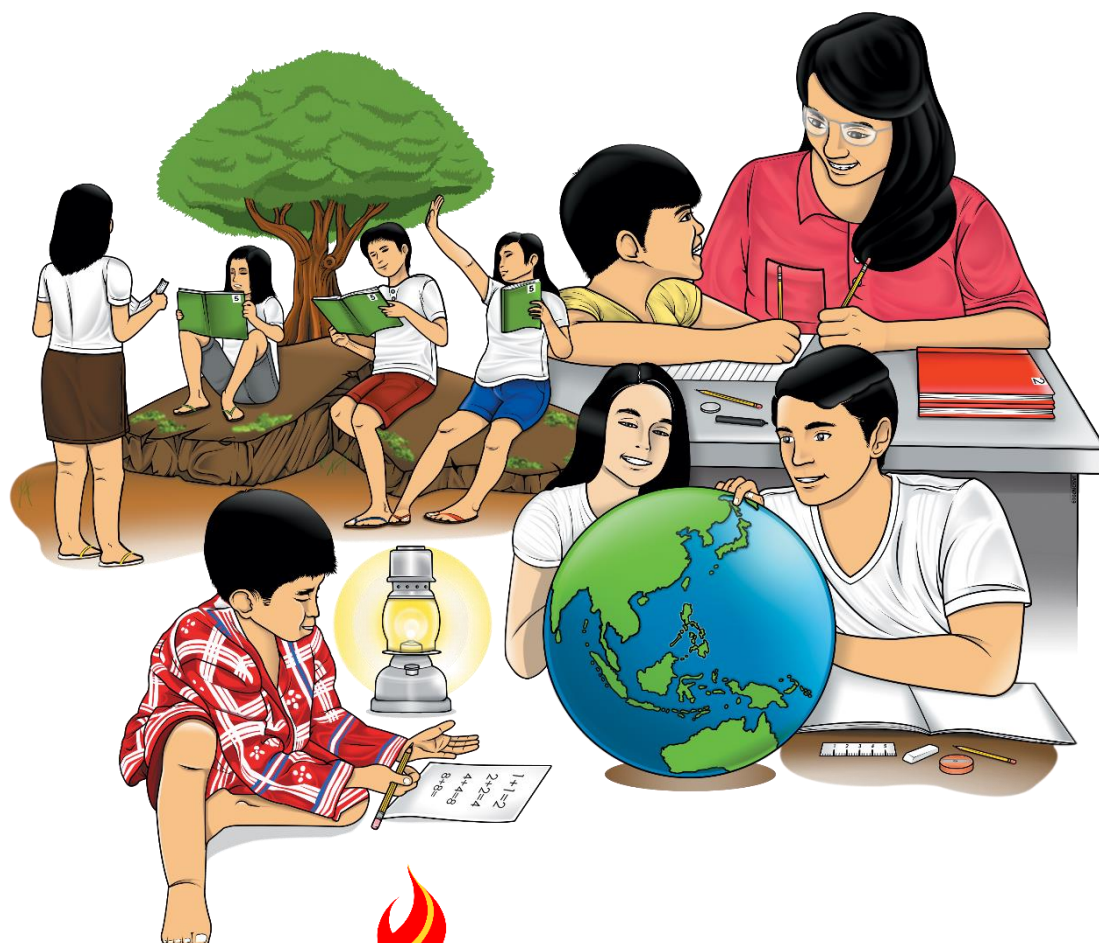


# Music

## Quarter 3 - Module 2:

### Performance Practice during the Romantic Period



**Music – Grade 9**

**Alternative Delivery Mode**

**Quarter 3 – Module 2: Performance Practice During the Romantic Period**

**First Edition, 2020**

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# **Music**

## **Quarter 3 – Module 2: Performance Practice during the Romantic Period**

# **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



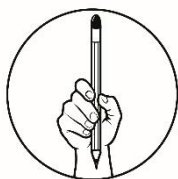
## ***What I Need to Know***

This module will help learners study and appreciate the different performance practices during the Romantic period. The learner is expected to research about on how the Romantic composers used elements of music to convey the unique performance practice of the period.

### **OBJECTIVES:**

At the end of this Module the learners are expected to:

1. Discuss the setting, composition, role of composers and audience during Romantic Era;
2. Explore other sources such as media and arts that portray Romantic period; and
3. Perform related activities.



## ***What I Know***

### **Pre-Assessment**

#### **Online/Offline Activity**

**Directions:** Read the questions carefully. Choose your answers from the box and write them on a separate sheet of paper.

Ludwig Van Beethoven	Niccolo Paganini	Romantic Period	Nationalism
18-19 <sup>th</sup> century	song cycle	symphonic poem	Basso continuo
concert overture	Polonaise	Piano music	

- \_\_\_\_\_ 1. He is a transitional composer between Classical to Romantic era.
- \_\_\_\_\_ 2. It is described as a cultural movement that valued emotions over reason, individualism, and freedom of expression.
- \_\_\_\_\_ 3. This ideology is commonly reflected in the music of the Romantic Era.
- \_\_\_\_\_ 4. The Romantic Period begun in the late \_\_\_\_\_ century.
- \_\_\_\_\_ 5. It is the main genre of instrumental composition during the Romantic period.
- \_\_\_\_\_ 6. Musical composition for an orchestra which is also called Tone Poem.
- \_\_\_\_\_ 7. It is not a characteristic of the Romantic Period music
- \_\_\_\_\_ 8. Frederic Chopin's composition that shows nationalism.
- \_\_\_\_\_ 9. A dance composition for piano and is famous in Poland.
- \_\_\_\_\_ 10. It is in free form such as fantasy, rhapsody, and nocturne.

## Lesson

# 1

# Performance Practice During Romantic Period



## *What's In*

The Romantic Era has produced many composers whose names and music are still familiar and popular today. Perhaps, the most well-known is Ludwig Van Beethoven, although he is also considered a Classical period composer. At present, Romantic compositions are used as background music for TV and radio shows, events, or soundtracks for movies.

Here are some of them:

1. G. Verdi - Aida March  
<https://www.youtube.com/watch?v=TX0qN6QEvGg>
2. G. Rossini - William Tell Overture - Finale  
<https://www.youtube.com/watch?v=YIbYCOiETx0>
3. F. Chopin - Funeral March  
[https://www.youtube.com/watch?v=aC6S\\_VuRNGk](https://www.youtube.com/watch?v=aC6S_VuRNGk)

Are you familiar with these three (3) music? Can you tell where you usually hear the music? What do these three (3) music have in common? Can you easily remember their melodies? Can you hum the first few lines of the music?



## *What's New*

Listen carefully to Peter Tchaikovsky's "Dance of the Sugar Plum Fairy" from the Nutcracker Suite. <https://www.youtube.com/watch?v=zV1qLYukTH8>

1. How does it sound? Happy? Sad? Creepy? Excited?
2. If you will describe a sugar plum fairy, how will it look based on the music? (Draw if possible) What dance movements are the fairy making as suggested by the music that you listened to?
3. Which element/s of the music made it sound like a dancing sugar plum fairy – melody, rhythm and tempo? What about the instruments used and dynamics?



## ***What is It***

### **SETTING OF THE ROMANTIC PERIOD**

The vast changes in politics, society, and economy during the 19th century have greatly affected the arts. In music, those changes caused a great shift in the way composers create music and the audience listen to it. Changes in the political system of Europe greatly affected the way musicians made their living. The **nobility and aristocrats, who once funded composers and orchestras, gradually lost their powers and wealth.** Concerts also became more of public events rather than private parties of the elite or the church. Composers of the period have to do additional work and cannot rely anymore on the patronage of the wealthy upper class. Chopin, for example, had to teach piano rather than only focus on his career as composer and performer. In spite of this, musicians still benefited from the widespread of music production and consumption across different levels of society.

**Houses of the middle class became important places of music making in this period.** Chamber works, music for a small group of musicians, are often performed as entertainment in these places. The **piano became the favorite instrument** for both professional and amateur musicians. Middle class families often enrolled their children to private piano lessons. Hence, the wider public became more exposed to music and began to acquire music literacy.

Here are some famous piano works of the period:

1. F. Chopin: Etude in E major op. 10 no. 3  
[https://www.youtube.com/watch?v=O79BXWrmH\\_k](https://www.youtube.com/watch?v=O79BXWrmH_k)
2. F. Liszt: Liebestraum  
<https://www.youtube.com/watch?v=KpOtuoHL45Y>

Are they familiar to you? Have you heard of this music over the radio, in movies or the television? In the first minute of Chopin's Etude no. 3, what feelings or emotions does it express? How did Chopin's music give you that feeling? Briefly explain your answer.

In comparison to Classical composers, Romantic composers make music that evoke emotional expression exposing their innermost thoughts in the belief that music, particularly instrumental music, can convey ideas and feelings that cannot be put into words. The Romantic music genre called tone poem or symphonic poem best captured this idea. Tone poem or symphonic poem is a kind of program music commonly written for orchestra which is inspired by ideas or scenes from stories, poems and even sceneries. To convey these ideas, composers made use for a much wider range of dynamics, varied articulation markings, and chromatic harmonies. Moreover, the size of the orchestra became relatively bigger and other instrument groups within the orchestra such as woodwinds and percussion were given main parts of the piece. For the next succeeding years, composers preferred to compose instrumental music over vocal music. Thus, the Romantic period paved the way for the rise of prestige of instrumental music.

The Romantic era is also notable because of the rise of the virtuoso. The concept of the virtuoso, one who is highly skilled in arts, was highlighted and redefined during this period. The virtuoso became a title associated with a performer having a highly technical and sophisticated skill in music so brilliant that he/she is able to mesmerize the audience. Notable virtuosos of the period include violinist Nicolo Paganini and pianist Franz Liszt.

Here is an example of a piece composed by Liszt, inspired by the virtuosic violin playing of Paganini. It is considered to be one of the most difficult pieces written for the piano.

1. Liszt: Etude no. 3 from the 6 Grandes Etudes de Paganini

<https://www.youtube.com/watch?v=WqrusoQ6xVM>

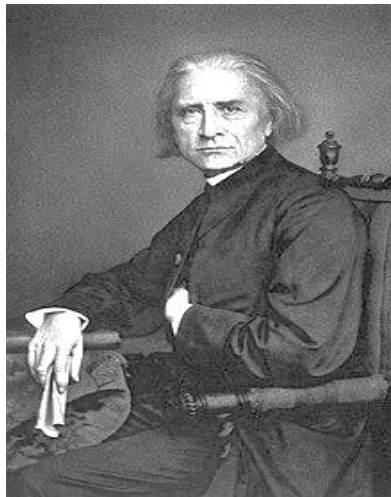


Images: <https://www.gramophone.co.uk/features/article/top-10-romantic-composers-updated-2021>



What made Niccolo Paganini a virtuoso? Research about the life and works of Niccolo Paganini and give 5 reasons why he was considered a virtuoso. Write your answer on a separate sheet of paper.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



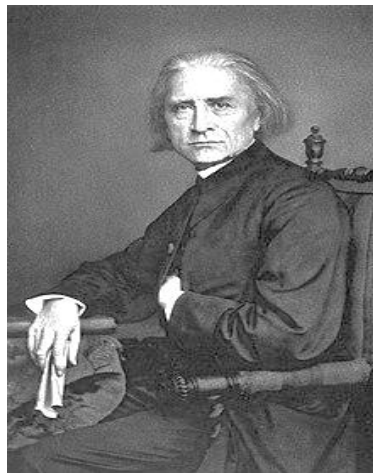
Images: <https://www.gramophone.co.uk/features/article/top-10-romantic-composers-updated-2021>

What are the other works of Franz Liszt? Give 3 piano works of F. Liszt. Write your answer on a separate sheet of paper.

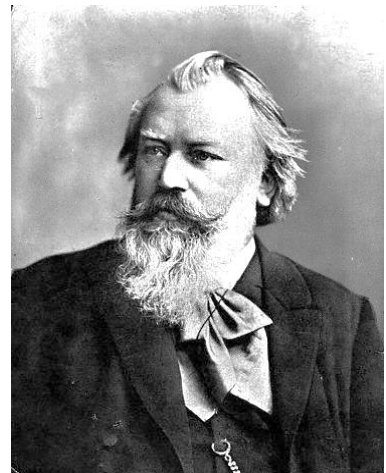
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



Niccolo Paganini



Franz Liszt



Johannes Brahms

Images: <https://www.gramophone.co.uk/features/article/top-10-romantic-composers-updated-2021>

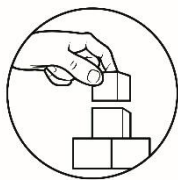
A lot of program music were composed and became famous during that time. Some of the notable ones were set to ballet like Peter Illych Tchaikovsky's "*Nutcracker Suite*" and Camille Saint-Saens' "*Carnival of Animals*".

Here is an example of a ballet performance of a movement from Saint-Saens "*Carnival of Animals*"

- C. Saint-Saens: The Swan from the Carnival of Animals Suite  
<https://www.youtube.com/watch?v=vNdsrHPCcCg>

Does the sound music depict a swan? If yes, how? If no, which animal do you think it depicts and why?

Romantic composers felt free to stretch and twist the Classical Musical Forms. They were searching for a way to grow their identity through their songs, one that was familiar to the audience.



## ***What's More***

Self-expression is popular during the Romantic Period and often came out as patriotic love for local traditions during a time of war.

Identify the nationality of these Romantic composers:

1. Frederic Chopin-
2. Franz Lizst-
3. Johannes Brahms-
4. Peter Ilyich Tchaikovsky-
5. Hector Belioz-
6. Jean Sibelius-

### **Activity 1**

**Directions:** Listen to Edvard Grieg's Peer Gynt Suite no. 1 -1 (Morning Mood) and answer the following questions. Write your answer on a separate sheet of paper.

<https://www.youtube.com/watch?v=9QOAtV5cTl0>

1. Is the music vocal or instrumental?
2. What kind of ensemble performed the piece?
3. Approximately how many players are there?
4. In the first few lines of the music which family of instruments is playing?
5. Is the melody easy to recognize? Can you hum it? (performance)
6. What do you think is the overall theme/story of the piece? (Describe it briefly in 2-3 sentences.)

## Activity 2

**Directions:** Listen to Cecile Licad performing Frederic Chopin's Etude op. 10 no.12 (0:00-2:30) and answer the following questions. Write your answer on a separate sheet of paper.

<https://www.youtube.com/watch?v=N3UmBhXQLAo>

1. What do you imagine upon listening to the music?
2. What instrument is used?
3. Does the music sound simple? or complex?
4. Were you amazed by how she performed the music?
5. Describe briefly the manner in which the pianist performed (movements, appearance, gestures, etc.)
6. Would you consider her a virtuoso? why?

## Activity 3

**Directions:** Describe in 2-3 sentences the painting below. What does the painting say about the middle-class family during the Romantic period? Write your answer on a separate sheet of paper.



(James Gillray: Farmer Giles & His Wife Shewing off their Daughter Betty to their Neighbors, on her Return from School)

**Source:** <https://www.artic.edu/artworks/90015/farmer-giles-his-wife-shewing-off-their-daughter-betty-to-their-neighbors-on-her-return-from-school>



## ***What I Have Learned***

### **Activity 1: My Composers Album**

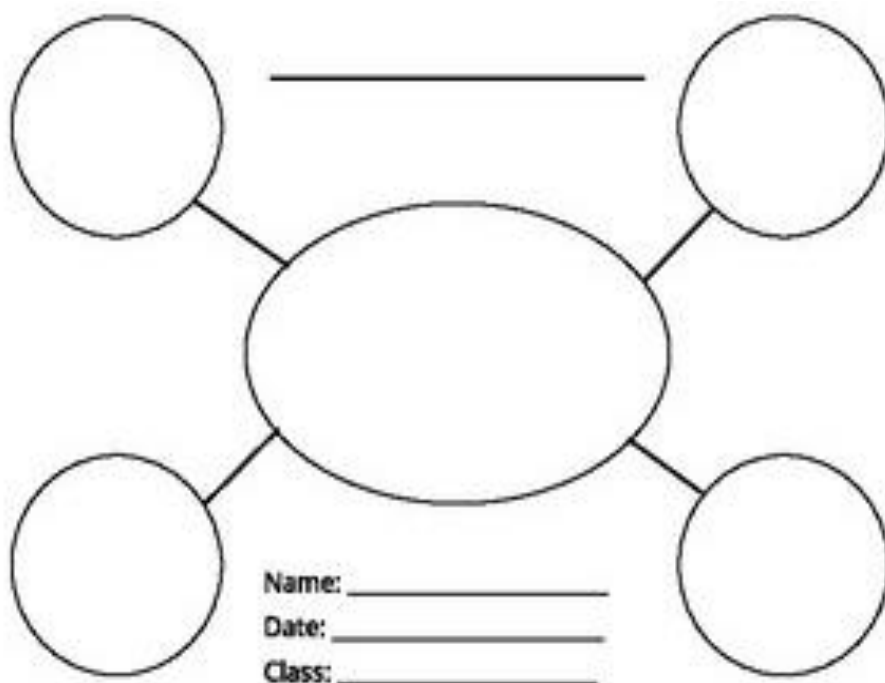
**Directions:** Make a photo album of different Romantic Period composers. Write captions and other important facts about the composer. Explore your artistic imagination by making your album informative and colorful.

### **Activity 2**

**Directions:** Based on the information provided in the “**What Is It**” section of the module (page 8), create a mind/concept map about the performance practice during the Romantic period.

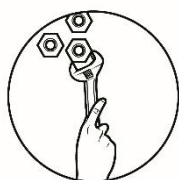
#### **Guide questions:**

1. What are the important changes in society during the Romantic period?
2. What genres of music emerged during the period?
3. How are the changes in the society related to music?
4. Who are the prominent personalities in the period?



### Rubric for Mind/Concept Map

Criteria	Developing	Approaching Proficiency	Proficient	Exemplary
	1	2	3	4
Concepts and Terms				
Knowledge of Relationships among concepts				
Ability to communicate				



### *What I Can Do*

#### Differentiated activity

**Directions:** Listen to the first 2 minutes of Camile Saint-Saëns' Symphonic Poem “Danse Macabre” and choose one activity which you feel best suits your talent and skill. <https://www.youtube.com/watch?v=67ru-LzP2jU>

- Draw/Paint what you imagine while listening to the music (visual)
- Compose a short story or poem about the music (literary verbal)
- Associate dance movements to the music (Kinesthetic)

#### Rubric for painting activity

CRITERIA	COMPETENT 3PTS	PROFICIENT 4PTS	DISTINGUISHED 5PTS	TOTAL
<b>CREATIVITY</b>	Shows some evidence of originality.	Art work reflects originality.	Art work reflects a great/ high level of originality.	
<b>CRAFTSMANSHIP</b>	Art work is somewhat messy.	Art work is neat and shows little evidence of smudge.	Art work is impeccable and shows no evidence of smudge.	
<b>TECHNIQUE</b>	Art work lacks technique.	Art work shows good technique.	Art work shows mastery of advanced techniques.	

**Rubric for short story**

<b>CRITERIA</b>	<b>COMPETENT 3PTS</b>	<b>PROFICIENT 4PTS</b>	<b>DISTINGUISHED 5PTS</b>	<b>TOTAL</b>
<b>IDEAS</b>	Details and examples are irrelevant or are missing.	Most details are relevant in revealing the setting and characters.	Strong dialogue, significant, descriptive details reveal the character and setting.	
<b>ORGANIZATION</b>	The writer does not set up what the story is about.	The writer vaguely presents the characters, setting, or action.	The writer sets the scene by introducing the characters, setting, or action in a memorable way,	
<b>CONVENTIONS</b>	Common words are misspelled and almost all punctuation is missing or incorrect.	Spelling, capitalization, and punctuation are sometimes incorrect.	Spelling, capitalization, and punctuation are correct. Grammar and usage are correct.	

**Rubric for dance presentation**

<b>CRITERIA</b>	<b>COMPETENT 3PTS</b>	<b>PROFICIENT 4PTS</b>	<b>DISTINGUISHED 5PTS</b>	<b>TOTAL</b>
<b>CHOREOGRAPHY</b>	Demonstrates some knowledge of movement, and performance has many errors.	Demonstrates knowledge of movement and performs with few errors.	Demonstrates excellent knowledge of choreography and performs movement free of errors.	
<b>STAGE PRESENCE</b>	Dancer uses little face and body expressions when performing the movement.	Dancer uses facial and body expressions when performing.	Dancer uses their face and body to fully express the intent of the movement.	
<b>MUSICALITY</b>	Has some knowledge of rhythm and timing, but speeds up/and or slows down many times throughout the dance.	Shows understanding of rhythm and timing by staying on beat throughout most of the dance.	Shows a full understanding of rhythm and timing by staying on beat for the entire dance.	



## Assessment

### Post-Test

### Online/Offline Activity.

**Directions:** Read the questions carefully. Choose your answers from the box and write them on a separate sheet of paper.

Ludwig Van Beethoven	Niccolo Paganini	Romantic Period	Nationalism
18-19 <sup>th</sup> century	song cycle	symphonic poem	Basso continuo
concert overture	Polonaise	Piano music	

- \_\_\_\_\_ 1. This ideology is commonly reflected in the music of the Romantic Era.
- \_\_\_\_\_ 2. He is a transitional composer between Classical to Romantic era.
- \_\_\_\_\_ 3. It is described as a cultural movement that valued emotions over reason, individualism, and freedom of expression.
- \_\_\_\_\_ 4. It is the main genre of instrumental composition during the Romantic period.
- \_\_\_\_\_ 5. The Romantic Period begun in the late \_\_\_\_\_ century.
- \_\_\_\_\_ 6. It is not a characteristic of the Romantic Period music.
- \_\_\_\_\_ 7. Musical composition for an orchestra which is also called Tone Poem.
- \_\_\_\_\_ 8. It is in free form such as fantasy, rhapsody, and nocturne.
- \_\_\_\_\_ 9. Frederic Chopin's composition that shows nationalism.
- \_\_\_\_\_ 10. A dance composition for piano and is famous in Poland.



## Additional Activities

Make a photo album of the performance practice during the Romantic period. You may write captions and other important facts about the events, celebrations and other intriguing information about the music of the Romantic period. Explore your artistic imagination by making your album informative and colourful.





## ***Answer Key***

<b>Assessment</b>	
<b>Post-Test</b>	
1. Nationalism	
2. Ludwig Van Beethoven	
3. Romantic Period	
4. Symphonic poem	
5. 18th to 19th Century	
6. Basso Continuo	
7. Song Cycle	
8. Concert Overture	
9. Niccolo Paganini	
10. Polonaise	

<b>Assessment</b>	
<b>Pre-Assessment</b>	
1. Ludwig Van Beethoven	
2. Romantic Period	
3. Nationalism	
4. 18th to 19th Century	
5. Symphonic poem	
6. Song Cycle	
7. Basso Continuo	
8. Niccolo Paganini	
9. Polonaise	
10. Concert Overture	

# ***References***

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Learner's Material for Music and Arts 9

## **B. Electronic Sources**

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<http://www.kaublepianostudio.com/history/romantic.html>

<https://www.biography.com/musician/niccolo-paganini>

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