



SELF-LEARNING MODULE

GRADE 9

QUARTER 2

**WEEK 5
MUSIC**

**MOST ESSENTIAL
LEARNING COMPETENCIES**

- Improvises appropriate accompaniment to selected music from Classical Period
- Performs selected music from the Classical period;
- Evaluates music and music performances using guided rubrics.

TOPICS

- **MUSIC ACCOMPANIMENT IMPROVISATION (LOCALIZED INSTRUMENTS)**
- **CLASSICAL MUSIC PERFORMANCE PRACTICE**
- **CLASSICAL MUSIC PERFORMANCE PRESENTATION**
- **CLASSICAL MUSIC PERFORMANCE ASSESSMENT**



EXPECTATION

At the end of this module, you are expected to:

1. improvise appropriate accompaniment to selected music from Classical Period;
2. perform selected music from the Classical period;
3. perform/records a Musical theatre solo; and
4. evaluate musical theatre solo performances using thru RUBRICS.



BRIEF INTRODUCTION

It is an ultimate form of art, perhaps the most perfected in the realm of music so far. Nonetheless it is present in other art forms and virtually everything that we do daily involves some kind of improvisation. Like life itself, musical improvisation is dynamic and ever adjusting to the world around us. When we put ourselves into groups for the purpose of making music, we want the discussions to be musical as well as verbal. Improvisation can provide us with a great opportunity to communicate and respond to each other through music, in a way that has more immediacy than performing the music of others or composing through the available materials found at home.

In this is time you will be performing selected music from the Classical period with the use of improvised accompaniment that you have created in your previous lesson. The activities are provided for you to have a deeper understanding and appreciation of Classical Music. The activity will also help you

develop your ability to analyze music through listening. The music of the Classical era has a lighter and clearer texture. It is mainly homophonic. The melody is simple and easy to remember. There is extensive use of dynamics; phrases are very regular and of the same length. It is also usually associated with the nobility. During that time most of the members of the nobility would financially support the musicians. Music was played in the courts which make the music of the Classical Era more familiar to the nobility than the lower classes. This association of the rich and Classical music is still being experienced in some parts of the world.

In the history of Western Music, the term Classical refers to the period from 1750-1820. During this time, there were significant changes in musical forms and style distinguishing the music from those of the previous era. New music forms emerged such as sonata, concerto, and symphony. The Classical Era, also Called "Age of Reason ". The cultural life was dominated by the aristocracy, who as patrons of musicians and artists generally influenced the arts. The great composers of the period were: Franz Joseph Haydn, Wolfgang Amadeus Mozart, and Ludwig Van Beethoven.

The classical Era (1750-1820) was also called "Age of Reason". The cultural life of this era was dominated by aristocracy, as patrons of musicians and artist generally influenced arts. The term classical denotes conformity with the principle and characteristics of Ancient Greek and Roman literature and art which were characterized with formal elegant, simple, freed and dignified. The same characteristics may also describe melodies of classical music. Harmony and texture is homophonic in general. The dynamics of loud and soft was clearly shown through the extensive use of crescendo and diminuendo. A style of broken chord accompaniment called Alberti Bass was practiced. During this era, they developed the Sonata, Concerto and Symphony instrumental forms while Opera Seria and Opera Buffa were the two vocal forms. It is also the period wherein great composer were evolved like Franz Joseph Haydn, Wolfgang Amadeus Mozart and Ludwig Van Beethoven.



ACTIVITY 1

Activity 1. MUSIC ANALYSIS

Directions: In this activity, the students will listen to the selected music from the Renaissance, Baroque, and Classical period. Describe each musical piece by putting a check in the box of the corresponding characteristics element.

Title of the Composition	Melody		Tempo			Dynamics		Texture			Period in Music		
	Simple/Tune ful	Complex	Slow	Moderate	Fast	Mostly Soft	Mostly Loud	Monophonic	Homophonic	Polyphonic	Renaissance	Baroque	Classical
Thomas Morley "Fire, Fire, My Heart" https://www.youtube.com/watch?v=fOPuZ10oHOY													
G.F. Handel "Halleluia Chorus" https://www.youtube.com/watch?v=IUZEtVbJT5c													
L.V. Beethoven Symphony no. 9, Op.125, D Minor "Choral" Symphony no.9 http://www.youtube.com/watch?v=w6E3xem_c2w													

Guide Questions:

1. Describe and differentiate the elements of the three components.
2. Which music is familiar to you? Where did you hear it?
3. Among the three compositions, which did you like the most? Why?

Activity 2. "ODE – TO- NEW MUSIC"

Directions: In this activity, the student will watch and listen Beethoven's' Ode to Joy music. Using new genre of music and available material at home, improvise appropriate accompaniment to be used to accompany the composition. Available materials can be plastic cups, pen, glass, bottles or anything that can produce sounds. Students may visit the links below to help them create their own. You can revived music and integrate new genre of music to make it livelier. Lastly, record a video for the performance. <https://www.youtube.com/watch?v=4pbMUEHvoAo>



ACTIVITY 2

Directions: Nowadays, people listen to current & new musical genres such as pop, rock, R&B, and other 20th century music and are unaware of the music of the past. In this activity, you will be divided into 4 groups. Your group will create a short poem with a theme on the Classical Era. Your group will recite or rap the poem and use music of the Classical Period as your accompaniment. (Example: melody of Beethoven's Symphony no. 9, "Ode to Joy").

Your performance will be graded according to the following rubrics:

Criteria	5	4	3	2	1
1. All instructions were followed	At all times	Most of the time	Some of the time	Hardly	Never
2. Singing (Voice Quality)	Good singing voice and sign in tune	Good singing voice and but sometimes not in tune	Can sing but has a hard time following the tune	Cannot sing but can hum a few lines	Cannot sing at all
3. Originality of Composition	Composed their own original lyrics	Composed their own lyrics but have minor similarities to other compositions	Composed lyrics but have similarities to other compositions	Composed lyrics but remains unfinished	Did not composed at all
4. Overall Performance	Demonstrated Consistency Mastery	Demonstrated Consistent Proficiency	Demonstrated Competency	Competence but not all	Incompetence
Total Points:					



ACTIVITY 3

"Perform It to The Classic!"

Directions: 1. Create a short poem with a theme on the Classical Era.

2. Recite or Rap the poem and use music of Classical Period as your accompaniment. You may choice to these examples of Classical music.

- Melody of Beethoven's Symphony No.9, "Ode to Joy"
- " Eine Kleine Nachtmusik" of Wolfgang Amadeus Mozart
- Franz Joseph Haydn "Symphony No.101, The Clock"

3. Have a video recording of your performance.

4. Below is the Assessment tool for you to assess your performance in the given activity. All you need to do is to tick the needed responses based on your performance. Do this in your MAPEH Notebook.



ACTIVITY 4

	4	3	2	1	
1. All instructions were followed	At all times	Most of the Time	Some of the Time	Hardly	Never
2. Singing (Voice Quality)	Good Singing Voice and sing in tune	Good singing voice but sometimes not in tune	Can sing but has hard time following the tune	Cannot sing but can hum a few lines	Cannot sing at all
3. Originality of Composition	Excellent	Good	Satisfactory	Fair	Needs Improvement
4. Overall Performance	Excellent	Good	Satisfactory	Fair	Needs Improvement
Total Points:					

A. MUSICAL PRODUCTION/THEATRE SOLO

Direction: at this time, you will go to showcase your creativity and talents through performance such as singing, acting, dancing as well as directing and creative writing.

Procedure:

1. Each student will create a(5-10 minutes) short **musical production**(for those students who can form a 3-5 members) or a **theatre solo**(for those students who cannot able to perform in group)on either the life of Haydn, Mozart or Beethoven.
2. Use the music/compositions of your chosen composers as your background accompaniment for your dance, and son.
3. Create or make an improvised instrumental accompaniment to your presentation.
- 4.Record your presentation using your SMART phone and upload it in our Group Messenger.
5. Each student will be assigned to evaluate the performance of their classmates using the given

RUBRICS.

CRITERIA	5 POINTS	4 POINTS	3 POINTS	2 POINTS	1 POINT
1. All instructions were followed	At all times	Most of the times	Some of the time	Hardly	Never
2. Singing (Voice quality)	Good singing voice and sing in tune	Good singing voice but sometimes not in tune	Can sing but has a hard time following the tune	Cannot sing but can hum a few lines	Cannot sing at all
3. Dancing (Grace and Synchronization)	Can dance well and in synch with the music	Can dance and in synch with the music	Can dance but sometimes not in synch with the music	Can dance but not in synch with the music	Can hardly dance
4. Acting and directing	Excellent	Good	Satisfactory	Fair	Needs improvement
5. Overall Production	Excellent	Good	Satisfactory	Fair	Needs improvement
Total points					

B. With this unexpected pandemic situation, that health workers as the main front liners who are mostly to be praised and be thankful for their undoubted faith and commitment towards their duties and responsibilities. What do you think is the best songs/song you would like to dedicate or offer to them to show your sincerest gratitude? Justify your answer.

Song/s Title: _____

Why...? _____



REMEMBER

- The following are the vocal and instrumental music during Classical Period.

- Sonata
- Sonata Allegro Form
- Concerto
- Symphony
- Classical Opera

The two distinct styles of opera:

- Opera Seria
- Opera Buffa

Three famous composer during the era were:

- Franz Joseph Haydn
- Wolfgang Amadeus Mozart
- Ludwig Van Beethoven

Thus, improvisation of instrument are needed for the development of Classical/old music to strengthen its influence to the new generation.

- Classical music refers to the period from 1750-1820. It is also known as the "Age of Reason" or "Age of Enlightenment" because reason and individualism rather than tradition were emphasized in this period. During this period, different instrumental forms of music were developed. These were sonata, concerto, and symphony. The three greatest and most popular composers of the period are: Franz Josef Haydn, Wolfgang Amadeus Mozart, and Ludwig Van Beethoven.
- The term "Classical" denotes conformity with the principles and characteristics of ancient Greece and Roman literature and art which were formal, elegant, simple and dignified. Classical music refers to the period from 1750-1820. It is also known as the "Age of Reason" or "Age of Enlightenment" because reason and individualism rather than tradition were emphasized in this period.
- Classical Era (1750-1820) was also called "Age of Reason". The cultural life of this era was dominated by aristocracy, as patrons of musicians and artist generally influenced arts. During this era, they developed the Sonata, Concerto and Symphony instrumental forms while Opera Seria and Opera Buffa were the two vocal forms. It is also the period wherein great composer were evolved like Franz Joseph Haydn, Wolfgang Amadeus Mozart and Ludwig Van Beethoven



CHECK YOUR UNDERSTANDING

Before I move on to the next module, I will assure you that...

I understand...

I will apply for the lesson in...

I will practice...
