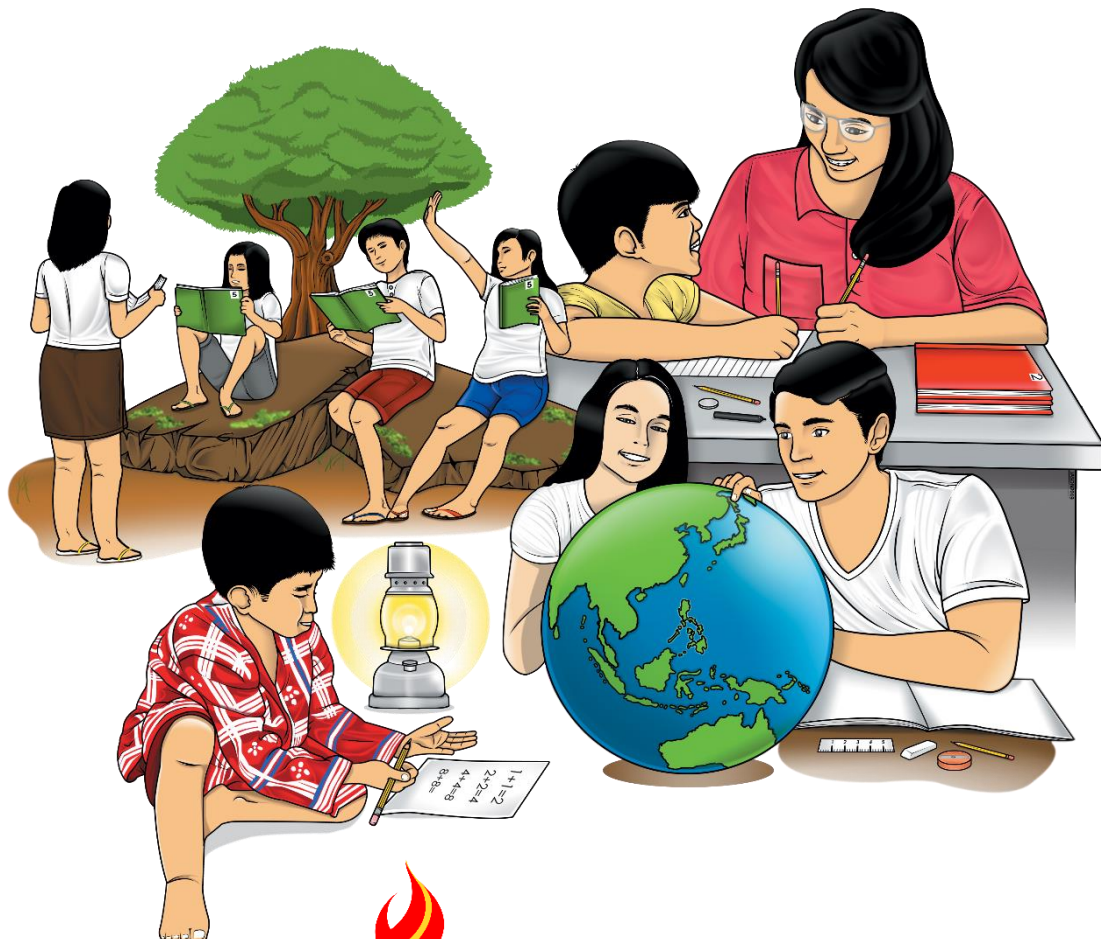


Arts

Quarter 4 – Module 4: Choreography, Movement, and Gestures from Western Classical Plays/Operas



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Arts – Grade 9

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Quarter 4 – Module 4: Choreography, Movement, and Gestures from Western Classical Plays/Operas

First Edition, 2020

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Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

Development Team of the Module

| | |
|-------------------------|---|
| Author: | Baby Ann Galabin-Lagos |
| Editor: | Nanette Kay D. Mercado |
| Reviewer: | Nescile Obregoso |
| Illustrator: | Baby Ann Galabin-Lagos |
| Layout Artists: | Shirley V. Rabor, Chloe Isobel D. Mercado, Ma. Jayvee A. Garapan |
| Management Team: | Arturo B. Bayocot, Mala Epra B. Magnaong Marie Emerald A. Cabigas Bienvenido U. Tagolimot, Jr. Henry B. Abueva Rustico Y. Jerusalem Virginia N. Nadayag |

Printed in the Philippines by _____

Department of Education – Region X

Office Address : Masterson Avenue, Upper Balulang, Zone 1, Cagayan de Oro City

Telephone : (088)-856-3932

E-mail Address: : region10@deped.gov.ph

Arts

**Quarter 4 – Module 4:
Choreography, Movement, and
Gestures from Western Classical
Plays/Operas**

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.

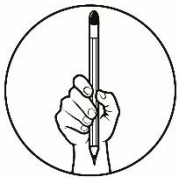
Thank you.



What I Need to Know

After acquiring a full understanding of the given information and accomplishing the activities in this lesson, you will be able to:

1. Choreograph the movements and gestures necessary for the effective delivery of the selected piece from Western Classical Theatre / Opera.
(A9PR-IVe-f-3)



What I Know

Pre-assessment

Multiple Choice: Choose the best answer. Write the letter of the correct answer on the space provided.

- ___ 1. Actors and actress in opera use their face and body to fully express the intent of their movements.
A. True B. False C. Maybe
- ___ 2. Which of the following describes the choreography of *Oedipus the King*?
A. The performers move and speak in synchronicity
B. The performers do not move and speak in synchronicity
C. The performers move in different directions
D. None of the above
- ___ 3. How do dance steps contribute to the performance of opera and plays?
A. They provide visual impact
B. They help spectators perceive full aesthetic qualities
C. They compound the dramatic effect
D. All of the above
- ___ 4. How did the eponymous Carmen emphasize her speech?
A. She danced C. She used hand gestures
B. She cried D. She used a mask
- ___ 5. Why does choreography succeed in conveying its message to the audience?
A. Because of its artistic expression
B. Because it is a group of organized
C. Because it uses dialogue
D. Because it shows the theme sequences and patterns of bodily movements

Lesson

1

Choreography, Movements, and Gestures from Western Classical Play/Opera



What's New

Activity 1: Do You Know Me?

I. Determine the era to which the operas/plays belong. Describe the pictures.

Attached below is a video link for better comprehension of the pictured scene.

A.



<https://www.youtube.com/watch?v=3h-fP4zSH40>

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

Carmen (Bizet) The Royal Opera

[http://www.youtube.com/watch?v=djsuP0uta7s&feature=share&list=RD02Gd\)FNpiBDyA](http://www.youtube.com/watch?v=djsuP0uta7s&feature=share&list=RD02Gd)FNpiBDyA)

<http://www.youtube.com/watch?v=uV9iGv4sKNI&feature=share&list=RD02Gd0FNNpiBDyA>

The lyrics of the song Habanera:

B.



<http://itdc.lbcc.edu/oer/theatreArts/ch6Vocabulary/01.html>

https://www.youtube.com/results?search_query=oedipus+rex+theater+play+by+sophocles

C.

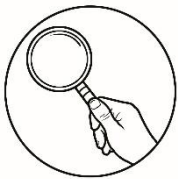


https://www.google.com/search?q=a+ballet+scene+from+verdi+opera&tbm=isch&ved=2ahUKEwj0gtLYyXyAhWNzosBHdUBBQAQ2-cCegQIABAA&oq=a+ballet+scene+from+verdi+opera&gs_lcp=CgNpb

<https://www.youtube.com/watch?v=JXMdei-UTfw>

Highest Score: 4

Equivalent Score: Excellent - 4, Very Good - 3, Good - 2, Fair - 1



What is It

Operas and plays may take different forms, designs, and performance styles. The physical presence of the actors greatly contributes to the production of the performance as a whole. One of the elements of artistic expression in opera and plays is movement. Basic movements are gathered, organized, and complemented with choreographic art – a feat well managed by actors who manage to portray the psychological state of the character through dance, as evidenced by Activity 1’s *Carmen*, *Oedipus the King* and *Romeo and Juliet*.



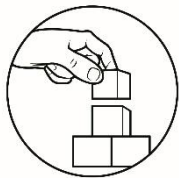
What did you observe within the movements, gestures, and choreography of *Carmen*? Choreographers developed the art of theatrical dance, eventually introducing ballet into the genre with impressive results.

As you can observe in image and video B's *Oedipus Rex*, the performers, aside from using facial expressions, they also utilized hand movements and gestures to convey messages to the audience. Particularly poignant events are accorded a special emphasis. Moreover, music played a prominent role in establishing the play's opening circumstances.



This image taken from Verdi's opera displays the specifics of how the choreography gives us visual spectacle by applying the certain principles of arts such as balance, harmony. Variety, proportion, and rhythm. The intense emotion of the couple that wanted to convey shown in the gesture and movements.

easy to determine the genre to which a play belongs, be it a tragedy, comedy, melodrama, or musical.



What's More

Activity 1: "Let's Watch It"

Instruction: Watch the videos below, observing carefully the details, and then answer the reflection questions that follow.

1. <https://www.youtube.com/watch?v=djsuPOuta7s&feature=share&list=RD02Gd0FNpiBDyA>
2. <https://www.youtube.com/watch?v=K2snTkaD64U> =Carmen:"L'amour est un oiseau rebelle" (Elina Garanca)
3. https://www.youtube.com/watch?v=juSn_IAnwNc (Romeo and Juliet)
4. <https://www.youtube.com/watch?v=JXMdei-UTf>

Reflection:

1. Did technological advancement play an important role in the evolution of dance? Briefly explain why or why not.
-

2. How does the choreography in operas and plays differ from modern dance forms?

3. In what way did Carmen convey her desperation through her dancing and gestures?

Activity 2. “Jot It Down”

(Refer to Activity 1. Let’s Watch It! for the video links)

Instruction: Describe the dance moves and gestures present in terms of the following elements.

1. PLOT: (Carmen) = Which scenes contained dancing or choreography? Describe the dance steps, formations, and movements performed.

2. CHARACTERS (Romeo and Juliet) = How did the lead characters move? What movement do they perform while singing? In which scenes did they do choreographed movements?

3.. MUSIC (Verdi opera) = Did the choreography match the tempo and mood of the music? Explain.



What I Have Learned

Activity 3: “Create It” (Group Activity)

Instructions:

Group 1: Assigned to create own story or script of an opera

Group 2: Assigned to choreograph the script

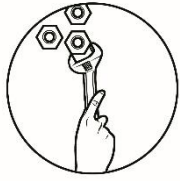
Group 3: Assigned to perform the final product

Story Rubric

| CATEGORY | 5 | 4 | 3 | 2 |
|-------------------------|---|--|--|---|
| Characteristics | Writer knows a lot with lots of thoughts and words | Writers knows about important things | Writers does not know very much about important things | Writer does not know much |
| Setting | Setting is very detailed with descriptive words | Setting is detailed with some descriptive words | Setting is written in but does not paint a picture in my mind | Do not know what the setting is |
| Problem/Solution | Very creative story and it is solved at the end | Story has a problem that is important and is solved at the end | There is a problem but it is not very interesting | Do not know what the problem is or if it is solved at the end |
| Plot/Events | Very interesting and makes sense | Events makes sense and in the correct order and the story is interesting | Some events, but out of order | Events are missing or out of order |
| Word Choice | Words paint a memorable picture for the reader with robust works and active verbs | Story has interesting and robust words with little words repeated, some active verbs | Story has repeated words over and over, some interesting words | Lots of repetitive words and very few interesting words |

Rubrics for the choreographer and performer

| Criteria | 4 | 3 | 2 | 1 |
|--|---|--|--|--|
| Character Development Is the student creative in his/her development and delivery of their character? | Surpasses Expectations Character objective and motivation is well-defined. Depth and range of choices is expansive. | Meets Expectations Character's motivation is somewhat defined. Depth and range of choices is adequate. | Falls Short of Expectations Character objective and motivation is lacking. There is little depth or range of choices. Student is doing little more than walking around the stage lip-syncing. | Did not meet the expectation Character objective and motivation is missing. There is little depth or range of choices. Student is doing little more than walking around the stage lip-syncing |
| Knowledge of Choreography | Demonstrate excellent knowledge of choreography and performs movements free of errors | Demonstrate knowledge of movements and performs with few errors | Demonstrates some knowledge movement, and performance has many errors. | Demonstrates no knowledge of movement. |
| Stage Presence | Dancer uses their face and body to fully express the intent of the movements | Dancer uses facial and body expression when performing | Dancer uses little facial and body expression when performing movements | Dancer uses no facial and body expression when performing movements |
| Dance Does the student make the dance come alive? | Surpasses Expectations Student moves confidently and executes the dance moves with grace and flair. | Meets Expectations Student executes the dance moves with appropriate expression in time to the music. | Falls Short of Expectations Student remembers a few dance moves. | Did not meet the Expectations Student does not remember dance moves. |
| Technique | Great attention to the quality of movement, body position, and demonstrates excellent understanding of dance style. | Choreography is performed with attention to details and shows proficiency of dance style. | Choreography is performed with little attention to details of movements and student is not proficient of dance style. | Choreography shows no attention to details of movement and demonstrates little knowledge of dance style. |



What I Can Do

Activity 4: “I Can Act It” (Individual Activity)

Instruction: Create a scene of your own story to act out. Include gestures and movements in your performance. Take a video of yourself in costume and submit it to your teacher’s email/Messenger account. You will be rated based on the Scoring Rubrics below.

Rubric Scoring Guide

| | 5 | 4 | 3 | 2 |
|---------------------------|--|---|---|--|
| Enunciation | Audience could hear each word spoken | Audience could hear most words spoken | Audience could hear some words spoken | Audience could not hear the words spoken |
| Projection | Audience could clearly hear each word spoken | Audience could hear most words spoken | Audience could hear some words spoken | Audience could not hear the words spoken |
| Concentration | Maintains character through the whole play even when not speaking | Maintains character through most of the play even when not speaking | Maintains character through some play even when not speaking | Maintains character only when speaking or lost track of place. |
| Knowledge of Choreography | Demonstrates excellent knowledge of choreography and performs movements free of errors | Demonstrates knowledge of movements and performs with few errors | Demonstrates some knowledge of movement, and performance has many errors. | Demonstrates no knowledge of movement. |
| Total | | | | |

Summary

Choreography, movements and gestures are elements of opera and plays that play a crucial role in the development of an impressive production. They help deliver the plot, themes and concepts effectively to the audience. Choreography provides a visual spectacle of the script; meanwhile, gestures and movements impart full insight into the circumstances through their variety and intensity. Choreography styles may differ by plot, theme, culture, and influences and rapid advancement of technology still applied the certain elements and principles of arts.

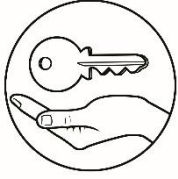


Assessment

Post-Assessment

Multiple Choice: Choose the best answer. Write the letter of the correct answer on the space provided.

- _____ 1. Why does choreography succeed in conveying its message to the audience?
- A. Because of its artistic expression
 - B. Because it is a group of organized
 - C. Because it uses dialogue
 - D. Because it shows the theme sequences and patterns of bodily movements
- _____ 2. How do dance steps contribute to the performance of opera and plays?
- A. They provide visual impact
 - B. They help spectators perceive full aesthetic qualities
 - C. They compound the dramatic effect
 - D. All of the above
- _____ 3. How did the eponymous Carmen emphasize her speech?
- A. She danced
 - B. She cried
 - C. She used hand gestures
 - D. She used a mask
- _____ 4. Actors and actress in opera use their face and body to fully express the intent of their movements.
- A. True
 - B. False
 - C. Maybe
- _____ 5. Which of the following describes the choreography of *Oedipus the King*?
- A. The performers move and speak in synchronicity
 - B. The performers do not move and speak in synchronicity
 - C. The performers move in different directions
 - D. None of the above



Answer Key

| |
|-------------------------|
| Pre - assessment |
| 1. A |
| 2. A |
| 3. C |
| 4. A |
| 5. B |

| |
|--------------------------|
| Post - assessment |
| 1. B |
| 2. D |
| 3. C |
| 4. A |
| 5. A |

References

Images

<https://www.youtube.com/watch?v=3h-fP4zSH40>

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

[http://www.youtube.com/watch?v=djsuP0uta7s&feature=share&list=RD02Gd\)FNpiBDyA](http://www.youtube.com/watch?v=djsuP0uta7s&feature=share&list=RD02Gd)FNpiBDyA)

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Videos

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For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph