAL SHEET

This special project entitled **"BAND ARRANGEMENT AND ANALYSIS OF COLLECTED DEPED BULACAN SONGS"** prepared and submitted by **ARISTON E. MANUEL**, in partial fulfilment of the requirements for the degree of **Master in Music Education**, is hereby recommended for approval and acceptance.

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E.A..MANUEL

ABSTRACT

Name: ARISTON E. MANUEL

Title of Special Project: Band Arrangement and Analysis of Collected DepEd Bulacan Songs for San Miguel National High School Band

Degree: Master of Education

Specialization: Music Education

Adviser: Prof. Glinore S. Morales, MA

Musical arrangement is considered valuable in understanding musical concepts that maybe taught in the school band. DepEd song arrangements will offer deeper insights into appreciation of the ideals and aspiration of the San Miguel National High School and the people of Bulacan.

Hence, it is imperative that an analysis be done on the possible positive effect of introducing musical arrangements to enhance the students' appreciation to music. The main purpose of this study is to arrange the DepEd Bulacan marches for San Miguel National High School Band use.

This research is descriptive in nature. It involved the collection of data in order to determine the status and descriptions of the DepEd Bulacan songs under study. The hymns and marches of the DepEd Bulacan songs are chosen for arrangements and analysis because the pieces could be used for SMNHS band.

The official DepEd Bulacan Songs including Awit ng Rehiyon III and DepEd Bulacan March as well San Miguel National High School Loyalty March and Pilipinas Kong Mahal were filed and collected.

The materials were carefully studied. The study considered and gave attention to the value and element of musical understandings. This is also the focus on the rudimentary characters and expressive intent of music, (rhythm, melody, harmony, tempo, dynamics and form) availability of instruments, and classification of instruments, arranging and harmonization techniques, and recording of the arrangements.

The arrangement gave enthusiasm to the students and teachers in singing the school songs in the flag ceremonies. It also gave strong interest to the San Miguel National High School band to play the arrangements. Those arrangements will now be played in the San Miguel National High School flag ceremonies, special programs, and other events.

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CHAPTER I

The Problem and Its Background

Introduction

De Leon (1999), stated that Article IV, Section 14 and 15 of the 1987 Philippine Constitution, provides for the preservation, popularization and promotion of the national and cultural heritage of the Filipino people. Arts and letters, of which music is an integral part, of is under the patronage of the state. One of the thrusts of the government is to give emphasis to Filipino music as part of the curriculum. Thus, it is important to build a music environment which stresses Filipino musicality so as to develop a deeper understanding of and fondness for Filipino music.

Aware of the significant role of music in the school curriculum, the Philippine Society for Music Education (PSME) formulated the basic Philosophy of Music Education in the Philippines which is primarily “aesthetic” education aimed at helping the learner to develop a sensitivity to the expressive qualities of music, let alone recognize the social, ethical, psychological, physical and other values.

Fronza (2001) mentioned that musical ensembles such as rondalla and choir have a great impact in the field of performing arts in the schools in our country for it is a great opportunity for the schools having musical ensembles to perform hymn, arrangements for piano, rondalla and choral especially during flag ceremonies and in important programs as well. Most of school hymns, Division and Regional Marches are accompanied with dance or actions. The essence of Rondalla and choral groups in these

practices contribute a lot on students' appreciation of traditional music and folk songs. Teaching band instruments in schools on different occasions such as programs, field demonstrations help students develop sensitivity to the expressive qualities of music and the development of soci-cultural values among others.

The Department of Education develop young individuals to embrace and uphold the Philippine cultural heritage to assure that the appreciation to the traditional music is truly infused in the hearts and mind of the studentry, the establishment of Special Program in the Arts is included to the school curriculum. Special Program in the Arts is a curriculum of Department of Education that offers different disciplines in arts such as Music, Dance, Theatre Arts, Creative Writing, Visual Arts and Media Arts.

San Miguel National High School (SMNHS) is one of the secondary schools in the Division of Bulacan that has Special Program in the Arts Curriculum. SMNHS started to implement this curriculum last school year 2006-2007. At present, the SPA Curriculum of SMNHS continuously scouts and trains musically inclined students who have a strong passion to make good music using traditional instruments and modern brass and woodwind instruments. The group is required to have a recital concert just before the school year ends as part of their culminating activity.

The great edge of the graduates of the SMNHS SPA is observed because most of them usually qualify to get scholarships from schools and universities that have band and orchestra. They have become members of the said group since skills that they have acquired from the SPA curriculum have made them better musicians.

The San Miguel National High School which was once called “San Miguel High School” was established on 1946. This school is one of the biggest schools in the Department of Education Division of Bulacan. At present, it has more than six thousand students. It is located in Scuola St., San Juan, San Miguel, Bulacan. San Miguel, Bulacan is the town where Nicanor Abelardo was born and lived. In the very sense, Miguelenos are truly music lovers and nationalistic.

SMNHS, aside from SPA Music also offers different curriculums such as Special Program in Sports, Special Science Class, Basic Education Curriculum for K-12, and Special Program in the Arts.

In this study, the analysis and band arrangement of school songs is presented. The researcher felt the necessity of having band arrangement ready for SMNHS band of SPA class. There were no existing band arrangements for DepEd Bulacan songs. The researcher’s initiative of arranging Deped Bulacan songs would somehow help the school and the group in playing those songs using their musical instruments instead of just relying on electronic generated music or minus one. Melodies for woodwind and brass wind instruments are carefully written according to instrument ranges and characteristics. In the reason that most of the bands in High School have limited number of instruments, the simplicity of melodies and harmonies will be observed.

Building a music environment stresses the development of deeper understanding and fondness for Filipino band pieces so they can be used in group singing. Studies on band arrangement conducted, so far have centered on the instrumental

and textural contents expressed therein. Several local studies have been done on Filipino songs and music, but they would not deal into the analysis and arrangement of the school hymns and marches for a marching band/ brass band that would be helpful to the school and in the SPA class in San Miguel National High School in the DEPED Bulacan. In particular, the researcher tried to analyse the band arrangements for the benefit of music teachers, music students, band conductors and those people who are interested in marching band/ brass band.

Conceptual Framework

Narzo (2005), explained that music is one of the arts that refines human sensibilities. As such, it enables man to see and hear the beauty of the things around him. Band music deserves a place in the elementary, secondary and tertiary level by reason of its unique, vital contribution to the growth and development of the youth. Through actual experiences related to various musical activities in the school, the learner develops his musical skills, acquires a growing knowledge of, and appreciation for music and cultivates a better personality. According to Maceda as cited by Narzo (2005), music education is intended for everyone not only for professional musicians because developing musicality of the population, is no more natural method of introducing the young to music that by teaching him the very songs that spring from the field in which he plays.

The better knowledge of music comes about through actual experience, specifically the performance of a piece of music. Teachers and learners need to find out

for themselves what music wants to say and how, in terms of the elements of music, and analysis of the arrangements will provide teachers and band directors with an understanding of what the music intends to communicate.

The use of band arrangement is seen as catalyst that would help revive the interest and the enthusiasm of young musicians, particularly the band directors.

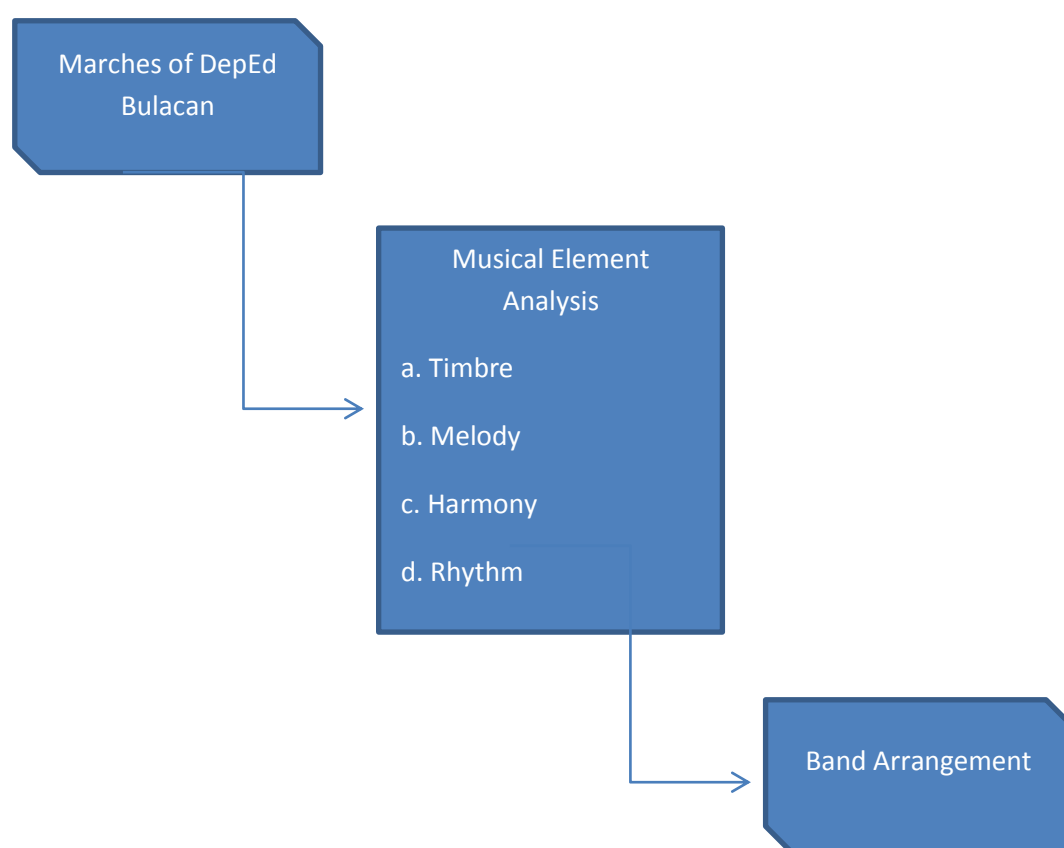


FIGURE 1: Conceptual Framework

This study's framework (Figure 1) depicts the proper analysis of musical elements of the DepEd Bulacan marches that pertains with timber, melody, harmony, and rhythm, the musical idea of a particular piece would have a clearer interpretation and it would be easier to transfer the concept to the SPA students or student band members.

The end result of this study would concentrate on the appreciation and usage of the arrangements particularly during school events.

The band arrangements which are intended for SMNHS band were checked and evaluated by researcher's music consultant, Maestro Alfredo S. Buenaventura, a well-known music professor, composer, and arranger in the Philippines.

Statement of the Purpose

The main purpose of the study is to collect, arrange and analyse Bulacan DEPED Hymns and Marches that can be utilized for SMNHS Band Use. Specifically, this study seeks to answer the following questions:

1. Analyse the marches used in DepEd Bulacan and its characteristics in terms of:
 - a. Timbre Element
 - b. Melodic Element
 - c. Harmonic Element
 - d. Rhythmic Element

2. Make band arrangements for DepEd Bulacan marches.

Significance of the Study

This study hopes to contribute to the search for a medium to promote its success. The study of the musical arrangement is considered valuable in understanding musical concepts that maybe taught in the school band and become aware of, and love their culture and heritage in terms of music.

The most common extra-curricular activities in school are programs and assemblies which are effective means of closer ties of friendship among teachers, students and members of the community. Hopefully the DepEd songs arrangements will offer deeper insights into and appreciation of the ideals and aspiration of the San Miguel National High School and the people of Bulacan

Scope and Limitations

The study covered the four selected hymns and marches from DepEd Bulacan namely: “Awit Ng Rehiyon III,” “DepEd Bulacan March,” and “San Miguel National High School Loyalty March” were analyzed and arranged in terms of timbre, melodic, harmonic and rhythmic elements of music. The “Pilipinas Kong Mahal” was also included even if it is very rarely sung. The study also considered the availability of the instruments and the capability of the players.

These chosen songs are the common songs usually sung during flag ceremony, school events are special programs. These songs are expected to be known by everyone specifically by students, teachers and staffs.

Determining the possible use of the song in the band is limited for use of music teachers, music specialization, arrangers, conductors and the San Miguel National High School Band.

Definition of Terms

The following terms and concepts were utilized within the context of this study for clarity, specificity, and for reader's convenience.

Arrangement - the art of formulating and adapting an already written composition for presentation in other than its original form. An arrangement may comprise harmonization, paraphrasing, and/or development of a composition, so that it fully represents the melodic, harmonic, and rhythmic structure

Arranger – a musician who adapts parts of a musical composition. Voice, harmonic structure, instrument, tempo, rhythm, and tone balance are all taken into consideration in order to attain the intended composition. The Music Arranger must also be able to convert their composition for a band, orchestra, choral group, or Artist in order to take the tune from its original style to another.

Band- a musical ensemble, usually brass, percussion, and often woodwind instruments, that plays especially for marching or open-air performances.

Brass Band- a musical group generally consisting exclusively of brass instruments, most often with a percussion section.

Clarinet – a woodwind instrument that has a straight cylindrical tube with a flaring bell and a single-reed mouthpiece. The instrument has an approximately cylindrical bore, and uses a single reed. A person who plays the clarinet is called a clarinetist or clarinetist.

Cornet – a brass instrument very alike to the trumpet, well-known by its conical bore, compact shape, and mellower tone quality. The most common cornet is a transposing instrument in B $\flat$. It is not related to the renaissance and early baroque cornett or cornetto.

Flute – a musical instrument of the woodwind family. Unlike woodwind instruments with reeds, a flute is an aerophone or reedless wind instrument that produces its sound from the flow of air across an opening.

Form - refers to overall structure or plan of a piece of music.

French horn - an instrument from brass family that is made of about 12–13 feet (3.7–4.0 m) of tubing wrapped into a coil with a flared bell.

Harmonic Element – deals with a musical sound that is made when two or more different pitches are played or sung at the same time.

Harmony- the combination of simultaneously sounded musical notes to produce chords and chord progressions having a pleasing effect.

Hymn - a form of song, frequently religious, definitely written for the purpose of praise, adoration or prayer, and usually addressed to a deity or deities, or to a prominent figure or personification styles. One implication frequently given is that of old songs, with no recognized composers; another is music that has been transferred and developed by a process of verbalized transmission or implemented by custom over a long period of time.

March - as a musical category, is a piece of music with a strong regular rhythm which in foundation was expressly written for marching to and most commonly performed by a military band usually in duple meter.

Marching Band-an assembly in which instrumental bands perform for the purpose of entertainment, exercise and sometimes for competition.

Melodic Element – pertains to logical succession of musical tones.

Melody- a rhythmically structured sequence of single tones so related to one another as to make up a particular phrase or idea.

Rhythm- the pattern of regular or irregular pulses caused in music by the occurrence of strong and weak melodic and harmonic beats.

Rhythmic Element – pertains to the combination of long and short notes and rests in music. These may move with the beat, faster than the beat or slower than the beat.

Sousaphone – a style of tuba that is generally employed in marching bands. Designed so that it fits around the body of the player and is sustained by the left shoulder, the

sousaphone may be readily played while being carried. The instrument is named after American bandmaster and composer John Philip Sousa, who popularized its use in his band.

Tenor saxophone – a medium-sized member of the saxophone family, a group of instruments invented by Adolphe Sax in the 1840s.

Texture – the manner how the melodic, rhythmic, and harmonic materials are combined in a composition, thus determining the overall quality of the sound in a piece. Texture is often described in regard to the density, or thickness, and range, or width, between lowest and highest pitches, in relative terms as well as more specifically distinguished according to the number of voices, or parts, and the relationship between these voices.

Timbre Element – pertains to the quality of a musical note, sound, or tone that distinguishes different types of sound production, such as voices and musical instruments, string instruments, wind instruments, and percussion instruments. In simple terms, timbre is what makes a particular musical sound different from another, even when they have the same pitch and loudness.

Trombone - a musical instrument in the brass family whose sound is produced when the player's vibrating lips cause the air column inside the instrument to vibrate. Nearly all trombones have a telescoping slide mechanism that varies the length of the instrument to change the pitch. Instead of a slide, the valve trombone has three valves like those on a trumpet

Trumpet – a brass wind instrument with the highest which is played by blowing air through closed lips, producing a sound that starts a standing wave vibration in the air column inside the instrument.

CHAPTER II

Review of Related Literature and Studies

This chapter deals with a number of related literature and studies which helped provide directions in preparing the basic framework of the research.

Presscott (1938) stated that previous to 1917, the World War was a definite milestone in the history of the school band. The emphasis before in the field of school instrumental music was placed on the orchestra; bands, as a rule, were neglected although a few organizations had come outstanding. After 1920 the order was reversed. So fast was the growth of the band that its evolution almost assumed the proportions of a revolution.

The reason for this motivation after 1920 was undoubtedly the interest generated in band music by the World War. Every regiment and camp had a band. The air was filled with martial strains. Educators immediately recognized the importance of band music as a stimulant to the emotions. Their attention was also attracted to the educational possibilities of this medium of artistic expression. Thus, the interest in band music, developed during the war, was naturally carried over into the schools.

Eliot. Et al. (1960) mentioned that music is a satisfying human experience. When the art of music is combined with the greater art of living, it becomes the most useful and practical subject. Today, family gatherings with playing different musical instruments as their activity is not as popular as it was but the same unifying power of music is still felt

in the school songs and the national anthem. Music is the spice of all social functions and that it is highly valuable for social development and unity.

Even Miché (2002), a renowned music writer, stressed that Education encourages the use of Music in education of children for many reasons. Music education of children is important to develop an aesthetic sense, facilitate motor and rhythmic development, promote cultural heritage, promote vocal and language development, promote cognitive development and abstract thought, and teach social and group skills.

Malcolm (1980) mentioned that time in the secondary schools is limited, and with ever-increasing demands in a competitive curriculum for a return to basics, music study easily could be neglected. Music also must be considered basic. If music is to be vital offering for all students in the secondary school, then teachers must continue to center it around the unique contribution it makes toward the growth of the individual-the development of the sensitivity of each person to the aesthetic content of music. It is true that there is a wide range of musical capacity and sensitivity, but every person is capable of finding some satisfaction and enjoyment as a consumer or producer of music on some level and in some medium.

Lautzenheiser, et al (1999), noted that music composition and arranging are essential to the creation of music. Composing, or creating a brand new piece of music, and arranging, or transforming an existing composition into something new, can be very rewarding. Trying with composing and arranging may surge your students understanding

of these musical developments. Since students are often encouraged by creative opportunities.

Winold (1966) stated that the way of adding tones or chords to a melodic line is known as harmonization. The progress of this method is one of the distinctive and most fascinating aspects of Western music. The two approaches as regards question of harmonization are additive and derivative approach. In additive approach, it begins with a melody and then adds other melodic lines or chords to it, and a derivative approach begins with a series of chords and then derives a melody from this. Winold also mentioned that derivative approach is easier. It is also possible to develop a melody from a single chord by using not only notes in the chord, but also some notes not in the chord sometimes called non-chord tones or non-harmonic tones. Another step would be to derive a melody from a series of two or more chords. To do this we must know something about the procedures for writing chord progressions.

Slonimsky (1989) defined harmony through its etymological meaning as harmonia in Greek word that signify an artful coordination between high and low sounds and a rhythmic arrangement of the notes of the melody over the years the word harmony has meant the simultaneous sounding of several voices. When harmony first emerged as a technique of composition, it was entirely consonant, limited to the use of perfect concords. The decisive step toward traditional harmony occurred around 1250, when thirds and sixths were adopted as acceptable consonant intervals. With the accession of

fauxbourdon, triads appeared in the form of the first inversion. Dissonant passing tones became more and more frequent.

On the surface, and compared with general music teaching, instrumental instruction appears to be relatively uncomplicated by considerations of knowledge and value. Spruce (2002) believed that instrumental teaching seems a very haphazard affair with distinctive extremes, depending on the individual teacher who can be somewhat isolated in the confines of the music room.

Getting people play any instrument without musical understanding-not “knowing music”- is an offense against human kind. It denies both feeling and reasoning and under such conditions the world becomes meaningless.

Even at the level of ‘knowing how’-the psycho-motor technical management of an instrument-there are insights according to (Spruce 2002) that need to be won into, how we actually learn complex skills and sensitivities, gaining control over sound materials.

Viloria (1996), mentioned that one important factor in forming beautiful sound is the “tone color,” a technical term for quality of sounds usually known as timbre. When the sound changes it means changes of tone color. Recognition of rhythmic patterns, melody, or harmony is not enough if the tone color has been disregarded. Most of the people and musical instruments can sing the Middle C at the same ranges but they differ in tone quality or tone color. Every instrument has its own tone quality or tone color, while human voice also has different in types such as soprano, alto, tenor, and bass. He

also mentioned about texture, which is great factor of music and is associated in vertical and horizontal relationship. Horizontal relationship expresses the linear characteristic of music or the melody while the vertical relationship expresses simultaneous sounding of notes that resolves with harmony that is usually hears from chords.

Pasamba (1978) mentioned that one of our principal educational responsibilities is the setting up of a music enlightening program which can provide the youth preparation in good social responsibility and active participation in schools and the community activities. She cited further that, while it also delivers for enhancement and development of the emotions through a program of arts and music, most schools propose opportunity for some kind of involvement in musical groups or ensembles. One of this is the program of instrumental music nurtures the kind of music appreciation and understanding that is effective to everyone.

Ricon (1994) cited that one of the most satisfying ways by which music appreciation is achieved through the school band. As part of the music program, the band is a direct avenue to the needed exposure to self-development and self-fulfilment. Moreover, in the appreciation of music, school bands have remained one of the most entertaining types of expression in any society. It is one of the most satisfying means of expression that contributes a great deal to the appreciation of its influence and significance.

Calubayan (2000) stated that Filipinos are gifted with an inborn ear in music. This is one particular reason why our musicians attain success all over the world. Even with

limited resources, we still come up with something worthwhile due to our own natural creativity.

Summary

The researcher used the books as his basis for his research providing him an extensive and comprehensive understanding on how this study would go, as well as giving the researcher a thorough judgment how the problem would be resolved. The researcher tried to solidify brass band arrangements which are significant to the members of high school brass band's performances.

Furthermore, the researcher added one folksong medley in his arrangements because he believes that the teaching of the native folk songs in schools is one of the fascinating approaches to the rediscovery, understanding and appreciation of our own culture. It is vital therefore to discover our own music as part of the heart of our musical knowledge. Folk songs also define our culture and nationality.

CHAPTER III

METHODOLOGY

This chapter discusses the methods and techniques used in the study. It also includes the subjects of the study, the instruments used in gathering data and the data processing and analysis.

Research Design

This research is descriptive in nature. Involving the collection of data in order to determine the status and descriptions of the DepEd Bulacan songs under study. The hymns and marches of the DepEd Bulacan songs are chosen for arrangements and analysis because the pieces could be used for SMNHS band.

Research Instruments

The researcher interviewed (*please see appendix for the interview guide*) music teachers in San Miguel National High School regarding the common songs being sung in the school most especially during special gathering and events. They are in full authority as well as in-charge in music instruction and the first people to coordinate with if musical presentation is needed in the school affair.

An actual interview to the teacher respondents was done by the researcher pertaining to songs that they are commonly played during certain school occasions. The said interview was conducted based on the time availability of the respondents

Procedure for Data Gathering

The flow chart (figure 2) presented below shows the platforms in the preparation of arrangements for marching band.

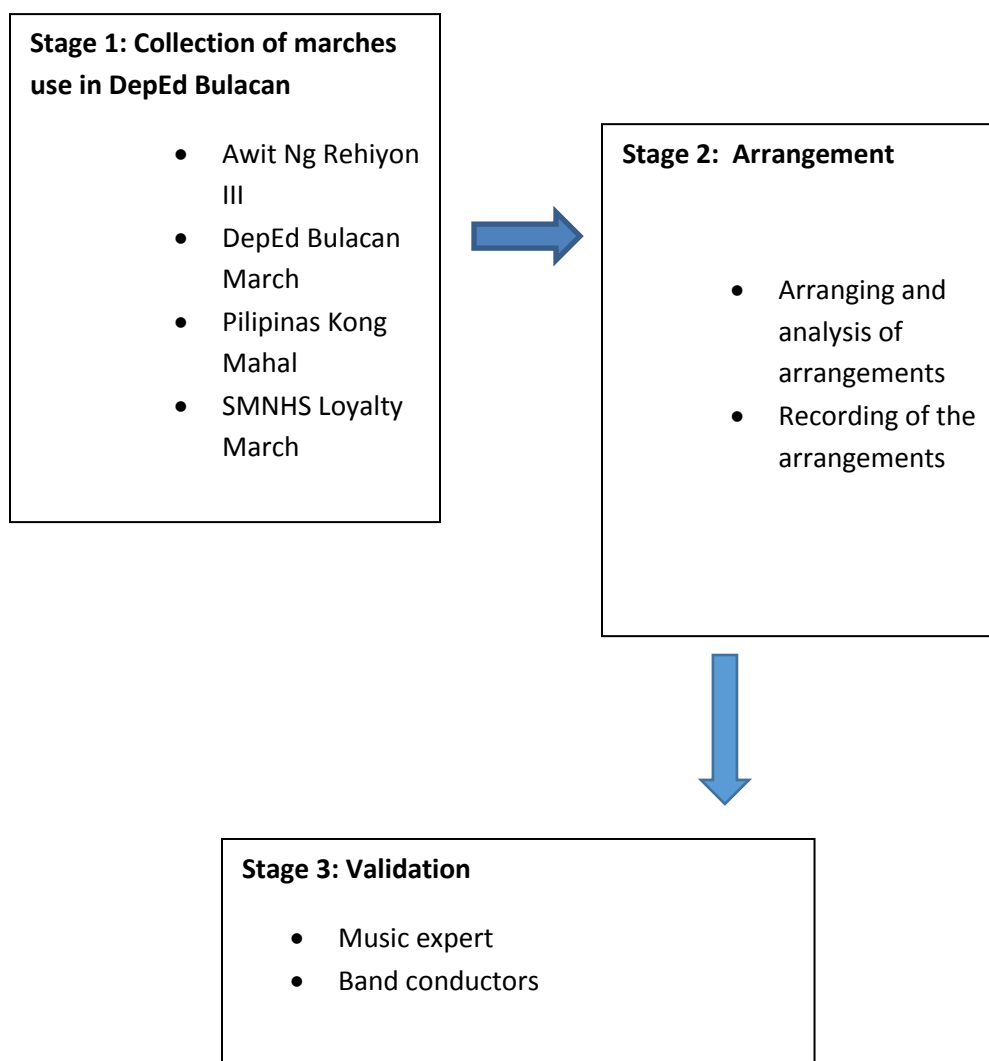


Figure 2: A flowchart showing the Platforms in the Preparation of the Musical Arrangements

Stage 1: Collection of Official Marches use in DepEd Bulacan

List of musical pieces

1. Official DepEd Bulacan Songs
 - Awit ng Rehiyon III
 - DepEd Bulacan March
2. Local School March
 - San Miguel National High School Loyalty March
3. Phillipine Patriotic Song
 - Pilipinas Kong Mahal

Stage 2: Arrangements and analysis

A careful study of each instrument's quality and elements was taken into consideration for proper musical understanding. The analysis focused on the rudimentary characters and expressive intent of music.

Winold (1966) stated that homophonic usually has a melody with accompaniment such as block chord accompaniment which every note of melody has a chord, sustained chord accompaniment which has one chord sustained against several notes of the melody, repeated chord accompaniment in which several chord of the accompaniment are sounded against one note of the melody, and the broken chord accompaniment or arpeggio where the notes of the accompanying chords sounded successively instead of simultaneously. He also stated that polyphonic

texture has two or more independent and clearly recognizable melodies. The analysis of polyphonic texture is apprehensive with the rhythmic activity, pitch motion, and melodic relationship of the various melodies, and with the number and spacing of the succession of notes.

Winold (1966), stated that the modulation is the shifting from one key (tonality) to another. To achieve this change, harmonies common to both tonalities are used, usually culminating in either a cadence or the statement of a theme in the new key. An important factor in a modulation is the pivot chord, which connects both keys.

In order to make the arrangement more expressive, the researcher considered all stated concepts regarding textures and modulations and the researcher also used several music dynamics and expressions such as crescendos, decrescendos, sforzando, piano, forte, etc.

The San Miguel National High School Band has its own musical instruments but not enough for all the members that is why some who are in the group provide their personal instruments. The school has instruments: five trumpets, one French horn, four trombones, two sousaphones, ten clarinets, one flute, one alto saxophone, and a set of drum and cymbals. Some students have their own flutes, tenor saxophones, and baritones.

The selected Grade Seven students who decided to enrol in Special Program in the Arts would have to go training from the very start of the class

opening. When they reach their ninth and tenth grade, they would be the official members of San Miguel National High School Band.

Members of the San Miguel National High School Band are grouped into sections. First clarinet players play higher register notes like *Do* to *Sol* in third octave and *Fa* to *La* in second octave for first trumpet players.

The marching band instruments were classified as follows.

Woodwind Instruments:

Clarinets, flutes, tenor saxophone, and alto saxophone

Brass Wind Instruments:

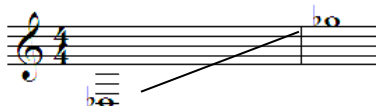
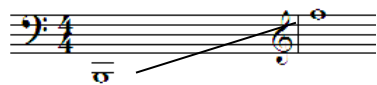
Trumpets, French horns, trombones, baritones, and sousaphones

Percussion Instruments:

Bass drum, snare drum, and cymbals

It is essential to study and consider the key and the range in the selection of the suitable music to the instrument available, according to Philippine Obussier, (1977)

The ranges of the instruments are as follows:

Flute 	Clarinet 
Soprano Saxophone 	Alto Saxophone 
Tenor Saxophone 	French Horn 

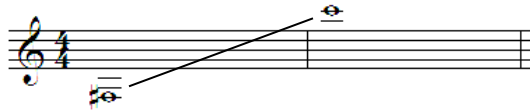
Baritone



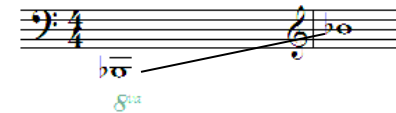
Trombone



Trumpet / Cornet



Sousaphone / Tuba



The collected songs were arranged and analysed in terms of elements with consideration to the availability of musical instruments, instrument ranges, and band members' capabilities. The arranged music was checked and evaluated by Dr. Alfredo S. Buenaventura, a well-known music professor, composer, and arranger in the Philippines.

The researcher carefully applied suitable pitches and rhythms in the melodies of every instrument and observed its vertical relationship to ensure the good sounding results. He also considered the tone colour and the sound quality of the family of instruments to create variety of textures.

Recording of the Arrangements

Every melodic line created was encoded in a music software application that manages and manipulates musical symbols. This recording procedure was made in order

to preserve the arrangements and to hear its actual sounding tones. The software used is Finale 2014 trial version.

Stage 3. Validation

The band arrangements were presented to the two band conductors of San Miguel National High School and to Professor Alfredo S. Buenaventura.

The arrangements were played by SMNHS band and they gave enthusiasm to the students and teachers in singing the school songs in the flag ceremonies. It also gave strong interest to the San Miguel National High School band to play the arrangements. Those arrangements will now be played in the San Miguel National High School flag ceremonies, special programs, and other events.

CHAPTER IV

Presentation, Interpretation, and Analysis of Data

This chapter presents the materials which were gathered from the very start of the study. The methods and procedures including the analysis are also discussed this chapter.

The precedence of the study was to analyse and make band arrangements for the collection of DepEd Bulacan songs intended for the use of the band of San Miguel National High School Special Program in the Arts. The songs were taken in the songbooks from DepEd Bulacan Division Office's Nais Kong Umawit authored by DepEd supervisor in Music and Arts, Mr. Marquez T. Cartel, the book Folksong of Central Luzon, and Umawit At Gumuhit 6. The "San Miguel National High School Loyalty March" was transcribed only from a pioneer teacher of San Miguel National High School who until now knows the melody of the song by heart.

This study would be a great help to music teachers in terms of school songs familiarization. This work provided wide range of information regarding instrumentation, intervals and transposition that music teachers can make use of in their music classes.

The Marches

March Number 1:

Awit Ng Rehiyon III

This music of this song was composed by Augusto L. Miranda with the assistance of Salvador R. Imperio for the lyrics. They were the former Music Supervisors in Region III in 1983 wherein the Philippine education was still under the Ministry of Education, Culture, and Sports (MECS). The song emphasizes a strong glorification of Region III by giving honour and pride to the region.

Region III is composed of seven provinces such as Bulacan, Pampanga, Nueva Ecija, Bataan, Zambales, and Aurora. This region is remarkable in our country because of its abundant contribution to our local history. Mount Samat and Corregidor and Bataan are just some of the historical places in our nation. These places became our defense line during World War II. Nueva Ecija is recognized as the Land of the Golden Grains where the majority of the rice crops in our country came from its rich land. Pampanga is recognized as the culinary capital of the Philippines. Countless delicious dishes and delicacies came from this place. Many Filipino heroes such as Marcelo Del Pilar, Trinidad Tecson, Simon Tecson, Francisco Balagtas, and Mariano Ponce originated from Bulacan.

The song is sung during flag ceremonies in the elementary and secondary school of the Region III. The song is also sung in the special events such as graduation, regional competitions of the schools, and Central Luzon Regional Athletic Association Meets that are held annually.

The song “Awit Ng Rehiyon III” was written in key of C. The form used in the song is simple. To emphasize the tone colors and quality of the different instruments in

the arrangements, the researcher avoided the application of *tutti* to the entire music and applied only in some parts, in the introduction and ending. There were some parts in the arrangement where the clarinets dominated the melodies and some parts where dominated by brass winds. This technique gave varieties of color in the musical arrangement.

Below is the lyrics of Awit Ng Rehiyon III:

Awit Ng Rehiyon III
*Ang Gitnang Luzo'y katangi-tangi sa dibdib ng ating lahi,
 S'ya'y nangunguna sa lahat!
 Kung kaunlaran ang s'yang hangad,
 Itong rehiyon tatlo'y paka-ibigin,
 Na s'yang dangal ng bayan natin.
 Tanghalin siya't ating awitan,
 Kamangyang ay ating ialay.
 (Repeat all.)
 Kamangyang ay ating ialay!*

The original notation is shown in plate 1.

Plate no. 1 Awit Ng Rehiyon III

A.L. Miranda/S.R. Imperio

March Tempo

Ang git - nang Lu-
 zo'y ka - ta - ngi - ta - ngi sa dib - dib ng a - ting la - hi. S'ya'y na - ngu - ngu - na sa la - hat. Kung ka -
 un - la - ran ang s'yang ha - ngad, i - tong reh - yon tat - lo'y pa - ka - i - bi - gin, na s'yang da - ngal ng ba - yan
 na - tin. Tang - ha - lin si - ya't a - ting a - wi - tan, ka - man - yang ay a - ting i - a - lay! Ang git -
 ting i - a - lay, ka - man - yang ay a - ting i - a - lay!

In the band arrangement with regards to its timbre elements, all instruments are simultaneously played with fortissimo in the introduction part that gives exciting intensity and texture. In the measure number nine where the introduction is ended and the first line starts with the pick-up notes, the dynamics change from fortissimo down to forte for the clarinets and the high brasses are at rest to emphasize the warmth in the melody. The Clarinet phrases ends in measure number thirteen and the trumpet lines start to shine after the part of the clarinets. The dynamics is changed from forte to mezzo forte because the brasses are louder than woodwinds and resulting to a great balance. The flute is played with the trumpets to give more brilliance to the color. In measure number twenty-one to thirty-three and other parts of the arrangement, the *tutti* is finally observed that gives a thicker texture to the harmony.

With regards to its melodic elements, the pitch progressions moved usually in stepwise with occasional skip wise movements.

In the harmonic elements, the harmonization of tonic, mediant or thirds, dominant, and dominant seventh are usually observed (*see figure 5*). The use of passing tones becomes frequent in the arrangement and serves an important role for having wide ideas of melodic lines of every instrument.

Figure 5

With regards to its rhythmic elements, the march was written in compound meter 6/8. The percussion becomes consistent to its rhythm but the snare drum has alternative fill in effect in some parts by using snare roll as shown in the *figure 6* below. The dynamics in the percussion was lessened its intensity except in the introduction part and in last seven measures. Additional cymbals to some parts were considered to give accents expressions.



Figure 6

March Number 2:

DepEd Bulacan March

The music of this song was composed by Marquez T. Cartel, the Education Program Supervisor in Music and Arts and the lyrics was written by Imelda Galang, the former Education Program Supervisor in Filipino. Bulacan is a province from Region III which is near Manila. The capital of Bulacan is the City of Malolos where the Division Office of the DepEd Bulacan is located.

The “Deped Bulacan March” is always sung during flag ceremonies of all elementary and secondary schools in the division after the singing of “Awit Ng Rehiyon III.” The song glorifies and inspires the Education system of Bulacan including its mission and vision, teachers, students, and administrators.

The DepEd Bulacan March music is quadruple in meter and originally in key of D. The musical form is in binary form (AB) because of its having two melodic and rhythmic ideas.

Below is the lyrics of DepEd Bulacan March:

DepEd Bulacan March

Koro:

Mabuhay ang DepEd ng Bulacan

Mabuhay ang kanyang adhikain

Mabuhay ang guro't mag-aaral

At tagapamahala

I

Katapatan sa tungkulin alay natin sa inang bayan.

Kaya't mithiing na tagumpay ngayo'y nasa ating palad. (Koro)

II

Ang paghubog at paggabay, misyon sa ating kabataan,

Maging mabuting nilalang, dangal ng buong sambayanan.

Koro II:

Mabuhay ang DepEd ng Bulacan

Mabuhay ang kanyang adhikain

Mabuhay ang guro't mag-aaral

At tagapamahala

Mabuhay ang DepEd ng Bulacan!

DepEd Bulacan mabuhay ka!

The original copy and notation of DepEd Bulacan March is shown in plate 2.

Plate no. 2

DepEd Bulacan

Marquez T. Cartel

Ma-bu-hay ang Dep-Ed ng Bu-la-can! Ma-bu-hay

ang kan-yang ad - hi - ka-in! Ma-bu-hay ang gu-ro't mag - a - a - ral at

To Coda

ta - ga-pa-ma-ha - la. Ka - ta - pa - tan sa tung-ku - lin, a - lay na -
Ang pag-hu - bog at pag-ga - bay mis-yon sa

tin sa i - nang ba - yan, ka - ya't mit - hing na ta-gum-
a - ting ka - ba - ta - an. Ma-ging ma - bu - ting ni - la -

1. pay nga-yo'y na - sa a - ting pa - lad. Ma-bu-hay
lang, da-ngal ng buong sam - ba - ya - nan. *rit.*

2. *D.S. al Coda*

lad. Ma-bu-hay la. Ma-bu-hay ang Dep-Ed ng Bu - la-can! Dep-

a tempo

Ed Bu - la - can ma - bu - hay ka.

In the band arrangement of the song with regards to its timbre element, The *tutti* is consistently applied in the first part of the music (measure 5-12) where the chorus part of the song is reflected. This move brings out richer texture but the dynamic lessens from

forte to mezzo-forte to give some variations of mood. To feel the quality of the woodwind or reed instruments such as clarinets, alto saxophone, and tenor saxophone led in the other parts while the high brasses are rested including the flute. The sweet and feminine quality of the sound is heard in that procedure. The low brasses such as French horn, trombones, baritone, and Sousaphone, consistently played to diminish reedy sound. On the other part of the arrangement the trumpets led the melodies and harmonization while the reed instrument is at rest. This procedure led the sound characteristics into the masculine quality. The flute joins the trumpet section to give more brilliance and to lessen the character of metallic sound. The contour of the form instrumentation is shown in figure 7. The changes of dynamics and using of crescendos are applied in the last four measures of the verses to avoid sudden loudness when it goes back to the chorus part.

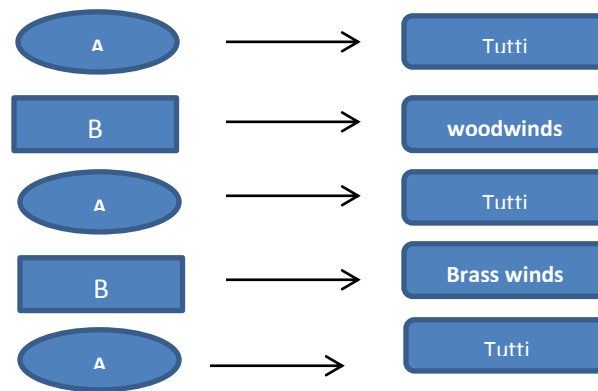


Figure 7: The music flow and the corresponding instrumentation

In terms of melodic elements, the high pitches wind instruments moves in descending and ascending with stepwise steps while the trombones, baritones, and

sousaphone moves in skip wise manners. The original melody of the march usually moves in stepwise with descending patterns.

With regards with harmonic elements, the music was sounded in the major key, the harmonization of the tonic, major third, and dominant were applied to the arrangement with some contrasting counter melodies in the verses enriching the harmony. The tenor saxophone played the counter melody for the woodwind section as shown in figure 8-A and French horn for the brass section with the harmonization of diminished third and fifth as shown in figure 8-B. Diminished third and diminished fifth were also applied occasionally to give more variants to the harmony.

Figure 8-A displays a musical score for woodwind instruments. The parts include Flute, Clarinet in B♭ 1, Clarinet in B♭ 2, Clarinet in B♭ 3, Alto Sax. 1, and Tenor Sax. The score begins at measure 23 and continues through measure 27. The Flute part is mostly rests, with a first ending bracket over measures 25-27. The other instruments play a rhythmic melody, with the Tenor Saxophone providing a counter-melody. Dynamics include *f* (forte) and *ff* (fortissimo).

Figure 8-A

Figure 8-B displays a musical score for brass instruments. The parts include Trumpet in B♭ 1, Trumpet in B♭ 2, Trumpet in B♭ 3, and Horn in F 1. The score begins at measure 27 and continues through measure 31. The brass instruments play a rhythmic melody, with the Horn in F 1 providing a counter-melody. Dynamics include *ff* (fortissimo).

Figure 8-B

With regards to rhythmic elements, the researcher applied triplet rhythm in some part as shown in figure 10 to enrich the festivity of the sound quality. Those applications were applied in the instrument that served as supplementary melody such as first and second clarinets, saxophones, trombones, baritone, and sousaphone.

Figure 9 displays musical notation for four instruments: Clarinet in B♭ 2, Clarinet in B♭ 3, Alto Sax. 1, and Tenor Sax. The notation shows a triplet rhythm (three eighth notes beamed together) in the second measure of the first three staves, marked with a dynamic of *mf* (mezzo-forte). The bottom staff (Tenor Sax.) also shows a triplet rhythm in the second measure, marked with a dynamic of *mf*. The notation continues across the measures, with the bottom staff showing a triplet rhythm in the third measure, marked with a dynamic of *mf*.

Figure 9

Music is not made into duple meter unlike most of the marches; the researcher intentionally applied to the majority of the percussion line the contrast of the snare drum to the bass drum to have a marching accent as shown in the figure 10. The tempo is about one hundred ten beat per minute to feel the marching speed but is easy and manageable to sing. Tutti was applied in the introductory part with strong dynamics in order to give

inspiring spirit and festiveness in the music. This is observed in the measures number one to five of the band arrangement.



Figure 10: Percussion's rhythm

Figure 9

March Number 3:

San Miguel National High School Loyalty March

The “San Miguel National High School Loyalty March” is the school song of San Miguel National High School(SMNHS). SMNHS was established in 1946. The school song was composed by Pacifico Payawal. The song has touched the lives of the students, employees, and former students of SMNHS where the researcher is an employee and a former student from this institution. Being one of the reasons why the latter was very much eager to conduct this study. The song has no available copyrighted pages. Only former music teachers of the institution helped the researcher in transcribing the notation and reviving the lyrics of the song.

Below is the lyrics of SMNHS Loyalty March:

Paaralan kong nilul'walhati, sa puso't isip namamalagi

Kung dahil sa baya't lahi, sulong at mabuhay!

Koro:

Ipagdiwang ang tagumpay, alay putong at timbulan

Ang dangal, puri't pangalan sa iyo'y aming ibibigay

Mga guro't mag-aaral, pag-ibig ay walang hanggan

Bathala nami'y patnubay ngayon at kailanman. (Repeat koro)

The song is written in 2/4 time signature and is originally in key of G. The musical form is binary that illustrate two musical ideas. The first part observes a majestic mood while the other part is lively. Some melodies are not easy to sing because of some accidentals applied to it. Hence, the song couldn't be changed to give respect and credit to the composition of the composer.

In the band arrangement, the researcher preserved the traditional melody in terms of tonalities and rhythms. As shown in figure 11, originally, the melodies on the eighteenth and nineteenth measures applied minor second interval requiring the use of parallel major (mi- #sol- ti) of the relative minor chord for harmonization to avoid dissonant effect.

With regards to timber elements, the manipulation of the wind instruments in the first pass of the second part of the music gives calmness especially when the mezzo-piano is applied in the thirty-eighth measure. The brilliance of the tone colors produced by the

brass sections on the forty-second up to fifty-seventh measures is observed but the sweetness is heard on the

Figure 11 shows a musical score for measures 15 and 16. The instruments listed are Flute, Clarinet in B♭ 1, Clarinet in B♭ 2, Clarinet in B♭ 3, Alto Sax., and Tenor Sax. The Flute part has a first ending bracket over measures 15 and 16. The other instruments play a steady rhythm of quarter notes.

fifty-fourth to fifty-seventh measure through the application of *dolce* and tremolo of the flute. The *tutti* was applied of the first and last part of the music; therefore, variation of tone colors has enriched the quality of the music (see figure 12 A and 12 B.)

Figure 11 shows a musical score for measures 15 and 16. The instruments listed are Flute, Clarinet in B♭ 1, Clarinet in B♭ 2, Clarinet in B♭ 3, Alto Sax., and Tenor Sax. The Flute part has a first ending bracket over measures 15 and 16. The other instruments play a steady rhythm of quarter notes.

Figure 11

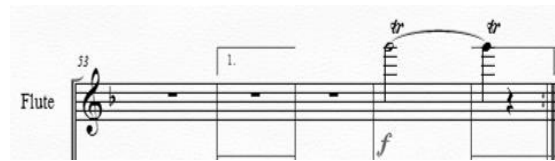


Figure 12 A

Figure 12 B

With regards to its melodic element, some pitch progressions are unpredictable through the use of borrowed notes that give more exciting moods. Borrowed notes are usually heard in both first part and second part.

The harmonic element of the march is in simple form. Major thirds are usually heard in the arrangement and the similarity of the pitches of the sousaphone and baritone will be observed.

The rhythmic element of the march gives two contrasting characters to the arrangement. Majestic character will be noticed to the first part of the music while the lively mood will be observed in second part through the counter beat of the snare against the bass drum..

The *ritardando* was applied in the last part of the music to emphasize that the music is about to end.

Song number 4:

Pilipinas Kong Mahal

One of the greatest musicians in the history of the Philippine music is Francisco Santiago of Sta. Maria, Bulacan who wrote the song “Pilipinas Kong Mahal”, a loyalty song for the Philippines. This song is always sung in many of the government agencies affairs and usually in the last part or closing programs. The music is triple in meter having the time signature of $3 / 4$ with moderate tempo and is usually in the key of C. This song has a one part form or has only one musical idea.

Below is the lyrics of Pilipinas Kong Mahal:

Pilipinas Kong Mahal

Ang bayan ko'y tanging ikaw, Pilipinas kong mahal.

Ang puso ko at buhay man, sa iyo ibibigay

Tungkulin kong gagampanan na lagi kang paglingkuran

Ang laya mo'y babantayan. Pilipinas kong hirang..

As part of the timbre element, the researcher applied tutti from the very beginning up to the end of the piece. All instruments are played simultaneously with strong dynamics in the first five measures to make the sound majestic. On the sixth measure up to sixteenth measure, the dynamic slowly is reduced from fortissimo down to mezzo-forte. Movement gives pleasing and calm moods to the song that is really appropriate and coordinated with its lyrics. On the seventeenth measure, the crescendo is applied in preparation for the strong dynamics on the nineteenth. The second trumpet reinforced the main melody. Third clarinets also reinforced the main melody by playing the same notes in one octave lower that leading to a thicker sound quality.

With regards to its melodic element, the pitches of the music are commonly skip wise. Flutes and first clarinets played the same melodies in higher register

In some parts of the woodwinds section, the harmonization of the third intervals is applied, the saxophones accompanied the running melodies of the clarinets and flute as shown in the figure 13. The trumpets did the same procedure and the French horn serve as counterpoint to the melodies by using simple rhythm of running eighth notes as shown in figure 14.

Figure 13 shows a musical score for five instruments: Flute, Clarinet in B $\flat$ 1-2, Clarinet in B $\flat$ 3, Alto Sax., and Tenor Sax. The score is written in 2/4 time and features a key signature of one sharp (F#). The Flute part begins with a measure rest, followed by a melodic line. The Clarinet parts play a rhythmic pattern of eighth notes. The Alto and Tenor Sax parts play a harmonic line of quarter notes.

Figure 13

Figure 14 shows a musical score for six instruments: Trumpet in B $\flat$ 1, Trumpet in B $\flat$ 2, Horn in F, Trombone 1-2, Baritone, and Sousaphone. The score is written in 2/4 time and features a key signature of one sharp (F#). The Trumpet and Horn parts play a melodic line. The Trombone, Baritone, and Sousaphone parts play a harmonic line of quarter notes.

Figure 14

The music is in 3 / 4 time signature as what other or waltz compositions have. The researcher applied rhythm dissimilar to the basic of waltz as shown in figure 15 and the snare drum is played with tremolo effect that gives it a strong character.



Figure 15

Through examining the harmonic structure, melodic, and rhythmic content of the band arrangement, compositional practices become clear. As stated to the analysis, the band arrangements intended for the DepEd Bulacan marches gave a high esteem for their suitability of its use. This is not only because the pieces are rhythmically achievable, but also because of the musical concepts and distinction that can be taught while rehearsing and playing them. Moreover, the harmony integrated to the arrangement that was used was considered playable by secondary school ensembles.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presented the summary of the Band Arrangement and Analysis of Collected DepEd Bulacan songs with the corresponding major findings, conclusions and recommendations.

The Problem

To recapitulate, this study focused on the band arrangement and analysis of collected DepEd Bulacan songs for the use of San Miguel national high school. To achieve this goal, the researcher presented, discussed and analyzed the characteristics of the aforementioned DepEd songs in terms of elements of music, availability of the instruments, capabilities of the players for SMNHS Band Use.

Specifically, the study sought to: 1) determine the characteristics of the Bulacan DEPED hymns and marches in terms of timbre, melodic, harmonic, and rhythmic elements; 2) describe the availability of the band instruments in the school and; 3) the capability of the band members in playing the band instruments.

Summary of Findings

The following are the findings of the study:

The Melody of the Arrangements

In terms of melody, it covered both tonality and rhythm that gave musical flow to the arrangements. The arrangement was intended for community singing. The latter was the reason why the song preparation was done in the middle ranges so that these could easily be sung. The researcher considered different ranges of tonalities to the arrangement where the applied key signatures were nearer to its original composition and with less signs of flats and sharps. Most of the melodies of each instrument could be played independently. That matter gave great accessibility for the instrumentalists to play the music well without affecting the difficulties for singing, not so high and not so low in pitch. The melodic progressions of the arrangements were also played conveniently by the instrumentalists. The rhythms were not complicated, were simplified, and were appropriate to the musical instrument capabilities. Fast rhythms were typically arranged and given only in small and agile instruments such as flutes, clarinets, and trumpets. Slow to moderate rhythms were frequently assigned to big instruments such as sousaphones, baritones, and trombones. More of the syncopated rhythms were assigned to French horn as expected. The percussion instruments normally played the standard rhythm and filled with snare rolls for some entrances of musical phrases.

The Harmony of the Arrangements

Enriched harmonies were seen in the study. Brass band generally is composed of a big group of different wind instruments. The construction of harmonization for each section of the instruments gave great impact in the harmony. Harmonization of the first,

second, third clarinets and trumpets was applied in the entire arrangement. Melodic reinforcement was avoided for the reason that instruments in SMNHS band is limited. With that, the need for melodic reinforcement was given to the saxophones. The baritone reinforced the melody of the sousaphones automatically with one octave higher to generate thicker and richer texture to the harmony. The first and second trombones were commonly played in same rhythm but in different pitches that generates more harmonies. The sound of the crash cymbals were triggered through the hit of bass drum that contributed thicker and stronger sound accents.

The Tempo and Dynamics

The 120 beats per minute standard speed for marches is not manageable for singing. Moderately fast speed such as 100-110 beats per minute is recommended to the arrangements for marches specifically for school songs arrangement. The arrangement for the song “Pilipinas Kong Mahal “recommends the slow to moderate tempo of 60 beats per minute.

The application of forte, piano, crescendos, accents, and other form of dynamics gave more suitable moods and spirit to the arrangements. Loudness applied to the majority of introductions gave strong impressions in the beginning of music.

The dynamics in the arrangement contributed strong emotions and characters in particular musical phrases, stanzas, and parts. It invites the listener to listen more and to sing the school songs while the band plays the arrangements.

The Forms

The original musical forms of the collected songs were not be changed due to the respect to its composers and to avoid confusion in community singing. The flows of the musical parts are the same as the original.

Conclusions

1. Proficiency in intervals and transposition is extremely necessary for brass band arrangement since the wind instruments have different keys such as C instruments like sousaphone, trombone, baritone, and flute; trumpet, clarinet, and tenor saxophone for Bb instruments, alto saxophone for Eb instruments, and French horn for F instruments.

2. Tone colors of the family of instruments must be considered and maximized to have wider variety of sound excellence in the arrangement. Providing access for each family of instruments and combining those gives result of extensive beauty of the entire arrangement.

3. Knowledge in the ranges of wind instruments is a need for making band arrangement. Every instrument has its own advantages and limitations in terms of precision of the finger keys and the highness and lowness of the pitches it can be played.

4. Having band arrangements of school songs in San Miguel National High School Band has offered a more interesting, elegant, and fulfilling flag ceremonies and programs. It has strongly motivated the body of students to sing those school songs.

Recommendations

In light of these conclusions of the study, the following recommendations are offered:

1. Pupils/students should be taught the school songs for the preservation of local culture and Filipino values.
2. San Miguel National High School should provide close supervision to the Special Program in the Arts Music class in order to maintain the brass band and keep students musically inclined and be a great asset in the school.
3. The schools should help in popularizing and promoting schools songs and bands.
4. Further study on other DepEd School songs in the Philippines should be undertaken to have more ready band arrangements for the SPA Classes.

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Appendices

Appendix A

BIOGRAPHICAL SKETCH

The author was born on February 22, 1977 at old Sta Rita ,San Miguel, Bulacan. He is the second child of Mr. Mr. Armando L. Manuel and Mrs. Consolacion E. Manuel.

He started his basic education at Dr. Juan Pascual Memorial School for his elementary and at San Miguel National High School for his Secondary Education. Because he came from a family of teachers, the researcher strived to pursue a degree which many still consider to be the noblest profession.

It was 1995 when he enrolled at the St. Paul University in San Miguel, Bulacan to take up a four-year education course, Bachelor in Elementary Education. Since the researcher has a deep passion to music, he was to understand and play different musical instruments. This paved the way on giving him an opportunity to be a regular organist in the school.

He graduated in March of 1999. He passed the Licensure Examination for Teachers in the same year.

His experience as an educator started at Sto. Rosario Sapang Palay College at Sapang Palay, City of San Jose del Monte, Bulacan. He was assigned to teach Physical Education, Health and Music (PEHM) classes. He served as the choir director in the school for more than a year.

Due to his desire to serve public education in wider perspective, he resigned from SRSPC. He was hired as a public elementary teacher at Sapang Palay National High School, Sapang Palay, in City of San Jose del Monte, Bulacan on 2000 .

He sought transfer to Carlos F. Gonzales High School in San Rafael, Bulacan . He was not able to finish his class school year in the school because he was given a chance to serve his hometown, San Miguel , Bulacan. He was then assigned at Vedasto R. Santiago High School. He was able to put up a choir and Drum and Lyre in the school.

He decided to serve a nearer barangay school from his residence. His request to transfer was granted in 2012. Since then up to the present, he is serving San Miguel National High School . His prowess in music led him received an Outstanding Music Teacher in the Division of Bulacan last February 2013. He was able to send students in NAMCYA. They represented DepEd Bulacan in Traditional Music Ensemble Category. He is the current Music Coordinator at SMNHS Special Program in the Arts Specialization in Music.

He married Michelle A. Manuel, an elementary teacher at San Vicente Elementary School in San Miguel, Bulacan. They were blessed with two kids, ten-year old Liszt Adeline and six-year old Armand Joseph. They were his inspiration to pursue all his undertakings in life.

The author remains positive when Philippine Education is concerned. For him, giving every Filipino child the opportunity to learn is the greatest achievement a teacher has.

Appendix B

Authenticity Result

	Philippine Normal University College of Graduate Studies and Teacher Education Research PUBLICATION OFFICE	
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AUTHENTICITY RESULT

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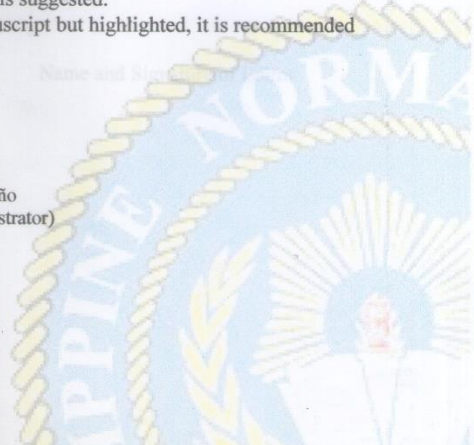
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Appendix C

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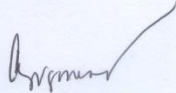


Philippine Normal University
The National Center for Teacher Education
Faculty of Arts and Languages

26 Oct. 2015

CERTIFICATION

This is to certify that I have read and edited in its entirety the Seminar Paper of
MR. ARISTON MANUEL on "Band Arrangement and Analysis of Collected Deped
Bulacan Songs."



Prof. Ma. Concepcion Y. Raymundo

Name and Signature of Editor

Appendix D

Transcribed Original Pieces of the Songs

Awit Ng Rehiyon III

A.L. Miranda/S.R. Imperio

March Tempo

Ang git - nang Lu-

10
zo'y ka-ta-ngi - ta - ngi sa dib - dib ng a - ting la - hi. Sya'y na - ngu - ngu - na sa la - hat. Kung ka-

21
un - la - ran ang s'yang ha - ngad, i-tong reh - yon tat-lo'y pa-ka - i - bi - gin, na s'yang da - ngal ng ba - van

31
na - tin. Tang-ha - lin si - ya't a - ting a - wi - tan, ka-man-yang ay a - ting i - a - lay! Ang git-

41
ting i - a - lay, ka - man - yang ay a - ting i - a - lay!

DepEd Bulacan

Marquez T. Cartel

§

Ma-bu-hay ang Dep-Ed ng Bu-la-can! Ma-bu-hay

ang kan-yang ad-hi-ka-in! Ma-bu-hay ang gu-ro't mag-a-a-ral at

To Coda

ta-ga-pa-ma-ha-la. Ka-ta-pa-tan sa tung-ku-lin, a-lay na-Ang pag-hu-bog at pag-ga-bay mis-yon sa

tin sa i-nang ba-yan, ka-ya't mit-hing na ta-gum-a-ting ka-ba-ta-an. Ma-ging ma-bu-ting ni-la-

1.

pay nga-yo'y na-sa a-ting pa-lad. Ma-bu-hay lang, da-ngal ng buong sam-ba-ya-nan.

rit.

2. *D.S. al Coda*

lad. Ma-bu-hay la. Ma-bu-hay ang Dep-Ed ng Bu-la-can! Dep-

a tempo

Ed Bu-la-can ma-bu-hay ka.

SMHS LOYALTY MARCH

PACIFICO PAYAWAL

16 PA A RA LAN KONG NI LUL WAL HIA TI SA PU SOT I SIP MA MA MA

23 LA GI KUNG DA HIL SA BA YAT LA HI SU LONG AT MA BU HAY

32 PAG DI WANG ANGTA GUM PAY A LAY PU TONG AT TIM BU

40 LAN ANG DA NGAL PU RIT PA NGA LAN SA YOY A MING I BI BI GAY

49 MGA NGA GU ROT MAG A A RAL PAG I BIG AY WA LANG HANG GAN

57 BAT HA LA NA MING PAT NU BAY NGA YON AT KAI LAN MAN

66 PAG DI WANG ANGTA GUM PAY A LAY PU TONG AT TIM BU LAN ANG

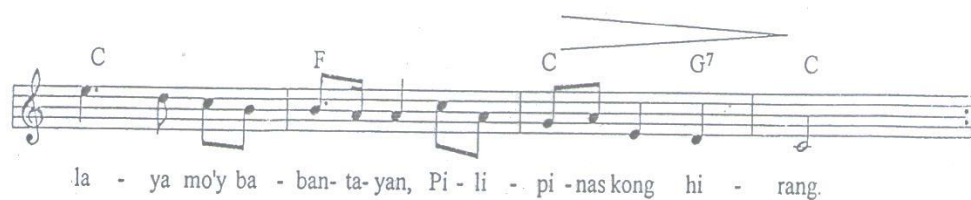
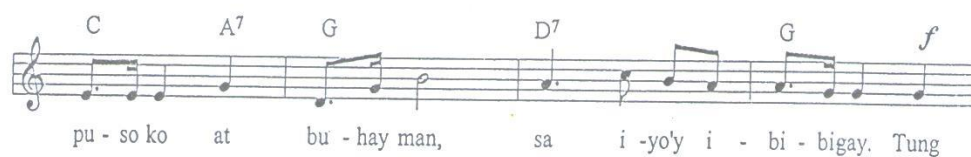
74 DA NGAL PU RIT PA NGA LAN SA YOY A MING I BI BI GAY MGA

82 NGA GU ROT MAG A A RAL PAG I BIG AY WA LANG HANG GAN BAT

90 HA LA NA MING PAT NU BAY NGA YON AT KA I LAN PA MAN

Pilipinas Kong Mahal

Francisco Santiago



Appendix E

Band Arrangement of the Songs

Awit Ng Rehiyon III

Score

For SMNHS Band

A.L. Miranda/S.R. Imperio

Band Arrangement: Ariston E. Manuel

March Tempo

The musical score is for a march tempo piece in 6/8 time. It features the following instruments and parts:

- Flute:** Starts with a melodic line, marked *ff* and *f*.
- Clarinet in B $\flat$ 1:** Plays a melodic line, marked *ff* and *f*.
- Clarinet in B $\flat$ 2:** Plays a melodic line, marked *ff* and *f*.
- Clarinet in B $\flat$ 3:** Plays a melodic line, marked *ff* and *f*.
- Alto Sax.:** Plays a melodic line, marked *ff* and *f*.
- Tenor Sax.:** Plays a melodic line, marked *ff* and *f*.
- Trumpet in B $\flat$ 1:** Plays a melodic line, marked *ff* and *f*.
- Trumpet in B $\flat$ 2:** Plays a melodic line, marked *ff* and *f*.
- Trumpet in B $\flat$ 3:** Plays a melodic line, marked *ff* and *f*.
- Horn in F:** Plays a melodic line, marked *ff* and *f*.
- Trombone 1:** Plays a melodic line, marked *ff* and *f*.
- Trombone 2:** Plays a melodic line, marked *ff* and *f*.
- Baritone (B.C.):** Plays a melodic line, marked *ff* and *f*.
- Tuba:** Plays a melodic line, marked *ff* and *f*.
- Drum Set:** Provides a rhythmic accompaniment, marked *ff* and *f*.

The score includes a repeat sign at the end of the piece.

2

Awit Ng Rehiyon III

[illegible]

Awit Ng Rehiyon III

3

18

Fl.

B♭ Cl. 1

B♭ Cl. 2

B♭ Cl. 3

A. Sx.

T. Sx.

B♭ Tpt. 1

B♭ Tpt. 2

B♭ Tpt. 3

Hn.

Tbn. 1

Tbn. 2

Bar.

Tuba

D. S.

18

4 Awit Ng Rehiyon III

The musical score is for the piece "Awit Ng Rehiyon III" and is marked with a "4" at the beginning. It features a variety of instruments, each with a staff and a key signature of one flat (B-flat). The instruments and their parts are as follows:

- Fl.** (Flute): The first staff, starting with a measure number of 26. It plays a melodic line with eighth and quarter notes.
- B♭ Cl. 1** (B-flat Clarinet 1): The second staff, playing a similar melodic line to the flute.
- B♭ Cl. 2** (B-flat Clarinet 2): The third staff, playing a similar melodic line.
- B♭ Cl. 3** (B-flat Clarinet 3): The fourth staff, playing a similar melodic line.
- A. Sx.** (Alto Saxophone): The fifth staff, playing a melodic line with eighth and quarter notes.
- T. Sx.** (Tenor Saxophone): The sixth staff, playing a melodic line with eighth and quarter notes.
- B♭ Tpt. 1** (B-flat Trumpet 1): The seventh staff, playing a melodic line with eighth and quarter notes.
- B♭ Tpt. 2** (B-flat Trumpet 2): The eighth staff, playing a melodic line with eighth and quarter notes.
- B♭ Tpt. 3** (B-flat Trumpet 3): The ninth staff, playing a melodic line with eighth and quarter notes.
- Hn.** (Horn): The tenth staff, playing a melodic line with eighth and quarter notes.
- Tbn. 1** (Tuba 1): The eleventh staff, playing a rhythmic pattern of eighth and quarter notes.
- Tbn. 2** (Tuba 2): The twelfth staff, playing a rhythmic pattern of eighth and quarter notes.
- Bar.** (Baritone): The thirteenth staff, playing a rhythmic pattern of eighth and quarter notes.
- Tuba**: The fourteenth staff, playing a rhythmic pattern of eighth and quarter notes.
- D. S.** (Double Bass): The fifteenth staff, playing a rhythmic pattern of eighth and quarter notes.

The score is written in a standard musical notation with a key signature of one flat (B-flat) and a time signature of 4/4. The instruments are arranged in a standard orchestral layout, with the woodwinds and brasses in the upper staves and the percussion and double bass in the lower staves.

Awit Ng Rehiyon III

5

Fl.
 B♭ Cl. 1
 B♭ Cl. 2
 B♭ Cl. 3
 A. Sx.
 T. Sx.
 B♭ Tpt. 1
 B♭ Tpt. 2
 B♭ Tpt. 3
 Hn.
 Tbn. 1
 Tbn. 2
 Bar.
 Tuba
 D. S.

The score is for a piece titled "Awit Ng Rehiyon III". It features a large ensemble of instruments. The woodwinds include Flute, three B♭ Clarinets, and Alto and Tenor Saxophones. The brass section consists of three B♭ Trumpets, Horns, two Trombones, Baritone, and Tuba. The percussion includes a Double Bass (D. S.). The music is in 4/4 time and begins at measure 34. The key signature has one flat (B♭). The score includes first and second endings for several instruments, marked with "1." and "2." above the staff. Dynamics such as *f* (forte) are indicated. The piece concludes with a double bar line and repeat signs.

6 Awit Ng Rehiyon III

The musical score is for a piece titled "Awit Ng Rehiyon III". It is written for a large ensemble and includes the following parts:

- Fl. (Flute)
- B♭ Cl. 1 (B-flat Clarinet 1)
- B♭ Cl. 2 (B-flat Clarinet 2)
- B♭ Cl. 3 (B-flat Clarinet 3)
- A. Sx. (Alto Saxophone)
- T. Sx. (Tenor Saxophone)
- B♭ Tpt. 1 (B-flat Trumpet 1)
- B♭ Tpt. 2 (B-flat Trumpet 2)
- B♭ Tpt. 3 (B-flat Trumpet 3)
- Hn. (Horn)
- Tbn. 1 (Trombone 1)
- Tbn. 2 (Trombone 2)
- Bar. (Baritone)
- Tuba
- D. S. (Double Bass)

The score is in 4/4 time and features a key signature of one flat (B-flat). The music is divided into measures, with a repeat sign at the beginning of the first measure. The score includes various musical notations such as notes, rests, and dynamic markings. The piece concludes with a double bar line.

Score

DepEd Bulacan March

Marquez T. Cartel
Band Arr.: Ariston E. Manuel

The musical score is for the piece "DepEd Bulacan March" by Marquez T. Cartel, arranged by Ariston E. Manuel. It is written for a large band in 4/4 time. The score includes parts for the following instruments:

- Flute
- Clarinet in B♭ 1
- Clarinet in B♭ 2
- Clarinet in B♭ 3
- Alto Sax. 1
- Tenor Sax.
- Trumpet in B♭ 1
- Trumpet in B♭ 2
- Trumpet in B♭ 3
- Horn in F 1
- Trombone 1
- Trombone 2
- Baritone (B.C.)
- Sousaphone
- Drum Set

The score is divided into two systems. The first system covers measures 1 through 12, and the second system covers measures 13 through 24. Dynamic markings include *f* (forte) and *mf* (mezzo-forte). The key signature has one sharp (F#), and the time signature is 4/4. The score includes various musical notations such as eighth notes, quarter notes, and rests, as well as articulation marks and repeat signs.

[illegible]

DepEd Bulacan

15 *tr* 3

Fl. *mf* *f*

B $\flat$ Cl. 1 *f*

B $\flat$ Cl. 2 *f*

B $\flat$ Cl. 3 *f*

A. Sax. 1 *f*

T. Sax. *f*

B $\flat$ Tpt. 1 *f*

B $\flat$ Tpt. 2 *f*

B $\flat$ Tpt. 3 *f*

Hn. 1 *f*

Tbn. 1 *f*

Tbn. 2 *f*

Bar. *f*

Tuba *f*

D. S. *f*

4 DepEd Bulacan

Fl. *mf*

B♭ Cl. 1

B♭ Cl. 2

B♭ Cl. 3

A. Sax. 1

T. Sax.

B♭ Tpt. 1 *mf*

B♭ Tpt. 2 *mf*

B♭ Tpt. 3 *mf*

Hn. 1 *mf*

Tbn. 1 *mf*

Tbn. 2 *mf*

Bar. *mf*

Tuba *mf*

D. S. *mf*

DepEd Bulacan

5

29 *tr* *ff* *D.S. al Coda* *rit.* *a tempo*

Fl.

B♭ Cl. 1

B♭ Cl. 2

B♭ Cl. 3

A. Sax. 1

T. Sax.

B♭ Tpt. 1

B♭ Tpt. 2

B♭ Tpt. 3

Hr. 1

Tbn. 1

Tbn. 2

Bar.

Tuba

D. S.

Pilipinas Kong Mahal

Score

Francisco Santiago

Arr.: Ariston Manuel

Flute

Clarinet in B $\flat$ 1-2

Clarinet in B $\flat$ 3

Alto Sax.

Tenor Sax.

Trumpet in B $\flat$ 1

Trumpet in B $\flat$ 2

Horn in F

Trombone 1-2

Baritone

Sousaphone

Percussion 1

Percussion 2

Percussion 3

Pilipinas Kong Mahal

3

Fl.

B♭ Cl. 1

B♭ Cl. 2

A. Sax.

T. Sax.

B♭ Tpt. 1

B♭ Tpt. 2

Hn.

Tbn.

Euph.

Tuba

Perc. 1

Perc. 2

Perc. 3

ff *mf* *f*

1. 2.

Score

SMNHS Loyalty March

P. Payawal
Band Arr.: A. Manuel

The musical score is for the SMNHS Loyalty March, arranged by A. Manuel. It is written for a concert band and features the following instruments and parts:

- Flute:** Treble clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Clarinet in B♭ 1:** Treble clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Clarinet in B♭ 2:** Treble clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Clarinet in B♭ 3:** Treble clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Alto Sax:** Treble clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Tenor Sax:** Treble clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Trumpet in B♭ 1:** Treble clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Trumpet in B♭ 2:** Treble clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Trumpet in B♭ 3:** Treble clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Horn in F:** Treble clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Trombone 1:** Bass clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Trombone 2:** Bass clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Baritone (B.C.):** Bass clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Tuba:** Bass clef, 2/4 time signature. Starts with a *ff* dynamic, playing a melodic line with eighth and sixteenth notes.
- Drum Set:** Percussion clef, 2/4 time signature. Starts with a *ff* dynamic, playing a rhythmic pattern with eighth and sixteenth notes.

The score is written in 2/4 time and features a variety of musical notations, including eighth and sixteenth notes, rests, and dynamic markings such as *ff* (fortissimo) and *f* (forte). The instruments are arranged in a standard concert band layout, with the Flute and Clarinets in the upper staves, the Saxophones in the middle, and the Trombones, Baritone, and Tuba in the lower staves. The Drum Set is positioned at the bottom of the score.

2

SMNHS Loyalty March

SMNHS Loyalty March

3

26

Fl.

B♭ Cl. 1

B♭ Cl. 2

B♭ Cl. 3

A. Sax.

T. Sax.

B♭ Tpt. 1

B♭ Tpt. 2

B♭ Tpt. 3

Hn.

Tbn. 1

Tbn. 2

Bar.

Tuba

D. S.

SMNHS Loyalty March

4 SMNHS Loyalty March

Fl.

B $\flat$ Cl. 1

B $\flat$ Cl. 2

B $\flat$ Cl. 3

A. Sx.

T. Sx.

B $\flat$ Tpt. 1

B $\flat$ Tpt. 2

B $\flat$ Tpt. 3

Hn.

Tbn. 1

Tbn. 2

Bar.

Tuba

D. S.

SMNHS Loyalty March

[illegible]

6 SMNHS Loyalty March

Fl. *f* *tr* *rit.*

B♭ Cl. 1

B♭ Cl. 2

B♭ Cl. 3

A. Sax.

T. Sax.

B♭ Tpt. 1

B♭ Tpt. 2

B♭ Tpt. 3

Hn.

Tbn. 1

Tbn. 2

Bar.

Tuba

D. S.

Appendix F

Recorded Music of the Band Arrangement

Please refer to Audio files on CD.