

Music

Quarter 4 – Module 4: Improvise Appropriate Sounds, Music, Gestures, Movements, and Costumes for a Chosen Opera



Music – Grade 9

Alternative Delivery Mode

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Music

**Quarter 4 – Module 4:
Improvise Appropriate Sounds, Music,
Gestures, Movements, and Costumes
for a Chosen Opera**

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

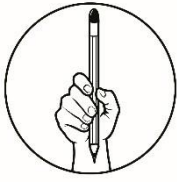
This module was designed and written with you in mind. It is here that you will be assisted in learning about Improvising Appropriate Sounds, Music, Gestures, Movements and Costumes for a Chosen Opera. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of learners. The lessons are arranged to follow the standard sequence of the course. However, the order in which you read them can be changed to correspond with the textbook you are now using.

This module contains:

- Module 4 – Improvise Appropriate Sounds, Music, Gestures, Movements and Costumes for a Chosen Opera

After going through this module, you are able to:

1. Create / Improvise appropriate sounds, music, gestures, movements, and costumes for a chosen Opera. **(MU9OP-IVb-h-5)**

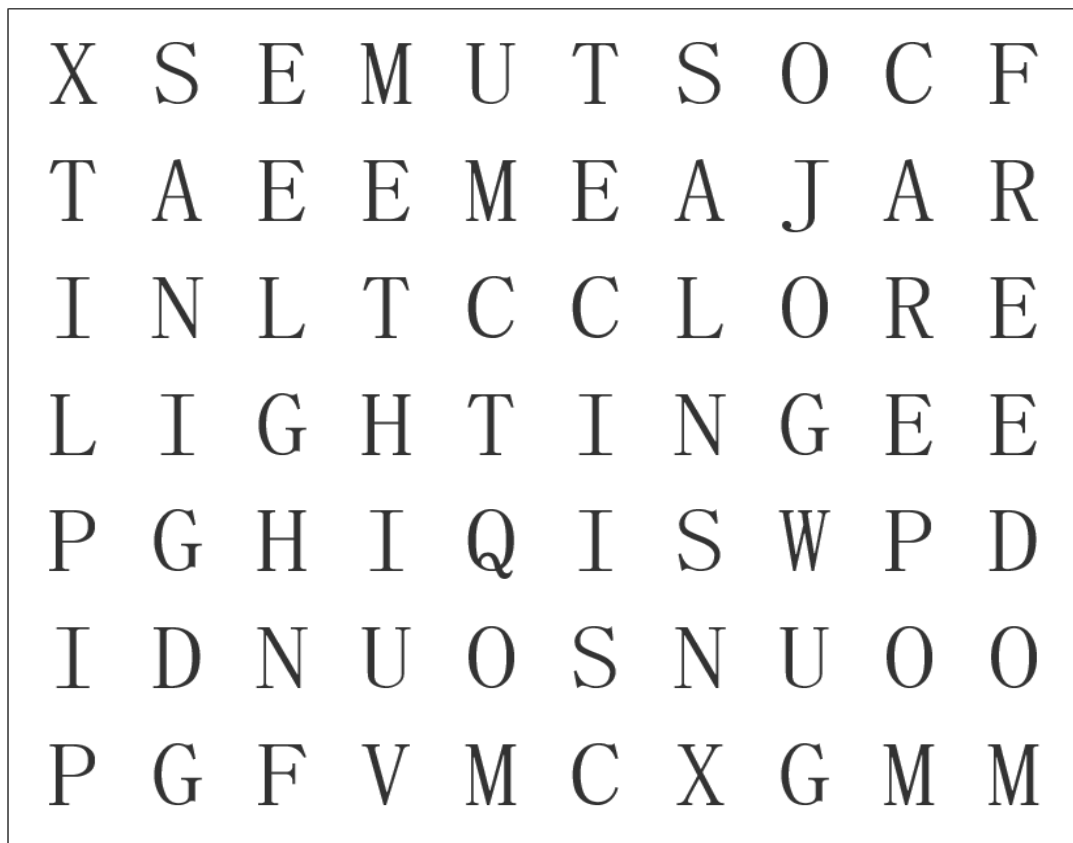


What I Know

WORD SEARCH

Directions: Find 5 words related to Opera during Romantic Period in the grid, running in one of possible directions horizontally and vertically.

OPERA POCKET- ROMANTIC PERIOD



Lesson

1

Create/Improvise Appropriate Sounds, Music, Gestures, Movements, and Costumes for a Chosen Opera



What's In

- Why is it necessary for us to know and understand the theatrical elements of Opera?
- How can you apply improvisation skills in select materials from operas in the Romantic era?
- How did operas affect the lives of the people during and after Romantic era?



What's New

ACTIVITY 1. WHAT DO I DO NOW?

Directions: Next page are some soliloquies derived from the famous opera entitled “Romeo et Juliette” (Act 2, Scene 2). Vocal music of romantic period can be an interpretation of poetry through singing. In this activity, the students are encouraged to perform while incorporating and observing musical elements such as range, tone color, dynamics, and pitch.

A separate line for the male, acting as *Romeo* and female for (Juliet) are provided for the performance.

SOLILOQUY #1:

ROMEO

She speaks.

*O, speak again, bright
angel! For thou art*

*As glorious to this night,
being o'er my head,*

*As is a wingèd messenger
of heaven*

*Unto the white, upturnèd,
wondering eyes*

*Of mortals that fall back to
gaze on him*

*When he bestrides the lazy-
puffing clouds*

*And sails upon the bosom of
the air.*

SOLILOQUY #2:

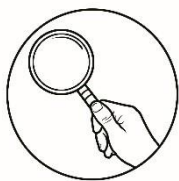
JULIET

*O Romeo, Romeo!
Wherefore art thou Romeo?*

*Deny thy father and refuse
thy name.*

*Or, if thou wilt not, be but
sworn my love,*

*And I'll no longer be a
Capulet.*



What is It

OPERA is a play where the characters sing their scripts instead of reciting - on stage. The English word “Opera” is an abbreviation of the Italian phrase “*opera in musica*” or “work in music” which consist of dramatic text or *libretto* that has been set to music and staged with scenery, costumes, and movement onstage.

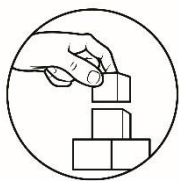
The distinctive character of opera is the use of music to tell a story or plot. Music in opera is used to communicate people’s feelings and emotions rather than plain words or pictures. Opera takes any type of dramatic story and tries to make it more sensational with the help of music. Many famous stories have been made into operas, including “*Lohengrin*”, “*Carmen*”, and one of the most famous opera “*Romeo and Juliet*”.

Individual Activity: LET’S WATCH AN OPERA!

You are going to watch excerpts from an opera. Look for the different components of opera being shown in the video. Jot down the important details about the plot, the characters, musical and theatrical elements present in the film. After watching, answer the following questions:

1. What are some common plots?
2. What can you say about stage setting, costumes, set design?
3. Do the costume, props, and set design help convey the story of the opera?
4. What are the arias in the opera?
5. How do you feel after watching the video?
6. Do you think Opera is a way of expressing one’s feeling? Why do you say so?
7. Do you think opera performances are still relevant? Why? or why not?





What's More

IMPROVISATION

Improvisation in music is the act of creating and playing new music without much preparation. Improvisation requires the performer to instantly reproduce what your mind suggests. There are many ways to improvise and one of these is rhythmic improvisation. This improvisation skill may be chanted, performed through body percussion, or using rhythm instruments. Another way to improvise is through melodic or thematic improvisation. Melodic, thematic, and rhythmic improvisation is done by re-creating something based on a given material. Improvisation can also be the creation of something entirely new based on a given material. This can be done with or without prior preparations.

Improvising Sounds from a Chosen Opera:

LISTENING ACTIVITY #1

The following is a lyrical adaptation to the opening theme of Libiamo. Try singing the tune using the adapted text. You may listen to its simple transcription at <https://youtu.be/LGDO0arWgcE>

*...Sinta, pagmasdan mo ang aking mata
na ikaw ang tinatanaw at laging minamasdan;
Sinta, dinggin mo ang awiting ito
Alay ko tanging sa iyo, ikaw ang pag-ibig ko...*

Try singing this short material several times until such time that you are confident to sing it alone.

Now imagine this short segment as the chorus of your song. What would you write for its verse? For the verse, try to write a rap. Consider meter, symmetry, and rhyme in creating your rap.

Reflection:

1. What is the meter/time signature of Libiamo?
2. Were you able to feel strong and weak beats? Where are the strong beats? Where are the weak ones?
3. Using body percussion, can you create a rhythmic pattern that suits meter/time signature?
4. Can you sing the melody (relative to your comfortable range and key) while doing the body percussion patterns that you have created?

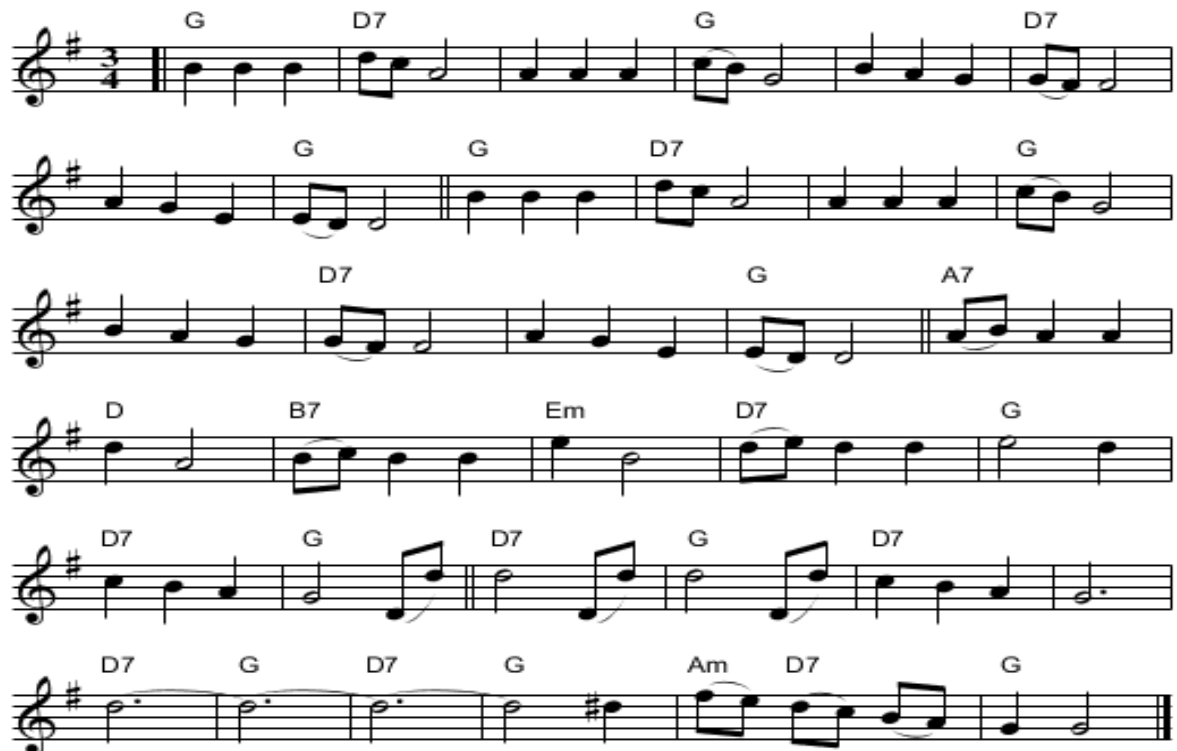
LISTENING ACTIVITY #2

La donna è mobile" *The Woman is Fickle*

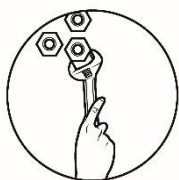
La donna è mobile "The Woman is Fickle" is the Duke of Mantua's canzone from the beginning of act 3 of Verdi's opera *Rigoletto* (1851). The canzone is famous as a showcase for tenors. The song title is translated into "The woman is fickle", referring to the lady in *Rigoletto*.

la Donna 'e Mobile [G]

Giuseppe Verdi



www.abcnotation.com/tunes



What I Can Do

Variation is the repetition of a musical idea, finding as many ways as possible of playing or presenting it; it is one of the best ways of developing creativity, and forms the idea of improvisation in many styles.

You may choose from either La Donna and Libiamo.

1. Make 4 variations of the main melody.
2. Variation may be through altering its tempo, dynamics or rhythmic patterns.
3. Record your final version of your Variation and send this to your teacher thru gmail account. You may listen to its simple transcription at <https://youtu.be/1rIDVUyREBQ>

Improvisation Rubric				
	4	3	2	2
Beat	Student maintains a steady beat while improvising without the use of visuals or teacher guidance.	Student maintains a steady beat while improvising, using visual aids.	Student having difficulty maintaining a steady beat while improvising, using visual aids and/or with teacher guidance.	Student does not maintain a steady beat while improvising with the use of visual aids and teacher guidance.
Rhythmic Content	Student successfully includes the rhythm being studied and incorporates 3 or more known rhythms.	Student successfully includes the rhythm being studied and incorporates at least 2 other known rhythms.	Students successfully includes known rhythms but does not include the rhythm being studied.	Student does not successfully perform new or known rhythms.



What I Have Learned

Summary

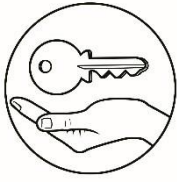
Romantic Period started around 1830 until 1900's. Within this time frame, Romantic period became increasingly innovative. Many changes in the world of vocal music were brought by the Romantic Era. Composers made great strides during this time to closely associate the text or words of a piece with its musical counterpart.



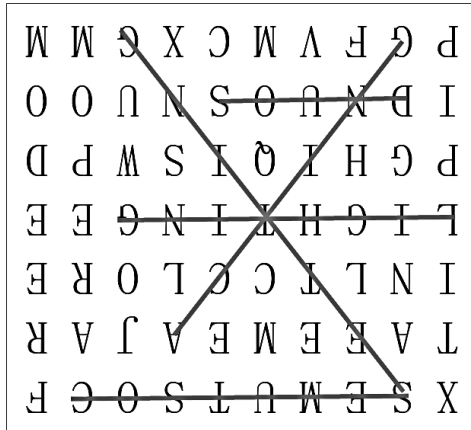
Assessment

Directions: FILL IN THE BLANKS. Complete the sentences below. Write your answers in the space provided.

1. _____ is a dramatic text in Opera.
2. _____ is the main expressive form of arts during romantic period.
3. Improvisation during romantic era is much well-known as _____.
4. _____ refers to the actors' facial expressions, actions and speeches.
5. Opera is a play where the characters _____ their scripts instead of talking on stage.

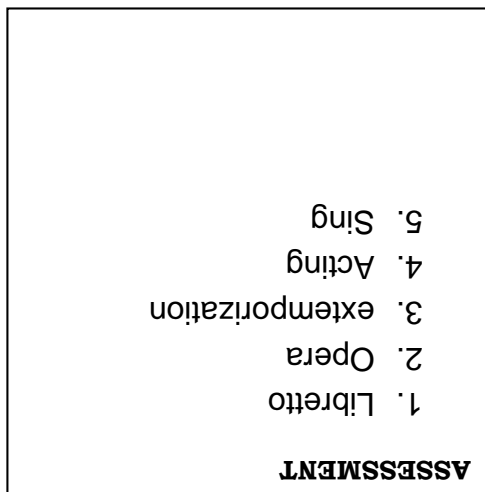


Answer Key



OPERA POCKET- ROMANTIC ERA

1. ACTING
2. LIGHTING
3. COSTUMES
4. SETTING
5. SOUND



References

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