

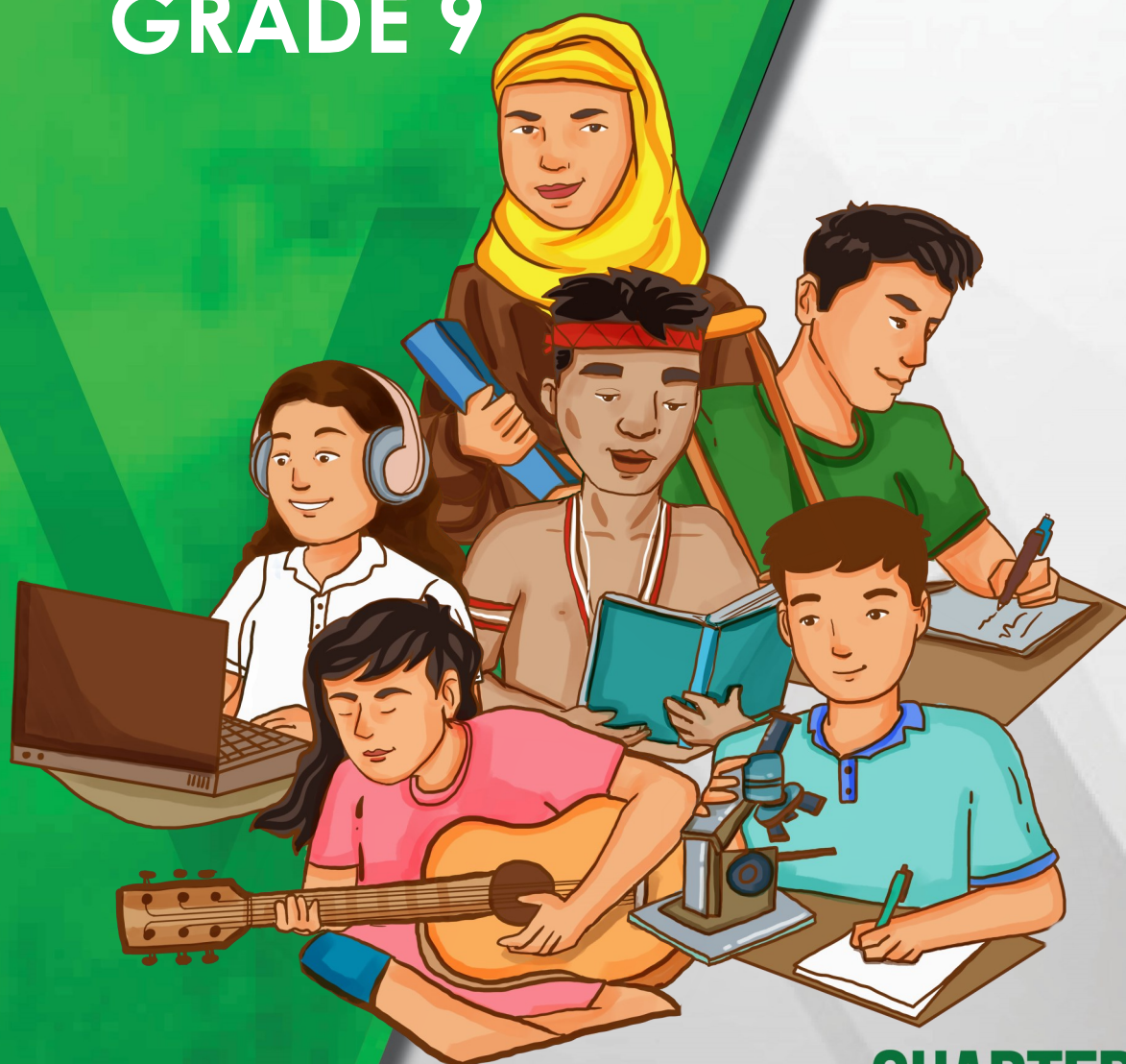


# PIVOT <sup>4A</sup>

## LEARNER'S MATERIAL

# MAPEH (ARTS)

## GRADE 9



**QUARTER 3**  
Key Stage 3 SLM



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The Editors

**PIVOT 4A Learner's Material**  
**Quarter 3**  
**First Edition, 2021**

# **MAPEH (Arts)**

## **Grade 9**

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*PIVOT 4A CALABARZON Arts G9*

# Guide in Using PIVOT 4A Learner's Material

## For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in MAPEH (Arts) as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

## For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities on separate sheets of paper;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

## Parts of PIVOT 4A Learner’s Material

	<b>K to 12 Learning Delivery Process</b>	<b>Descriptions</b>
<b>Introduction</b>	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
	What is new	
<b>Development</b>	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
<b>Engagement</b>	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
<b>Assimilation</b>	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Work texts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

# Art Production of Neoclassical and Romantic Periods

## Lesson

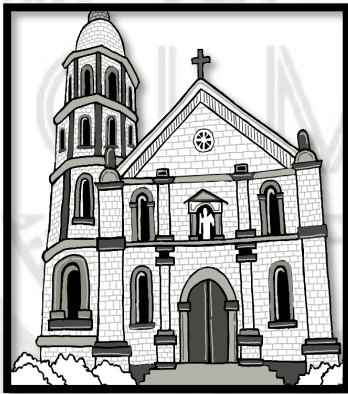
### I

This lesson is designed to help you learn about the Neoclassical and Romantic periods. You will discover how the artists applied the elements of arts and principles of design in the production of their crafts according to their respective styles.

At the end of the lesson, you are expected to describe the elements and principles used; compare and contrast (or analyze) the artworks from the two periods; and show appreciation by employing the elements and principles of arts learned from Neoclassical and Romantic period in one's work.

### D

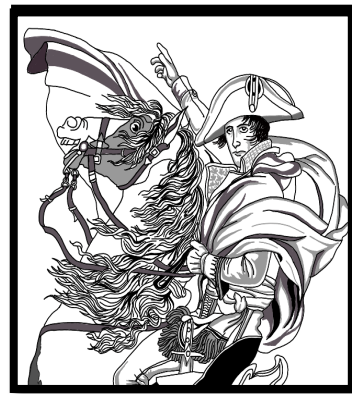
**Learning Task 1:** Describe the following pictures according to the basic elements of arts such as to lines, colors, shapes and texture. Do this in your answer sheet.



1



2



3

	Line	Color	Shapes	Texture
<b>Artwork #1</b>				
<b>Artwork #2</b>				
<b>Artwork #3</b>				

**Learning Task 2:** Identify the following characteristics if they are present in the arts of the Neoclassic period or of the Romantic period. Write NEO if it is a style of the Neoclassic period and ROM if it is a style of the Romantic period.

- |  |  |
|--|--|
| <p>_____ 1. Formal Composition</p> <p>_____ 2. Emotional Extremes</p> <p>_____ 3. Heightened Sensation</p> <p>_____ 4. Classic Geo-Structure</p> <p>_____ 5. Local Color</p> | <p>_____ 6. Dramatic Compositions</p> <p>_____ 7. Portrayal of Roman History</p> <p>_____ 8. Celebrated Nature</p> <p>_____ 9. Overall Lightning</p> <p>_____ 10. Use of Diagonals</p> |
|--|--|

## **NEOCLASSICISM (1780-1840)**

The word neoclassic came from the Greek word *neos* meaning “new” and the Latin word *classicus* which is similar in meaning to the English phrase “first class.”

The Western movement in decorative and visual arts was called *Neoclassicism*. It also applies to literature, theater, music and architecture that were influenced by the Classical art and culture of Ancient Greece and Ancient Rome.

Moreover, the Neoclassical movement coincided with the 18th century “Age of Reason” also known as the “Age of Enlightenment”. The art style in this period was brought about by the renewed interest in Greek and Roman classics.

In particular, Neoclassical art pieces such as paintings, sculpture, and architecture generally portrayed Roman history which elevated the Roman heroes.

This period is the renewed interest in classical ideas and art forms that influenced European and American society through idea, politics, and fine arts during the 18th and 19th century. It also refers to the art forms created after but inspired by the ancient times.

The Neoclassical period was derived from the Classicism movement.

### **Characteristics:**

- portrayal of Roman history
- formal composition
- the use of diagonals to show the peak of an emotion or moment
- local color
- overall lighting
- classic geo-structure

## **ROMANTICISM (1800-1810)**

Romanticism was a movement in which the artists of Neoclassical period sought to break new ground in the expression of emotion, both subtle and stormy. It embraced a number of distinctive themes, such as a longing for history, supernatural elements, social injustices, and nature.

Landscape painting also became more popular due to the peoples’ romantic adoration of nature.

Romanticism was a reaction to the classical, contemplative nature of Neoclassical pieces.

### **Characteristics:**

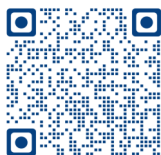
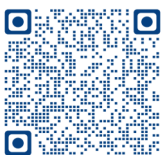
- height of action
- emotional extremes
- celebrated nature as out of control
- dramatic compositions
- heightened sensation (life and death moments)

Neoclassical and Romantic styles differ greatly from one another.

ELEMENTS	NEO-CLASSICISM	ROMANTICISM
Values	Order, Solemnity	Intuition, emotion, imagination
Inspiration	Classic Rome, patriotism, courage, honor	Medieval And Baroque eras, Middle & Far East
Tone	Calm, rational	Subjective, spontaneous, non conformist
Subjects	Greek and Roman history	Legends, exotica, nature, violence
Technique	Stressed drawing with lines, not color, no trace of brushstroke	Unrestrained, rich color, visible brushstrokes
Role of art	Morally uplifting, inspirational	Dramatic, carry viewer away
Composition	Most figures in foreground	Use of diagonal, crowded compositions
Lines	Linear style	Painterly style
Texture	Smooth, no brushstrokes can be seen	Often has visible brushstrokes

## E

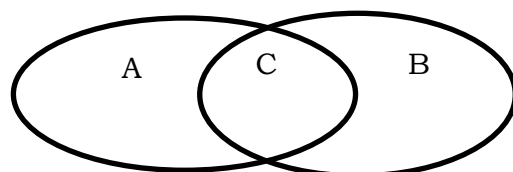
**Learning Task 3:** Watch a short video clips of artworks of Neoclassical and Romantic period. Use a Venn Diagram below to compare and contrast the elements, principles and characteristic of the two period. Do this in your answer sheet.



<https://www.youtube.com/watch?v=aR86ja-RcSA&t=25s>

<https://www.youtube.com/watch?v=agK-qvtb6Mc>

Note: If there is no available internet at home, you may see picture on page 9 to compare and contrast the two period.





**Learning Task 4:**

In your answer sheet, answer the table below. Describe the elements and principles of arts applied in the artworks.



**Psyche Awakened by Cupid's Kiss**

**Theseus Slaying Minotaur**

Elements or Principles	Neoclassicism	Romanticism
Ex. Lines	Linear Style	Painterly Style

**Learning Task 5:** Draw or paint an artwork showcasing the style of Neoclassicism or Romanticism which promotes “new normal lifestyle”. Give a title and a short description of your illustration. Observe the usage and application of the elements and principles of art. Be guided by the following criteria.

Materials:

- Short bond paper, art and coloring materials like coffee mixture, flowers, leaves and any available materials at home.

Criteria	5	4	3	2	1
Elements and principles of arts were employed					
Neoclassicism or Romanticism Style is applied					
Neatness					
Craftsmanship					

**A**

In your journal notebook, complete the following statements.

What I have learned about <hr/> <hr/>	What I love about my artworks <hr/> <hr/>
--	--

## Artworks of the Artists During Neoclassical and Romantic Periods

### Lesson

#### I

In this lesson, you will learn about the artists during the Neoclassical and Romantic Periods, its distinct characteristics, and the representative artists.

At the end of the lesson, you are expected to describe the distinct characteristics of arts during Neoclassical and Romantic periods; identify representative artists during Neoclassical and Romantic periods; and employ styles of representative artists to foster appreciation of their contributions.

#### D

**Learning Task 1:** Find 10 words that are connected to the Neoclassical or Romantic Period. Write your answer on a separate sheet of paper.

A	N	T	O	N	I	O	C	A	N	O	V	A	T	Q
Q	A	U	Y	G	E	D	H	Y	H	B	F	U	F	A
W	P	J	G	D	R	R	R	H	I	L	G	J	R	Z
E	O	B	L	A	T	F	I	U	H	A	H	K	A	X
R	L	K	T	D	T	C	S	N	N	T	P	L	N	S
I	E	L	F	F	Y	H	T	M	J	I	A	P	C	E
R	O	B	E	R	T	A	D	A	M	O	L	N	I	D
R	N	B	E	R	T	I	D	A	M	N	L	M	S	C
U	G	N	R	C	U	V	F	I	I	Y	A	E	G	V
T	F	B	A	G	Y	N	G	H	H	T	D	S	O	F
Y	B	V	S	B	H	B	C	G	B	H	I	A	Y	O
T	H	E	D	E	A	T	H	O	F	M	A	R	A	T
H	W	C	G	B	H	J	R	T	Y	H	N	J	K	L
J	E	X	V	J	L	I	B	E	R	T	Y	I	O	P
J	U	A	N	L	U	N	A	J	H	K	L	G	D	A

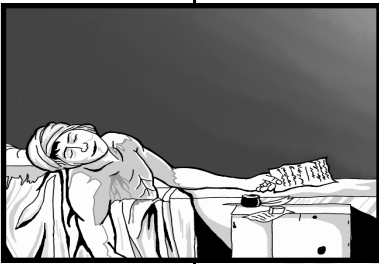
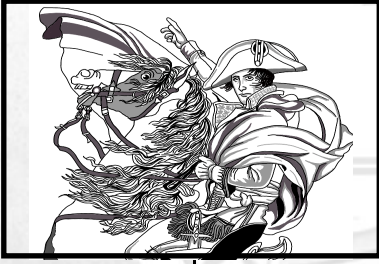


The words you found are the representative artists and their works during the Neoclassical and Romantic Period.




**Learning Task 2:** Match Column A with Column B. Write the letter of your choice on the space provided before the number.

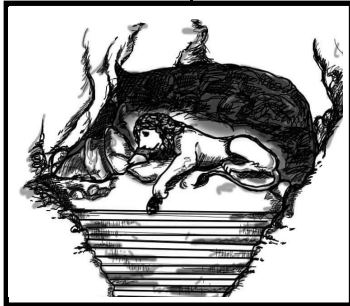
- |                                      |                                 |
|--------------------------------------|---------------------------------|
| ___ 1. Jean-Auguste-Dominique Ingres | A. The Death of Marat           |
| ___ 2. Antoine Louis Barye           | B. The Apotheosis of Homer      |
| ___ 3. Eugène Delacroix              | C. The Third of May             |
| ___ 4. Francisco Goya                | D. Theseus Slaying the Minotaur |
| ___ 5. Jacques-Louis David           | E. Liberty Leading The People   |

## NEO-CLASSICAL ARTISTS

There are a number of neo-classical artists from Europe and the United States. Below are some of them:




ARTISTS	ARTWORK	ARTFORM	DESCRIPTION OF ARTWORK
<p><b>Jacques-Louis David (1748-1825)</b></p> <p>-An influential French painter and considered to be the pre-eminent painter of the era.</p> <p>-His subject were more on history.</p>	<p><b>The Death of Marat</b></p> 	<p>Painting</p>	<p>Shows the portrayal of a revolutionary martyr.</p>
	<p><b>Napoleon Crossing the Alps</b></p> 	<p>Painting</p>	<p>Shows a strong idealized view of the real crossing that Napoleon and his army made across the Alps through the Great St. Bernard Pass in May 1800.</p>
	<p><b>Oath of the Horatii</b></p> 	<p>Painting</p>	<p>It depicts a scene from a Roman Legend about the dispute between Rome and Alba Longa.</p>
<p><b>Jean-Aguste-Dominique Ingres (1780-1867)</b></p> <p>-He was one of the great exemplars of academic art and one of the finest Old Master of his era</p> <p>-His painting were usually nudes, portraits and mythological themes.</p>	<p><b>Portrait of Napoléon on the Imperial Throne</b></p> 	<p>Painting</p>	<p>It depicts Napoleon in his decadent coronation costume, seated upon his golden-encrusted throne, hand resting upon smooth ivory balls.</p>

ARTISTS	ARTWORK	ARTFORM	DESCRIPTION OF ARTWORK
<p>-He was one of the great exemplars of academic art and one of the finest Old Master of his era</p> <p>-His painting were usually nudes, portraits and mythological themes.</p>	<p><b>The Apotheosis of Homer</b></p>	<p>Painting</p>	<p>It depicts the image of Homer, receiving all the brilliant men of Rome, Greece, and contemporary times.</p>
<p><b>Antonio Canova (1757-1822)</b></p> <p>-He was a prolific Italian artist and sculptor who became famous for his marble sculptures that the delicately rendered nude flesh.</p> <p>-He opened the idea for portraying discrete sexual pleasures by using pure contours with his mythological compositions.</p>	<p><b>Psyche Awakened by Cupid's Kiss</b></p>  <p><b>Washington</b></p> 	<p>Sculpture</p> <p>Sculpture</p>	<p>It portrays the relationship of Psyche and Cupid.</p> <p>It was displayed at North Carolina Museum of History.</p>
<p><b>Bertel Thorvaldsen (1789-1838)</b></p> <p>-He was the first international acclaimed Danish artist.</p> <p>-He executed sculptures of mythological and religious theme characters.</p>	<p><b>Christ</b></p> 	<p>Sculpture</p>	<p>It was a resurrected Christ currently located at the Thorvaldsen Museum.</p>

<b>ARTISTS</b>	<b>ARTWORK</b>	<b>ARTFORM</b>	<b>DESCRIPTION OF ARTWORK</b>
<b>Bertel Thorvaldsen (1789-1838)</b>	<b>Lion of Lucerne</b> 	Sculpture	It was a dying lion in Lucerne, Switzerland that commemorates the Swiss Guard who were massacred in 1792 during French Revolution.
<b>Robert Adam (1728-1792)</b> -He was known as the Palladian architect. -He designed the well-known American civic buildings.	<b>White House</b>  <b>United States Capitol</b>	Architecture	A well-known American civic buildings, with a balustrade which is a railing with vertical supports along the edge of the roof.
<b>Henri Labrouste</b>	<b>Library of Saint-Genève</b>	Architecture	A public university library.
<b>Charles Garnier</b>	<b>Palais Garnier</b>	Architecture	A Neobaroque Opera House.

#### ROMANTIC ARTISTS

<b>ARTISTS</b>	<b>ARTWORK</b>	<b>ARTFORM</b>	<b>DESCRIPTION OF ARTWORK</b>
<b>Jean Louis Théodore Gericault (1791-1824)</b> -He was the first French master and the leader of the French realistic school. - His masterpiece were energetic, powerful, brilliantly colored and tightly composed.	<b>Charging Chasseur</b>	Painting	His first major work revealed the influence of the style of Rubens and an interest in the depiction of contemporary subject matter .
	<b>The Raft of the Medusa</b>	Painting	Portrays the victims of a contemporary shipwreck.

<p><b>Jean Louis Théodore Gericault (1791-1824)</b></p>	<p><b>Insane Woman</b></p> 	<p>Painting</p>	<p>One of several portraits Gericault made of the mentally disabled that has a peculiar hypnotic power.</p>
<p><b>Eugene Delacroix (1798 - 1863)</b></p> <p>- He was considered the greatest and most influential French Romantic painter.</p>	<p><b>Liberty Leading the People</b></p> 	<p>Painting</p>	<p>A woman holding the flag of French Revolution personifies Liberty and leads the people forward over the bodies of the fallen.</p>
<p><b>Francisco Goya (1746 - 1828)</b></p> <p>-He was a commissioned Romantic painter by the King of Spain.</p> <p>-He was also a print maker regarded both as the last of the “Old Masters” and the first of the “Moderns”.</p>	<p><b>The Burial of Sardine</b></p> 	<p>Painting</p>	<p>It was Spanish ceremony celebrated on Ash Wednesday and was a symbolical burial of the past to allow society to be reborn, transformed with new vigor.</p>
<p><b>Theodore Rousseau</b></p> <p><b>Jean-Baptiste-Camille Corot</b></p>	<p><b>Der kleine Fischer</b></p> <p><b>Landscape with a Plowman</b></p> <p><b>The Church of Marissel, near Beauvais</b></p>	<p>Painting</p>	<p>A landscape painting depicts the physical world that surrounds us and includes features such as mountains, valleys, vegetation and bodies of water.</p>
<p><b>Francois Rude (1784 - 1855)</b></p> <p>-He was best known for his social art which aimed to inspire and capture the interest of a broad public.</p>	<p><b>Departure of the Volunteers</b></p>	<p>Sculpture</p>	<p>Portrays the goddess liberty urging the forces of the French Revolution onward.</p>

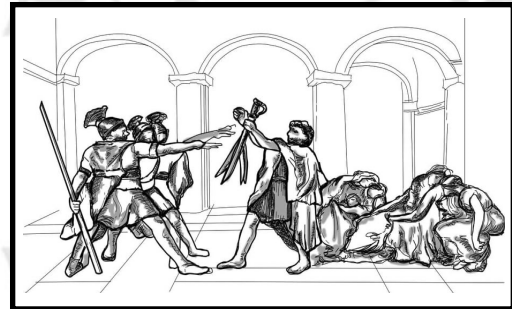
ARTISTS	ARTWORK	ARTFORM	DESCRIPTION OF ARTWORK
<b>Antoine-Louis Barye</b> <b>(1796 – 1875)</b> - He was the most famous animal sculptor of all time	<b>Hercules</b> <b>Sitting on a</b> <b>Bull</b>	Sculpture	The medium used was bronze.
	<b>Theseus</b> <b>Slaying the</b> <b>Minotaur</b>	Sculpture	The medium used is a white marble.

## E

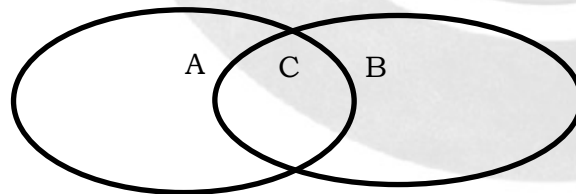
**Learning Task 3:** Complete the Venn diagram below as by identifying the distinct characteristics of each painting. In letter C, put the similarities of the two paintings.



**Liberty Leading the People**



**Oath of the Horatii**



**Learning Task 4:** Fill in the box with their correct answers to complete the table.

PERIOD	ARTISTS	ARTWORK	DESCRIPTION
Neoclassicism	Charles Garnier	Palais Garnier	1.
Romanticism	2.	Liberty Leading the People	3.
Neoclassicism	Bertel Thorvaldsen	Christ	4.
Romanticism	Francois Rude	5.	Portrays the goddess of liberty

**Learning Task 5:** Create your own sculpture, by choosing either human, mythological, or animal figures. Send the output to your teacher via available medium.

**Materials:**

You can choose your preferred material such as modeling clay, soap, piece of wood, rock wire, or any useable and pliable medium. Moreover, you can also use knife or cutter in carving out your art piece.

<b>CRITERIA</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>QUALITY OF ARTWORK</b>	All instructions were followed correctly.	1-2 instructions were not followed correctly.	3-4 instructions were not followed correctly.	Most of the instructions were not followed correctly.
<b>VISUAL IMPACT</b>	Artwork conveys the idea and dimensions of landscape.	Artwork mostly conveys the idea and dimension of landscape.	Artwork somehow conveys the idea and dimensions of landscape.	Artwork did not orderly convey the idea and dimensions of landscape.
<b>PUNCTUALITY</b>	Artwork was submitted on time.	Artwork was submitted 1 weeks late.	Artwork was submitted 2 weeks late.	Artwork was submitted 3 weeks late.
<b>NEATNESS</b>	Artwork presentation was neat and orderly.	Artwork presentation was mostly neat and orderly.	Artwork presentation was somehow neat and orderly.	Artwork presentation was disorderly.



Reflect and answer the following questions in your journal notebook.

1. What can you say about your output?
2. What is the subject of your artwork?
3. Why did you choose this subject?
4. How did you apply the elements of arts as to lines, form and texture?
5. What did you feel while doing your artwork?



# Neoclassicism and Romanticism in the Philippines

## Lesson

### I

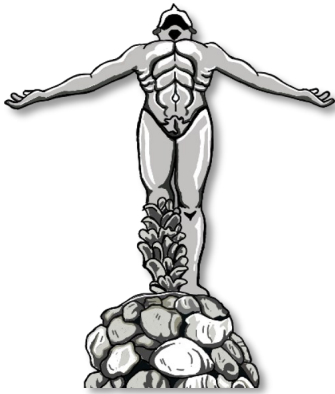
All artists have their own ways of expressing their thoughts and feelings and on how they view things.

In this lesson, you will learn the different artworks during Neoclassicism and Romanticism periods. You will understand how artists used the elements and principles of arts to show the mood, idea, or message.

At the end of the lesson, you are expected to derive the mood or message of the selected artifacts; discuss the functions of the artworks through the elements and principles applied; and create a painting depicting one's emotion or purpose.

### D

**Learning Task 1:** Observe the artwork carefully and answer the given question below. Write your answer in your answer sheet.



**OBLATION**

1. How are lines, shaped and color used?
2. What mood, idea or message does it depict?
3. What art form does the artwork belong to?

**Learning Task 2:** Read the statement carefully. Then, write TRUE if the statement is correct and FALSE if it is not. Write your answer in your answer sheet.

- \_\_\_\_\_ 1. Felix Hidalgo was one of the great Filipino painters.
- \_\_\_\_\_ 2. Spoliarium is the greatest artwork of Guillermo Tolentino.
- \_\_\_\_\_ 3. Napoleon Abueva is a National artist for Sculpture.
- \_\_\_\_\_ 4. Juan Luna is the Father of Modern Sculpture.
- \_\_\_\_\_ 5. Fernando Amorsolo was a National Artist in Painting.
- \_\_\_\_\_ 6. Guillermo Tolentino is the Father of Philippine Arts.
- \_\_\_\_\_ 7. Spolarium can be interpreted as an allegory of Imperial Rome.
- \_\_\_\_\_ 8. Felix Hidalgo painted Planting Rice with Mayon Volcano.
- \_\_\_\_\_ 9. Guillermo Tolentino created the sculpture "Oblation."
- \_\_\_\_\_ 10. Napoleon Abueva created the sculpture "Siyaw Na Diwata ng Sining".

Here in the Philippines, the ideology of Neoclassicism and Romanticism can be seen through various major artworks such as paintings, sculptures and architectural structures. Some of the well-known contributing artists express their skills and ideas in their own respective fields of specialization.

**Félix Ressurección Hildago y Padilla (1855-1913)**

- He was one of the great Filipino painters of the late 19th century who was instrumental for inspiring members of the Philippine reform movement.
- The painting portrays two scantily clothed Christian female slaves being mocked by a group of boorish Roman male onlookers.



**THE CHRISTIAN VIRGINS BEING EXPOSED TO THE POPULACE**

**Juan Luna y Novicio (1857-1899)**

- He was a painter and sculptor, who became one of the first Filipino artists to receive recognition internationally.



**SPOLIARIUM**

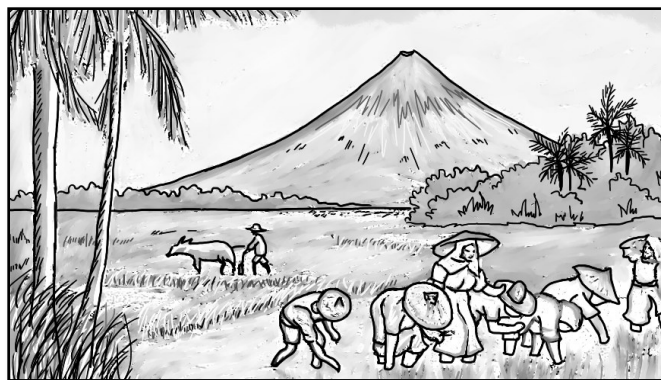
- He was a political activist of the Philippine Revolution during the late 19th century.

• One of his famous artwork was the *Spoliarium*, a Latin word referring to the basement of the Roman Colosseum where the fallen and dying gladiators were dumped and devoid of their worldly possessions. The painting features a glimpse of Roman history centered on the bloody carnage brought by the gladiatorial matches.

- The subject of Luna’s *Spoliarium* can be interpreted as an allegory of Imperial Rome corresponding to Imperial Spain. The image of the Romans dragging the dead gladiators symbolizes the colonial oppression of the indigenous populations.

**Fernando Cuervo Amorsolo (1892-1972)**

- He was a National Artist in Painting.
- He was a portraitist and painter of rural Philippine landscapes, and popularly known for his craftsmanship and mastery of the use of light.



**PLANTING RICE WITH MAYON VOLCANO**

### **Guillermo Estrella Tolentino (1890-1976)**

- A Filipino sculptor who was named National Artist for the Visual Arts in 1973, and is hailed as the “Father of Philippine Arts.”

Famous Artworks:

1. The Original Oblation at the 3rd floor of the Main Library of U.P Diliman
2. Pambansang Bantayog ni Andres Bonifacio

### **Napoleon Isabelo Veloso Abueva**

- He was known as the Father of Modern Philippine Sculpture and has been the only Boholano to be given the distinction of National Artist of the Philippine in field of Visual Arts.
- His famous artwork entitled “ Siyam na Diwata ng Sining.”

Determining the role/function of artwork might be hard and challenging, but if one has inadequate information about how we perceived the message of artwork as we all know that artwork communicates. It somehow transpires the question, “why this artwork created for?”

**Artworks function classified into (2) two: Motivated and Non-motivated.**

#### **A. Motivated Function of art (functional)**

It refers to artworks that are made intentionally for use in conscious actions of the creator or artist. It illustrates another discipline that people could take advantage of or make use of the artwork, utilizing to make their lives comforted.

Examples are Architecture, Furniture, weaving, etc.

#### **B. Non-motivated Function of art (non-functional)**

It refers to artworks that are integral to being a human. It transcends the individual or does not fulfill a specific external purpose, but for internal use that somehow balances harmony as an aspect of being human beyond utility.

Examples are Painting, Sculpture, Literature, Music, and Theater Arts.

However, there are more reasons that artists create art. Here are the (6) six Common functions we considered an art: *Physical, Social, Personal, Spiritual, Educational, and Political.*

**1. Physical Function** –To serve as tools and containers. These are objects which function to make physically comfortable. Examples are Spoon, Building, Chair, Vase, etc.

**2. Social Function** – Reinforcing and enhancing the sense of identity as family, community, society, or civilization awareness. Examples are Festive Occasions, parades, dances, uniforms.

**3. Personal Function** – To express personal feelings. Perhaps the artist wanted to remind or share with the viewer's personal experience. Alternatively, that could be a tragedy or memorable personal moments that could be appreciated and reminded to live each day as if it were the last.

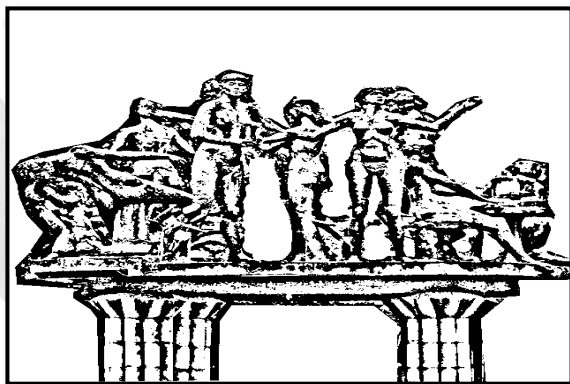
**4. Spiritual Function** – To express spiritual beliefs about what they believed in or the destiny of life controlled by the force of higher power.

**5. Educational Function** – Reinforcing education value through symbols and signs to illustrate knowledge not given in words but for discovery.

**6. Political Function** – to reinforce and enhance a sense of identity and ideological connection to specific political views, issues, and opinions that people should be wary of.

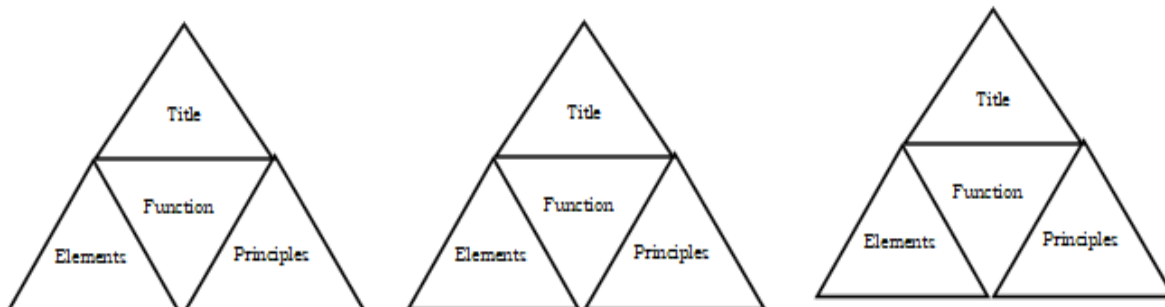
**E**

**Learning Task 3:** Identify and explain the message of the following artworks. Write your answers on a separate sheet of paper by following the format below.



<b>Title of the Artwork</b>	<b>SIYAM NA DIWATA NG SINING</b>
<b>Artist</b>	
<b>Mood</b>	
<b>Idea</b>	
<b>Message</b>	

**Learning Task 4:** Discuss the usage or functions of the artworks in terms of how the elements and principles of arts were applied. Follow the given chart for your answers. Do this activity on a separate sheet of paper. See picture on page 18.



**Learning Task 5:** Firstly, look for one artwork from your locality which has a Neoclassicism and Romanticism style. It can be a painting or a sculpture. Secondly, take a picture of the artwork or you may draw it yourself. Lastly, answer the following questions. You can collaborate with your parents and siblings in doing this activity. Do this on a Separate sheet of paper.

**Process Questions:**

1. What type of art form did you choose?
2. What is the name of the artwork?
3. Explain the idea, mood or message of the artwork.
4. What do you think was the purpose of the artist in creating the artwork?
5. How did the artist use the elements and principles of arts to convey the message and to show the artwork’s purpose?



Create an infographic that shows on how you can help our country in solving social issues. Use the elements that you learned from this lesson. Do this on a separate sheet of paper.

<b>Criteria</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Elements and principles of arts employed					
Neoclassicism or Romanticism Styles					
Relevance to the theme/content and purpose					
Craftsmanship and Neatness					

Answer the reflection questions on a separate sheet of paper.

1. How did you feel while doing your task?
2. What was the message of your artwork?
3. How did you apply the elements and principles of arts in your output to show the message and the purpose?

# The History, Traditions and Characteristics of the Neoclassicism and Romanticism Artworks

## Lesson

### I

To most people, art is an expression of one’s creativity, a product, or artwork produced by skill and imagination. As the period changes, art has evolved into different forms of expression and has influenced history in many ways which can be marked in the different events in art.

At the end of the lesson, you are expected to use artworks to derive the tradition or history of an art period; explain the influence of iconic artists belonging to the Neoclassical and the Romantic periods; apply the techniques, procedures, or styles of the iconic artist in the Neoclassical and the Romantic periods in creating one’s artwork and shows the influence of Neoclassical and Romantic periods on the Philippine art form.

### D

**Learning Task 1:** Can you still remember the distinct characteristics of arts in Neoclassical and Romantic period? Write them in the appropriate column. Do this activity on a separate sheet of paper.

NEOCLASSICAL PERIOD	ROMANTIC PERIOD

**Learning Task 2:** Read the questions carefully and write the letter of your answer on the space provided.

\_\_\_\_\_1. Palladian buildings were based on \_\_\_\_\_ style of villa construction.

- A. Andrea Palacio                      B. Andrea Palladio                      C. Andy Palladio

\_\_\_\_\_2. A vertical supports within a balustrade known as \_\_\_\_\_.

- A. Spindles                                  B. Sprinkles                                  C. Spin

\_\_\_\_\_3. The building features a rectangular or square plan, with a flat roof and an exterior rich in classical detail.

- A. Temple Style                              B. Classical Block Style                      C. Palladian Style

\_\_\_\_\_4. Classical block aesthetic was also known as \_\_\_\_\_.

- A. Beaux-Arts Style                      B. Temple Style                                  C. Palladian Style

\_\_\_\_\_5. These buildings were uncommon during the Renaissance as architects of that period focused mainly on applying classical elements .

- A. Temple Style                              B. Classical Block Style                      C. Palladian Style

Very Good! You have answered the task correctly. You are able to process them easily because of the characteristics employed in the artwork even though they have different art forms.

To know more about the artworks of the Neoclassicism and Romanticism art, you will now read its content.

### **Neoclassical Architecture**

Neoclassical architectural style started in the mid-18th century. It turned away from the grandeur of Rococo style and the Late Baroque. In its purest form, Neoclassical architecture was a style principally derived from the architecture of Classical Greece and Rome and the architectural designs of the Italian architect Andrea Palladio.

#### **Types of Neoclassical Architecture:**

##### **1. Temple Style**

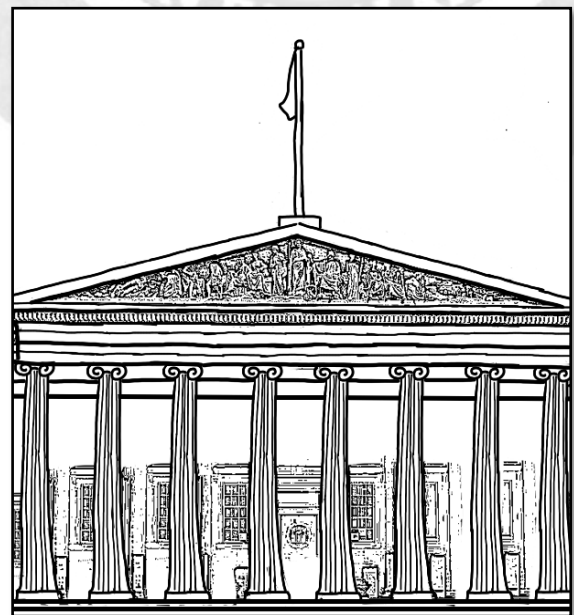
These buildings were uncommon during the Renaissance as architects of that period focused mainly on applying classical elements to churches and modern buildings like palazzos and villas.

Many temple style buildings feature a peristyle (a continuous line of columns around a building), a rare feature of Renaissance architecture.

#### **Most famous Temple Style buildings of the Neoclassical age:**



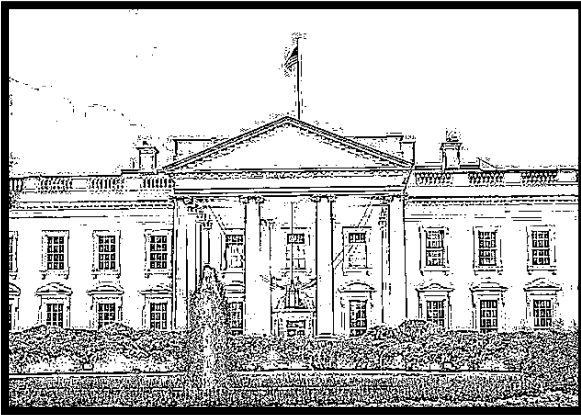
**PANTHEON, PARIS  
BY JACQUES-GERMAIN SOUFFLOT**



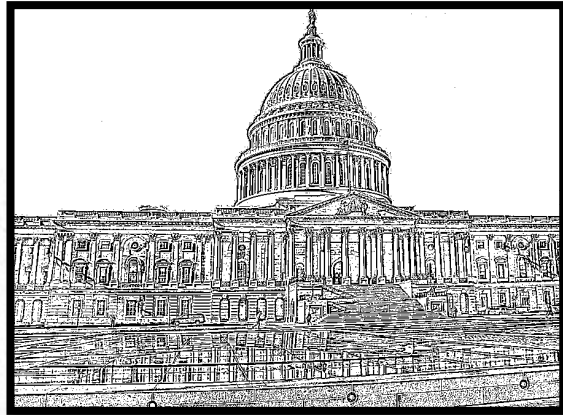
**BRITISH MUSEUM, LONDON  
BY ROBERT SMIRKE**

## 2. Palladian Style

Buildings were based on Andrea Pallado's style of villa construction. Some of the buildings feature a balustrade which is a railing with vertical supports along the edge of the roof. There are vertical supports within a balustrade known as "balusters" or "spindles". It is also a classical method of crowning a building that has a flat or low lying roof. One of the famous architects in the era were the White House and Unites States Capitol.



**WHITE HOUSE**



**UNITED STATES CAPITOL**

## 3. Classical Book Style

The building features a rectangular or square plan, with a flat roof and an exterior rich in classical detail. The exterior features a repeated classical pattern or series of arches and/or columns. The overall impression of such building was a huge, classically-decorated rectangular block.

Classical block aesthetic was also known as "Beaux-Art style", since it was developed principally by the French Ecole des Beaux-Arts (School of Fine Arts). Classical block architecture also flourished in the United States, particularly in New York.

**E**

**Learning Task 3:** Fill the architectural design below with the statements or remarks that best describe Neoclassical and Romantic Period. Do this in your answer sheet.





**Learning Task 4:** Create your dream house by using recycled materials that incorporates the style or characteristics of either Neoclassicism or Romanticism.

Materials:

Be resourceful; you can use any material such as sticks (barbeque stick, popsicle stick), wood bark, driftwood, carton, box, etc.

Below is the criteria for evaluation:

<b>CRITERIA</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>QUALITY OF ARTWORK</b>	All instructions were followed correctly.	1-2 instructions were not followed correctly.	3-4 instructions were not followed correctly.	Most of the instructions were not followed correctly.
<b>VISUAL IMPACT</b>	Artwork conveys the idea and dimensions of landscape.	Artwork mostly conveys the idea and dimension of landscape.	Artwork somehow conveys the idea and dimensions of landscape.	Artwork did not orderly convey the idea and dimensions of landscape.
<b>PUNCTUALITY</b>	Artwork was submitted on time.	Artwork was submitted 1 weeks late.	Artwork was submitted 2 weeks late.	Artwork was submitted 3 weeks late.
<b>NEATNESS</b>	Artwork presentation was neat and orderly.	Artwork presentation was mostly neat and orderly.	Artwork presentation was somehow neat and orderly.	Artwork presentation was disorderly.



Reflect and answer the following in your journal notebook.

1. What did you feel as you were making your dream house?
2. Does your model house visibly convey the characteristics of your chosen period?
3. What materials could you have used to make your dream house look better?
4. If you will live during the Neoclassic and Romantic period, what type of artwork would you prefer (painting, sculpture, architecture)?

## Technique, Style, Characteristic and Influence to Philippine Art Forms during Neoclassical and Romantic Art

### Lesson

#### I

In this lesson, you will discover how the iconic artists from the Neoclassical and Romantic periods influenced our present art form using their styles and techniques in making the artworks.

At the end of the lesson, you are expected to distinguish the influences by iconic artists during the Neoclassical and Romantic periods; and apply these iconic artists' distinct techniques, and styles in creating one's artwork to show the influence of Neoclassical and Romantic periods on the Philippine art forms.

#### D

**Learning Task 1:** Considering the techniques, and styles used in the following movements, write RP if the artwork belongs to the Romantic Period and NP if it belongs to the Neoclassic Period. Write your answer in your answer sheet.



1



2



3



4



5



6

**Learning Task 2:** Classify the given words inside the box whether they belong to Neoclassical period or the Romantic period. Write your answers in your exercise notebook.

Imitation	Conformity	Primitive
Accepted subjectivity	Freedom	Reason
Spontaneity	Tradition	Originality
Logic		

**NEOCLASSICAL PERIOD**

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

**ROMANTIC PERIOD**

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

In today's lesson, you will discover the techniques, styles, characteristics, and influences of Neoclassical and Romantic periods to Philippine art forms.

Now, are you ready to find out? Let's start!

Neoclassicism and Romanticism were the movements after the Rococo period that flourished across Western Europe and the United States which spanned approximately from late eighteenth to nineteenth centuries.

<b>NEOCLASSICISM</b>	<b>CLASSICISM</b>
This renewed interest in classical ideals forms that influenced European and American society through idea, politics, and fine arts during the 18th and 19th century. It also refers to the art forms created after but inspired by the ancient times. This period was derived from Classicism movement.	This is the period in which Greek and Roman principles and styles were reflected in society.

Be careful not to interchange the two terms. Classicism refers to the art forms produced in antiquity or inspired by it afterward, while Neoclassicism refers to the art forms inspired by ancient times, but created later

Though Neoclassicism and Romanticism contrast with each other. They both show distinct characteristics that can be seen through the artworks.

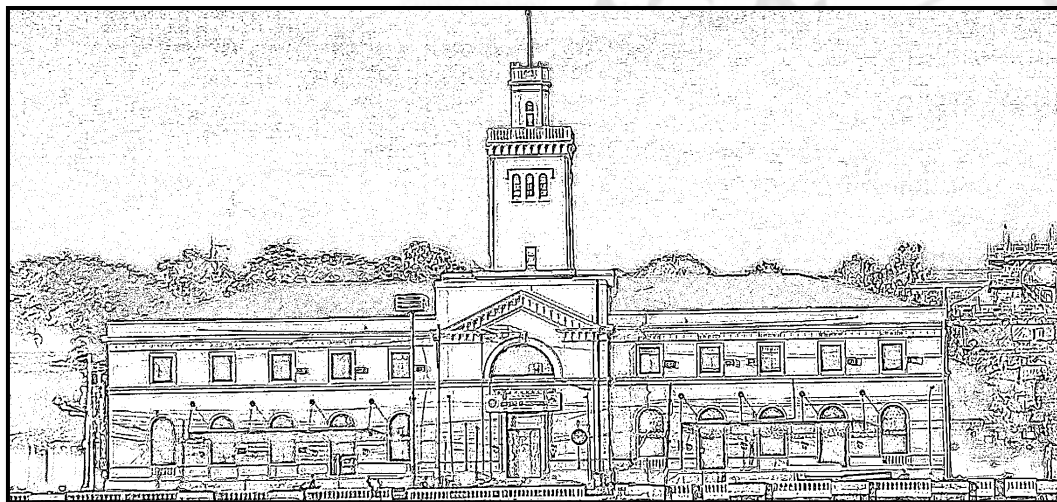
<b>NEOCLASSICISM</b>	<b>versus</b>	<b>ROMANTICISM</b>
<b>Neoclassicism: REASON</b>		<b>Romanticism: PASSION</b>
Nature is defined as human nature		Nature is defined as natural environment (woods, mountains, etc.)
Society is more important than the individual		The individual is more important than society
Imitation		Originality
Tradition		Experimentation
Rules and order		Freedom
Mechanical form (imposed from outside)		Organic (growing from inside)
Logic		Intuition
Reason		Imagination, Emotion
Attempted objectivity		Attempted subjectivity
Town or cultivated		Country, preferably untouched nature
Constraint		Spontaneity
Conformity		Independence, Rebellion
Cultivated, formal, social		The primitive becomes focus

It is clear that Neoclassicism and Romanticism differ from each other, but they both inspire people through the art pieces which great artists have done. Specially, a painting expresses ideas and educates us through its messages.

There is an article on the internet by R.G Chan & Associates that discusses some of the buildings built during the colonization of the Philippines. Shown below are the pictures of some of the building built during that time.



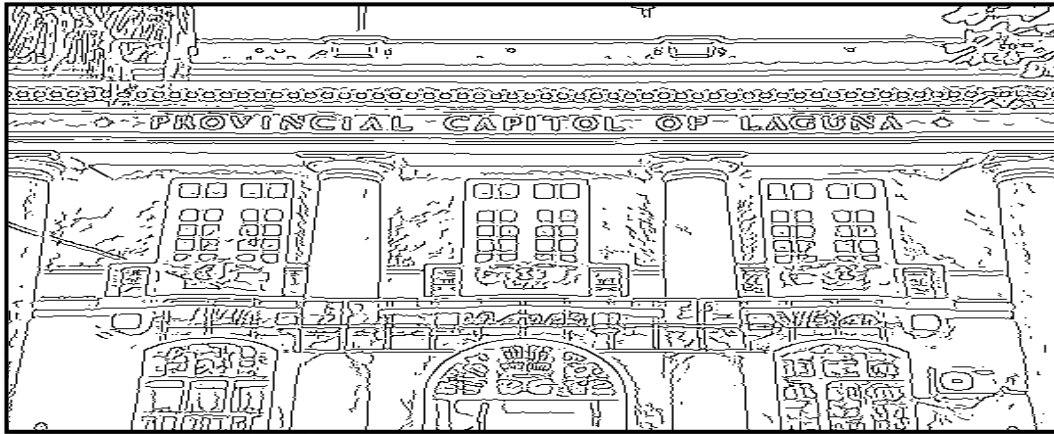
**Bureau of Science and Insular Laboratory**



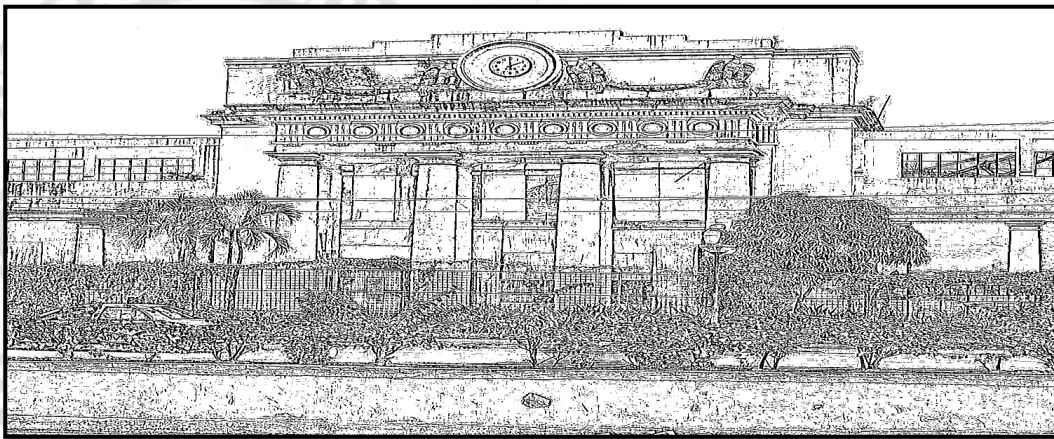
**Iloilo Custom House**



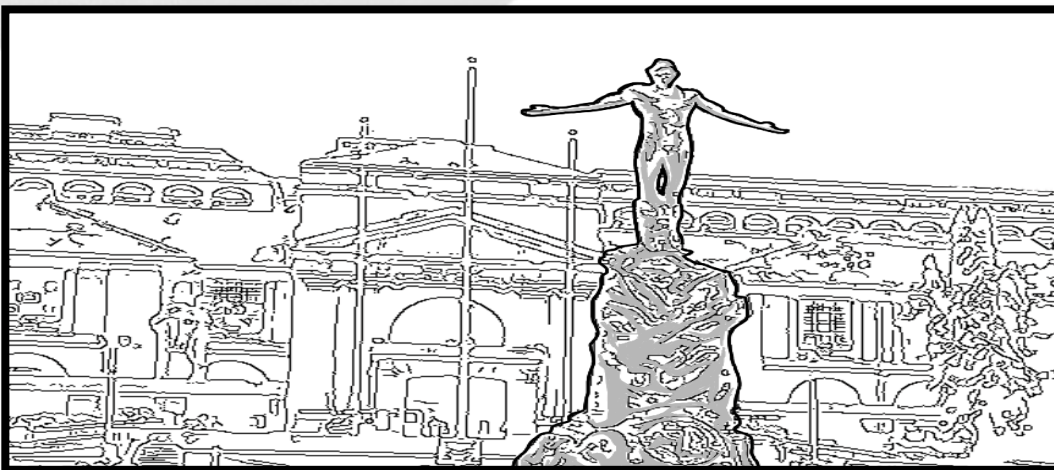
**Sorsogon Municipal Building**



**Laguna Provincial Capitol**



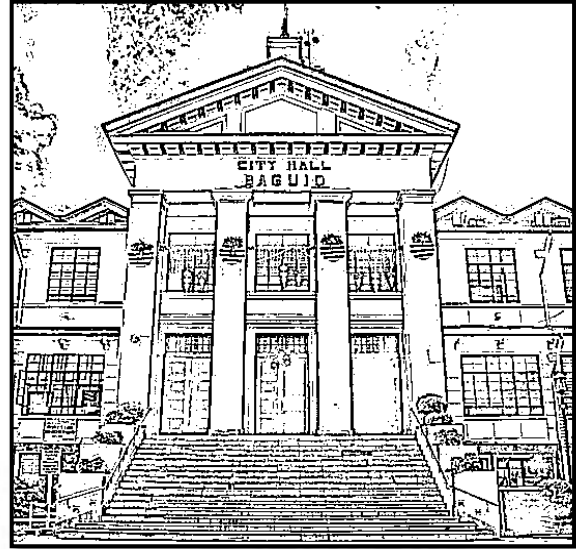
**Paco Train Station**



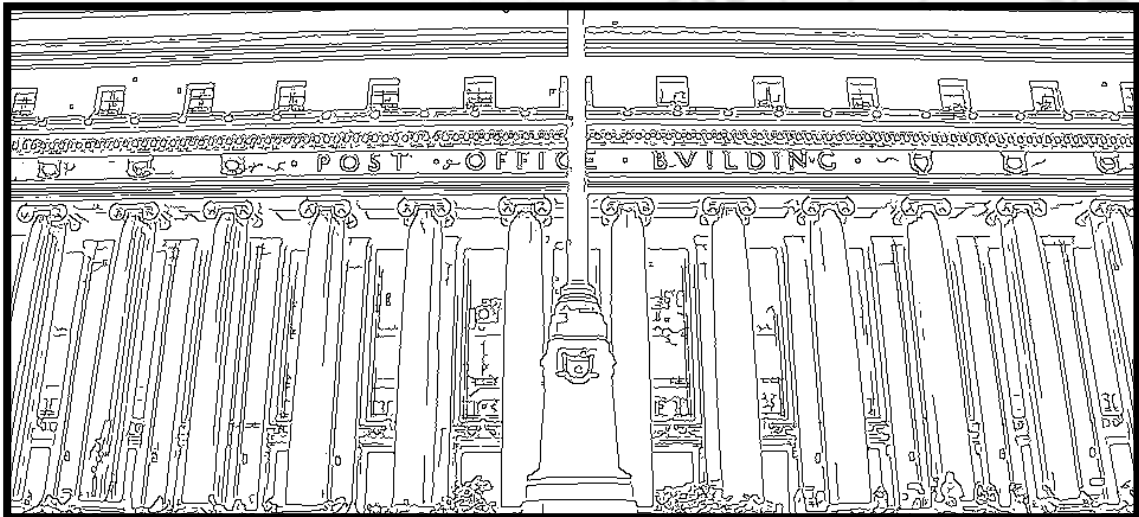
**University of the Philippines Manila**



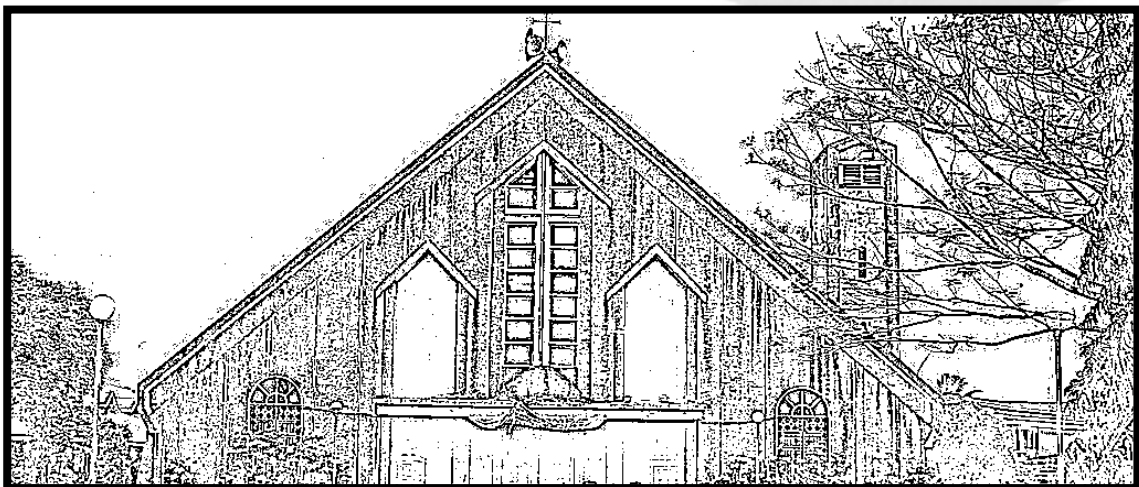
**Executive House**



**Baguio Government Center**

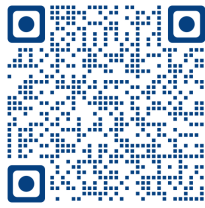


**Manila Post Office**



**Bontoc Catholic Church**

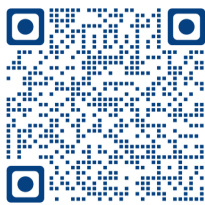
For your additional information, you may read the full article here:



<http://rgchan.com/articles/acaO2.html>



<http://rgchan.com/articles/acaO3.html>



<http://rgchan.com/articles/acaO4.html>

Art forms of the Neoclassicism Period were produced in the late 18th century. These artworks are influenced by Ancient Greece and Ancient Rome. Some of the famous artists of the Neoclassic Period are J.A.D Ingres, Jacques-Louis David, Robert Smirke, Robert Adam, Antonio Canova, Jean-Antoine Houdon and Bertel Thorvaldsen. Neoclassic style is highly visible in paintings, sculptures, and architecture of the 18th century.

On the other hand, Romanticism highly contrasts Neoclassicism. It is a reaction to the classical and contemplative nature of Neoclassical pieces. It seeks modernism and expresses emotion through art. Famous artists in this era were Jean Louis Theodore, Gericault, Eugene Declaroix, Francis Goya, Francious Rude and Antoine-Louis Barye. Landscape painting became more popular due to the people's romantic adoration of nature. Theodore Rousseau and Jean-Baptiste-Camille Corot led the Romantic Landscape painting in France.

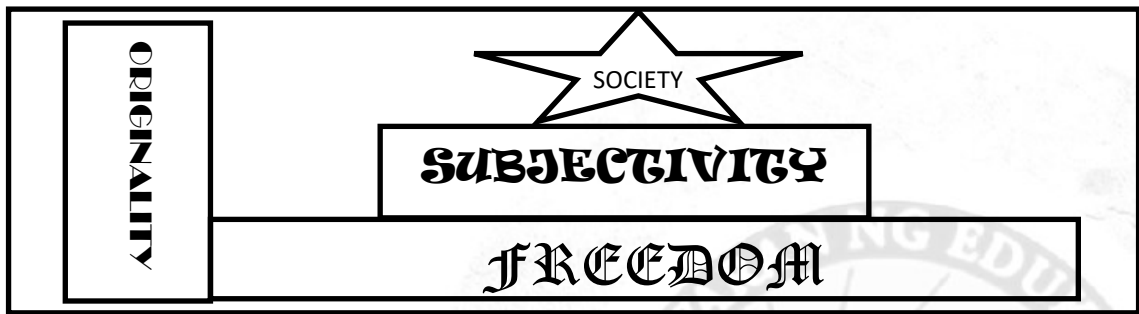
Gothic Revival architectural movement began in the late 1740's in England. It became widely used for churches and civic buildings throughout the West, especially in Great Britain and the United States.

Meanwhile, Neoclassicism and Romanticism in the Philippines can be seen through various major artwork such as paintings, sculptures and architectural structures. Some of the well-known contributing artists express their skill and ideas in their own respective field of specialization were Felix Hidalgo, Juan Luna, Fernando Amorsolo (National Artist in Painting), Guillermo Tolentino (Father of Philippine Arts), and Napoleon Abueva (Father of Modern Philippine Sculpture).

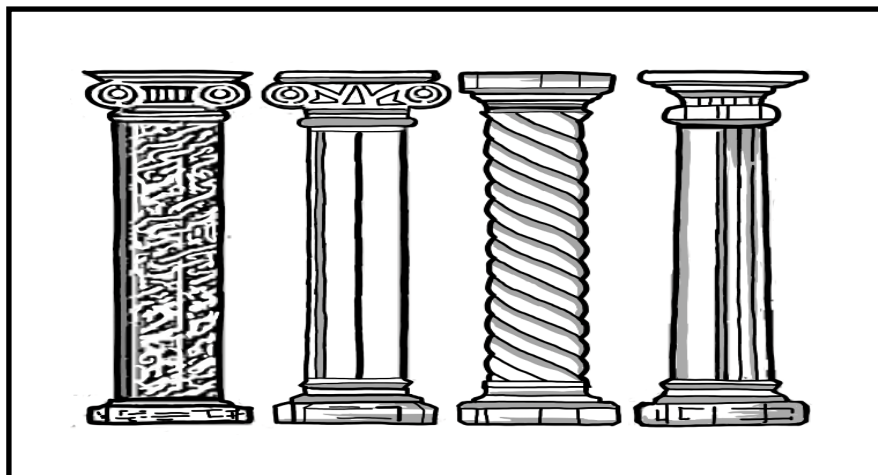
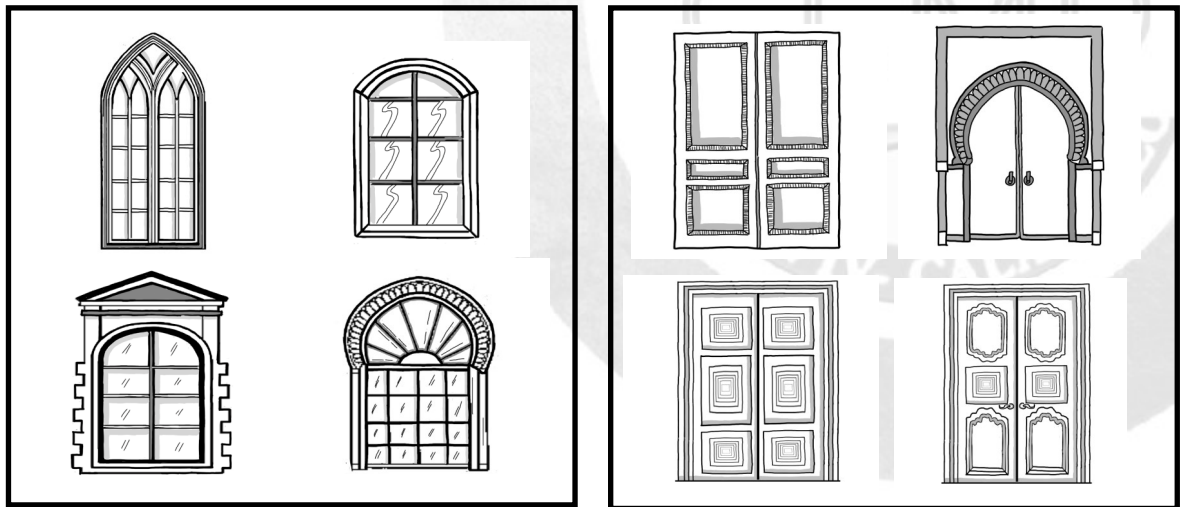


# E

**Learning Task 3:** On a short bond paper, make a graffiti art by using words and expressions that best describe about the techniques, styles, characteristics and influences of Neoclassical and Romantic periods to Philippine art forms. You may also use the example below as a reference, and the criteria on page 21 as a basis for evaluation.

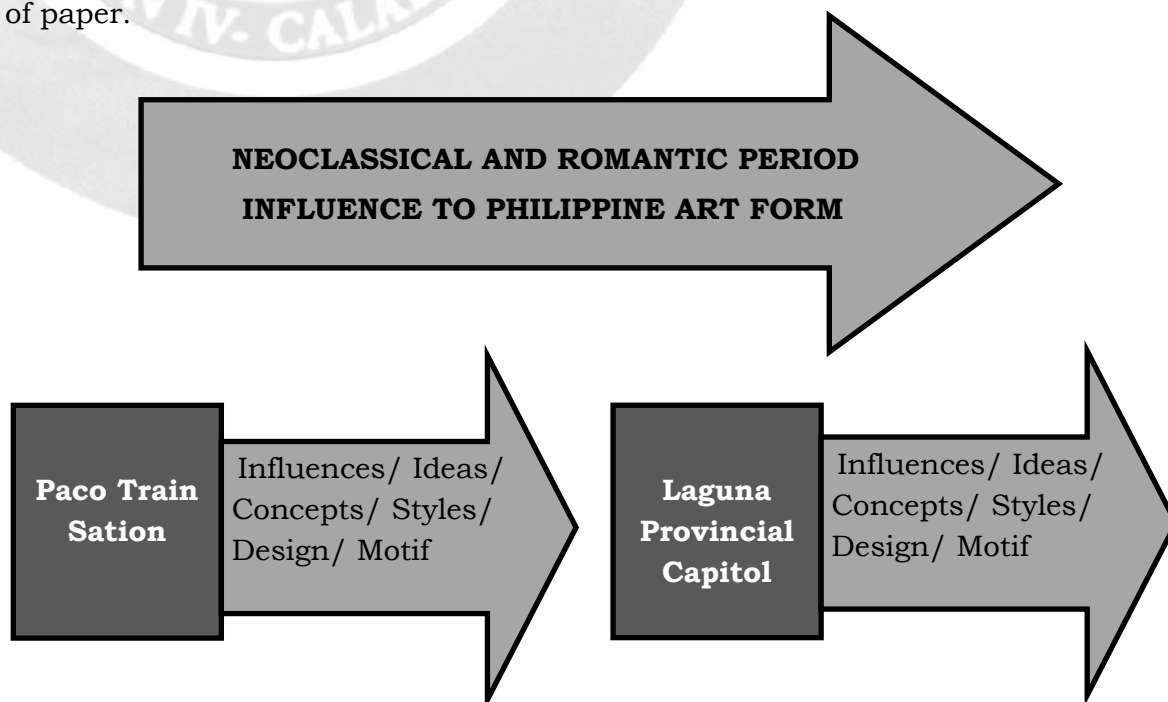


**Learning Task 4:** Draw your very own neoclassical house. You may select from the given examples of door, windows and column designs below. See rubric for evaluation on page 34.



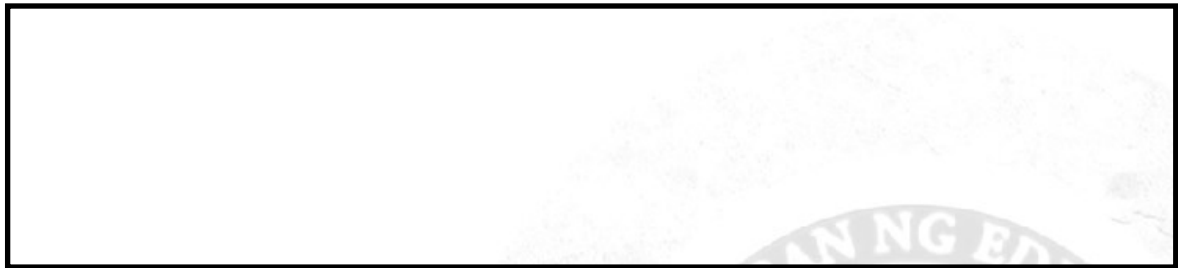
<b>CRITERIA</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>QUALITY OF ARTWORK</b>	All instructions were followed correctly.	1-2 instructions were not followed correctly.	3-4 instructions were not followed correctly.	Most of the instructions were not followed correctly.
<b>VISUAL IMPACT</b>	Artwork conveys the idea and dimensions of landscape.	Artwork mostly conveys the idea and dimension of landscape.	Artwork somehow conveys the idea and dimensions of landscape.	Artwork did not orderly convey the idea and dimensions of landscape.
<b>PUNCTUALITY</b>	Artwork was submitted on time.	Artwork was submitted 1 weeks late.	Artwork was submitted 2 weeks late.	Artwork was submitted 3 weeks late.
<b>NEATNESS</b>	Artwork presentation was neat and orderly.	Artwork presentation was mostly neat and orderly.	Artwork presentation was somehow neat and orderly.	Artwork presentation was disorderly.

**Learning Task 5:** Track the influences made on the Philippine architectures by completing the details on the chart. Write your answers on a separate sheet of paper.



# A

**Learning Task 6:** Create a photo collage with a theme: “Works of Art in Philippine Streets.” Follow the steps below, an example photo collage is given to serve as your guide. Send the output to your teacher via available medium. Use the rubric below to evaluate your artwork.



### How to Make a Photo Collage

1. Search pictures that has a connection with the theme.
2. Select a layout, then arrange your photos to bring out the theme of your artwork.
3. Customize borders. You can add color, texture, and patterns to enhance the theme of your collage.
4. Add text.

### Rubric

Relevance to the theme	40%
Uniqueness	30%
Quality of Work	30%
Total	100

**Learning Task 7:** . Paint an artwork in the style of Neoclassicism with subjects or themes that are inspired with the current issues in the Philippines. See rubric on page 33. Send the output to your teacher via available medium.

Materials: Oslo/bond paper and any coloring materials. Your work will be graded base from this rubric.

### Instructions:

1. Look for a subject with the style of Neoclassicism.
2. Think of a current issue in the Philippines that can be use as your theme.
3. Use any bond paper for your canvass.
4. Use any coloring materials to add impact.
5. Observe neatness of your artwork.

**Learning Task 8:** Make an art exhibit about the Neoclassical and Romantic periods using your own artworks. The exhibit should be documented.

**NOTE:** (The teacher must create a Facebook page for the exhibit wherein the students will showcase their outputs.)

- Post your output from Learning Task 7: Art Production on the Facebook page given by the teacher.
- Kindly ask your Facebook friends to visit it and hit any of the reaction buttons. Then, also ask them to share your posts to raise awareness about the importance of artistic concepts during Neoclassical and Romantic periods.

Reflect and answer the following questions:

1. What did you feel as you were making your masterpiece?
2. Does your artwork visibly convey the characteristics and ideas of Neoclassicism and Romanticism?
3. What materials could you have used to make your artwork better?
4. How does your artwork illustrate the idea of such issues you have decided to work on?



# Answer Key

**WEEK 1**

1. NEO  
2. ROM  
3. ROM  
4. NEO  
5. NEO  
6. ROM  
7. NEO  
8. ROM  
9. NEO  
10. ROM

**Learning Task 2**

**WEEK 2**

**Learning Task 1**

A	V	N	T	O	N	I	O	C	A	N	O	V	A	T	O
O	A	U	D	H	E	D	H	I	H	B	F	U	J	R	Z
E	V	J	G	R	R	R	H	I	L	G	J	F	A	V	A
R	B	R	E	T	A	R	A	M	J	I	P	L	N	S	S
O	A	N	T	O	N	I	O	C	A	N	O	V	A	T	O
R	O	B	E	R	T	A	D	A	M	O	T	N	I	D	
I	E	L	F	F	Y	H	T	M	J	I	P	L	N	S	S
R	L	K	T	C	S	N	N	T	P	L	N	S	S		
E	O	B	L	A	T	F	I	U	H	A	H	K	A	X	
W	P	J	G	D	R	R	H	I	L	G	J	F	A	V	A
R	N	B	E	R	T	I	D	A	M	N	I	M	S	C	
U	G	N	R	C	U	V	F	I	I	Y	A	E	G	V	
T	J	F	B	N	A	G	Y	N	G	H	T	D	S	O	F
Y	B	V	S	B	H	B	C	G	B	H	I	A	V	O	
T	H	E	D	E	A	T	H	O	F	M	A	R	A	T	
H	W	C	G	B	H	J	R	T	V	H	N	J	K	L	
J	E	X	V	J	L	I	B	E	R	T	Y	I	O	P	
J	U	V	A	N	T	U	N	A	J	H	K	L	G	D	A

**Learning Task 5**

PERIOD	ARTISTS	ARTWORK	DESCRIPTION
Neoclassicism	Charles Garnier	Palais Garnier	1. Neobaroque Opera
Romanticism	2. Eugene Delacroix	Liberty Leading the People	3. French Revolution
Neoclassicism	Bertel Thorvaldsen	Christ	4. Imaged of resurrected Christ
Romanticism	Francois Rude	5. Departure of the Volunteers	Portrays the goddess of liberty

**Learning Task 2**

1. B  
2. D  
3. E  
4. C  
5. A

**WEEK 3**

1. TRUE  
2. FALSE  
3. TRUE  
4. FALSE  
5. TRUE  
6. TRUE  
7. TRUE  
8. FALSE  
9. TRUE  
10. TRUE

**Learning Task 2**

**WEEKS 4-5**

1. B  
2. A  
3. B  
4. A  
5. A

**Learning Task 2**

**WEEKS 6-8**

**Learning Task 2**

1. Imitation	1. Originality
2. Illogic	2. Accepted Subjectivity
3. Conformity	3. Freedom
4. Tradition	4. Primitive
5. Reason	5. Spontaneity
NEOCLASSICAL PERIOD	ROMANTIC PERIOD

**Learning Task 1**

1. NP  
2. RP  
3. NP  
4. RP  
5. NP  
6. NP

# PIVOT Assessment Card for Learners

## Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



- ★ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

## Distribution of Learning Tasks Per Week for Quarter 3

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

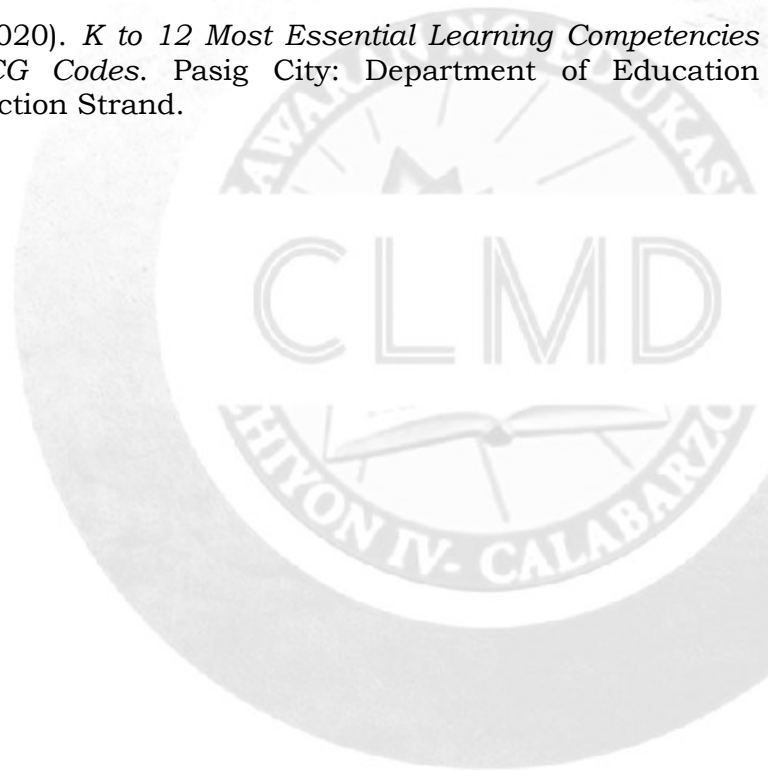
Note: If the lesson is designed for two or more weeks as shown in the ear tag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6.



## Reference

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**Para sa mga katanungan o puna, sumulat o tumawag sa:**

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<https://tinyurl.com/Concerns-on-PIVOT4A-SLMs>

