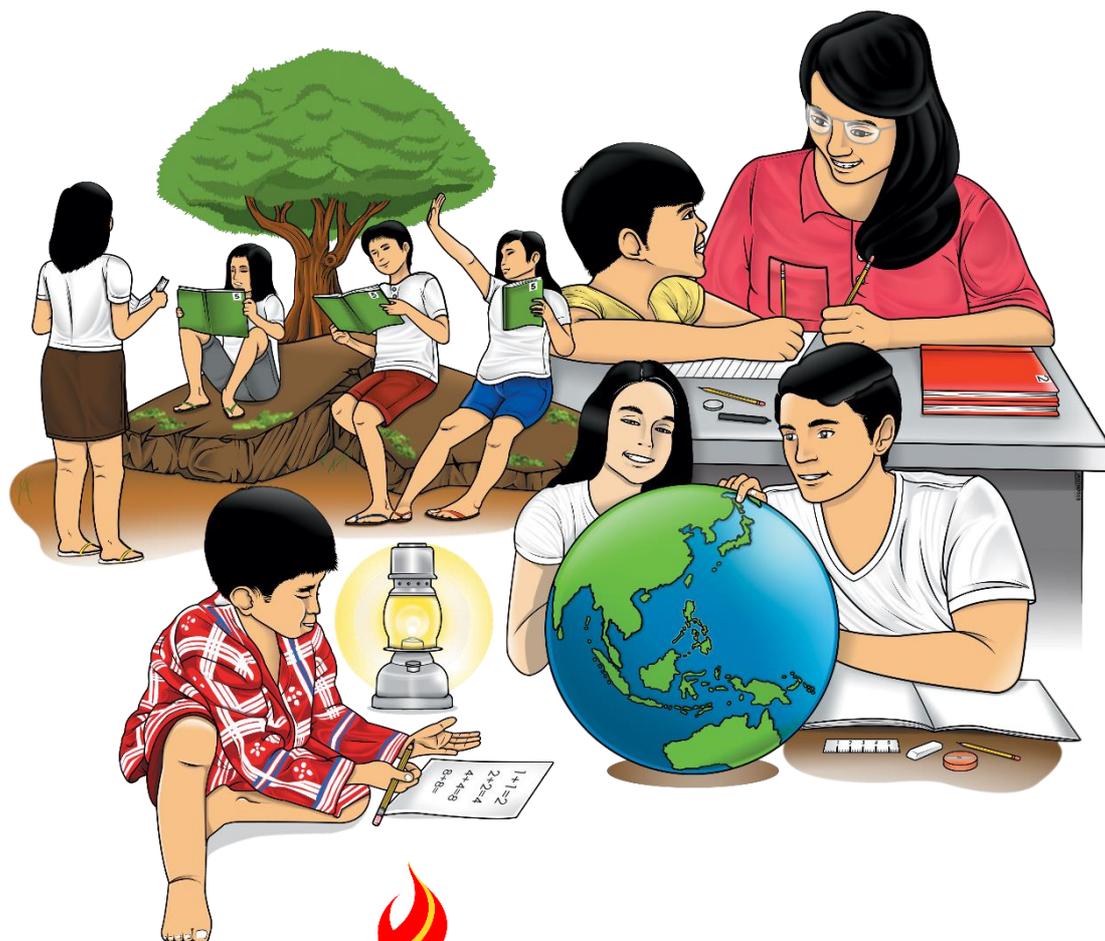


Music

Quarter 3 – Module 8: Evaluates Music and Music Performances



Music – Grade 9
Alternative Delivery Mode
Quarter 3 – Module 8: Evaluates Music and Music Performances
First Edition, 2020

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Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by _____

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Music

Quarter 3 – Module 8: Evaluates Music and Music Performances

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

Welcome to the Music of Romantic Period, an online and offline module in Music for Grade 9 learners. This module aims to help every Grade 9 student to still enjoy learning about music in spite this difficult time we are facing due to Covid19 pandemic. This module provides exciting activities for learners who have an internet connection and even those who cannot access the technology.

In this module, the learner will be tasked to evaluate music and music performances of the Romantic period.

Furthermore, by doing the guided and suggested activities in this module, the learner will be able to improve his creativity and arouses his interest in music.

Content Standard

- Demonstrates understanding of characteristic features of instrumental Romantic music

Performance Standard

- Sings and performs themes of selected instrumental pieces

Objective

- Evaluate music and music performances using guided rubrics.



What I Know

Read the questions carefully and encircle the letter of the correct answer.

1. What period is described as a cultural movement that stressed emotion, individualism and freedom of expression?
 - a. Renaissance Period
 - b. Romantic Period
 - c. Medieval Period
 - d. Classical Period

2. Which of the following is NOT a characteristic of music in the Romantic Period?
 - a. Mostly programmatic
 - b. Departed from traditional and conventional tonalities
 - c. Explores the possibilities in terms of dynamics, melodic range, texture of instrumentation, and harmony
 - d. Follows a rigid and structured formula of composition

3. A multi-movement composition for one or more instruments. Its name literally means “to be played” as opposed to Cantata – which means “to be sung”.
 - a. Impromptu
 - b. Waltz
 - c. Sonata
 - d. Ballade

4. Which of the following is NOT a composition of Peter Ilyich Tchaikovsky?
 - a. Fatum
 - b. Swan Lake
 - c. La Campanella
 - d. Romeo and Juliet

5. Which of the following instrument reached the height of its development and gave rise to many innovative compositions during the Romantic period?
 - a. Piano
 - b. Flute
 - c. Drum
 - d. Guitar

Lesson

8

Evaluating Music of the Romantic Period

This module provides brief information about the music of Romantic Era, the characteristic and elements of its composition, famous composers and their compositions. But its main focus is to guide the learners on how to evaluate the music of the Romantic period using a guided rubric. Through the activities provided in this module, the learners will be able to appreciate the music of this period as well.



What's In

The characteristic of the music of the Romantic era is mostly programmatic, with more exploratory harmonies, and many other musical developments resulting from different significant events such as the industrial revolution and the socio-political conditions of the time. It uses extreme expressions and emotions. It is mainly homophonic, and it focuses on the meaning and purpose behind the music. Its main objective is to get an emotional reaction from its audience.

Some of the famous composers during the Romantic era are Franz Liszt, Frederic Chopin, Peter Ilyich Tchaikovsky, and Camille Saint-Saens. The following are their well-known compositions of the period; “La Campanella” and Liebestraume No. 3” by Franz Liszt, “Fantasie in F minor, Op.49” and “Revolutionary Etude, Op.10” by Chopin, “Swan Lake” and “The Nutcracker” by Tchaikovsky, and “Danse Macabre” by Saint-Saens.

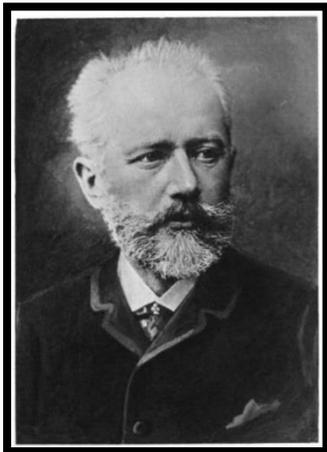


What's New

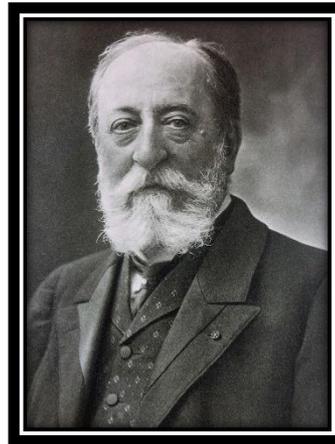
Activity 1: Pick It

Instruction: Choose from the following list of traits that best describes the composer of the Romantic period and write it on the box provided.

- Composed “The Swan” from “Carnival of the Animals”
- Russian Composer
- Composed “Fantasie in F minor”
- French Composer
- Known as “Poet of the Piano”
- Composed a piano piece at the age of 3
- Composed “Swan Lake”
- Composed “Romeo and Juliet”
- Polish Composer
- Composed his first Polonaise at the age of 7
- Hungarian Composer
- Innovator of the Symphonic Poem



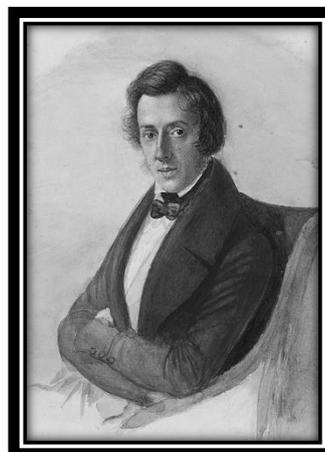
Peter Ilyich Tchaikovsky



Camille Saint-Saens



Franz Liszt



Frederic Chopin



What is It

Evaluating Music of the Romantic Period

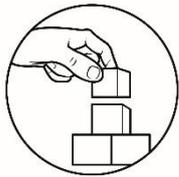
The Romantic period is a cultural movement that stressed emotion, imagination, individualism, and freedom of expression which is evident in music, art, and literature of the era. Nationalism was also incorporated in the romantic music of the period. The composition of Frederic Chopin that shows nationalism is the “Polonaise” and it is still famous in Poland up to the present. Chopin is known as the “Poet of the Piano”. At the age of seven, he composed his first “Polonaise” and “Fantasie on F minor”. He has various compositions that are widely recognized until today writing in several forms and genres such as the ballade, etude, mazurka, nocturne, polonaise, prelude, waltz, impromptu, and scherzo. Chopin also composed three piano sonatas. A sonata is a multi-movement instrumental composition for one instrument - such as the piano sonatas of Chopin and Liszt; or more instruments, that is also referred to as *ensemble sonata*.

Most of the compositions during the romantic period requires a high level of virtuosity and filled with innovations and departure from the conventions and traditions set by the earlier periods. Franz Liszt integrated Hungarian musical culture into the ideals of Romantic music and brought them together to form something that is distinctive of his style and his writings. He is described as a virtuoso pianist, composer, and music teacher. Among his greatest innovations during this time are his Symphonic Poems or Tone Poems – a symphonic work in one movement that usually narrates or illustrates images inspired by poetry, mythology, paintings or other artistic inspirations.

Camille Saint-Saens was known as a talented musician from an early age. He composed piano a piece at the age of 3. Born in Paris, he embraced the modern ideals of Romanticism and infused them with his penchant for music history and continued to write in the style of his French Classicist predecessors. One of his most famous compositions is “The Swan” from which is part of a larger work entitled “Carnival of the Animals”.

Peter Ilyich Tchaikovsky was a prolific and versatile Russian composer who ~~is~~ would eventually gain notoriety for his operas and later on, ballet music. He is a big fan of Mozart and studied composition with Anton Rubinstein and moved to Moscow. Among his most notable compositions were the “1812 Overture”, ballet music such as “Romeo and Juliet” and “Swan Lake”, the opera “Eugene Onegin” and the symphonic poem “Fatum”. He also used folk music in his symphonic works planting the seeds of what would later be known as the **Nationalist movement**.

The Romantic period also saw the rise of giving importance to the emotional narrative behind the music. Art songs that were written during this time gave equal importance to all aspects including the accompaniment and the text as opposed to its earlier counterparts wherein the melodies and the vocal parts were given much more emphasis. Inspirations to these works were drawn from a variety of sources which include art, literature, history, and mythology.



What's More

Activity 2: Listening Activity

Listen to the sample music of the Romantic period through the YouTube links provided below. Identify the melody, tempo, texture, dynamics, and instruments used. Write your answers using the table below. You are also encouraged to say something and express how you feel about the song while listening to it.

Note: For those who cannot access the internet, the teacher will give an audio-video example of the music recorded in CD, flash drive, or to the learner's mobile phone.

Frederic Chopin – Nocturne op.9 no.2

<https://www.youtube.com/watch?v=tV5U8kVYS88>

Description of the Nocturne Op.9 No.2

It begins with a subtle, timid **B-flat**, leaps to the major sixth. On the musical sheet Chopin writes ***expressivo dolce*** or expressively sweet. The entire piece is in the tempo **Andante**, the left hand keeps a steady beat, providing a backbone to the right hand's dreamlike melody. With growing intensity, sets of **chromatic notes** interweave the familiar motif, **stable 12/8 meter**

Write on the table the highlighted terms and give the element which it describes

TERMS	ELEMENT
Example: B-flat	pitch; melody

Peter Ilyich Tchaikovsky – **Nutcracker Suite-Dance of the Sugar Plum Fairy**

https://www.youtube.com/watch?v=Ow4t3C_gCCY

Element	Observations	Overall impression
MELODY	Can you easily recall the melodic theme or motif? Is the melody played by a solo instrument or with an accompaniment? At what part of the performance was the melody being played by the accompanying instruments?	
TEMPO	Were there abrupt changes of tempo?	
DYNAMICS	How many “levels” of loudness and softness have you noticed?	
TEXTURE	What do you think makes this composition sound thick or thin?	



What I Have Learned

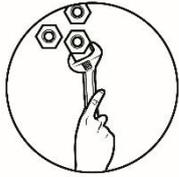
Activity 3: Compare 2 great Masters

Listen to Franz Lizst’s La Campanella- and Niccolo Paganini’s La Campanella

Franz Lizst La Campanella https://www.youtube.com/watch?v=qjJcXAuOMNU	Niccolo Paganini La Campanella https://www.youtube.com/watch?v=xvRf4qWklKs
Instrument:	Instrument:
MELODY:	MELODY:
TEMPO:	TEMPO:
DYNAMICS	DYNAMICS
TEXTURE	TEXTURE

Reflection:

1. Do they have the same theme or motif?
2. Did both compositions stayed in a strict and rigid tempo the whole time?
3. Describe, compare, or contrast the dynamic levels used for both compositions.
4. Does the sound of piano makes the entire composition different from the La Campanella of Paganini?



What I Can Do

Activity 4: Evaluation of Creating and Performing Activities

Rating Scale: 5 – Very Good, 4 – Good, 3 – Fair, 2 – Poor, 1 – Needs Follow-up

1. How well did I improvise musical instrument?
 - a. Appropriateness of material being used _____
 - b. Materials can be found inside the house _____
 - c. Similarities of sound to where it is patterned _____
 - d. Can play wide range of scale _____

2. How well did I perform singing accompanied by the improvised instrument?
 - a. Voice quality _____
 - b. Expression _____
 - c. Mastery of the music _____
 - d. Musical elements (rhythm, melody, dynamics) _____
 - e. Technique _____
 - f. Showmanship _____

3. Write any comments or commendations for the betterment of the performance.

Summary

The Music of Romantic Period covers artistic contributions from the 1800s to the early 1900s which is an era of expressing freedom, emotion, individualism, exploration, and departure from structured conventions and traditions.

Most of the musical compositions of this era were inspired by history, literature, emotions, nature, and other allied arts.

Program music such as the Symphonic Poem or the Tone Poem is an instrumental composition that expresses scene to tell a short story without text or lyrics.



Assessment

Read the questions carefully and encircle the letter of the correct answer.

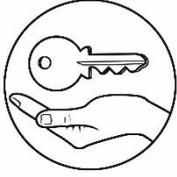
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 - a. Piano
 - b. Flute
 - c. Drum
 - d. Guitar



Answer Key

**What I Know/
Assessment**

5. B
6. D
7. C
8. C
9. A

What's New: Activity 1

1. Peter Ilyich Tchaikovsky
 - Russian Composer
 - Composed "Swan Lake"
 - Composed "Romeo and Juliet"
2. Franz Liszt
 - Virtuoso Pianist
 - Hungarian Composer
 - Known for his generosity
3. Camille Saint-Saens
 - Composed "The Swan"
 - His music is characterized as elegant, clean and polished
 - Composed piano piece at the age of 3
4. Frederic Chopin
 - Known as "Poet of the Piano"
 - Composed Polonaise at the age of 7
 - Composed "Fantasie on F minor"

What I Can Do: Activity 4

Answers of the learners may vary based on their experiences.

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B. SUGGESTED LISTENING RESOURCES

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