



SELF-LEARNING MODULE

GRADE 9

QUARTER 3

MODULE

1



WRITER/S

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TO THE LEARNERS!

Before starting the module, I want you to set aside other tasks which may disturb you while enjoying the lessons. Read the simple instructions below to successfully enjoy the objectives of this kit. Have fun!

1. Follow carefully all the contents and instructions indicated on every page of this module.
2. Write in your notebook the concept about the lessons. Writing enhances learning, which is important to develop and keep in mind.
3. Perform all the provided activities in the module, use a separate sheet of paper in answering the exercises.
4. Finish the task at hand before proceeding to the next page.
5. Analyze conceptually the posttest and apply what you have learned.
6. If you encounter any difficulty in answering the tasks in this module, do not hesitate to ask for help from your teacher. Enjoy studying!

HONESTY IS THE BEST POLICY!



EXPECTATION

At the end of module 1, you are expected to:

- a. Listen perceptively to selected Romantic period music.
- b. Describe musical elements of given Romantic period pieces.
- c. Analyze art elements and principles in the production of work following a specific art style from the Neoclassic and Romantic periods.
- d. Identify representative artists from the Neoclassic and Romantic periods.
- e. Undertake physical activity and physical fitness assessment.
- f. Perform appropriate first aid for injuries and emergencies in physical activities and dance settings (cramps, sprain, and heat exhaustion).
- g. Analyze the procedures in conducting primary and secondary surveys of the victim.
- h. Explain the importance of assessing an emergency.



LOOKING BACK

Direction: Recall the activities, insights, and reflection that you have learned in the 2nd quarter.

MUSIC	ARTS														
<p>Music of the Classical Period (Vocal and Instrumental)</p> <p>Identify the term being described. Write your answer on a separate sheet of paper.</p> <ol style="list-style-type: none"> 1. It is called the "The Age of Reason." 2. The general texture of Classical music. 3. The term for Italian opera. 4. It is a multi-movement work for solo instruments. 5. A musical composition designed to be played by the full orchestra. 	<p>Matching Type: Match the artworks in column A with the artists in column B. Write the letter of your answer on a separate sheet of paper.</p> <table border="0"> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;">A</td> </tr> <tr> <td>__ 1. Pieta</td> <td>A. Bernini</td> </tr> <tr> <td>__ 2. Monalisa</td> <td>B. Donatello</td> </tr> <tr> <td>__ 3. Sistine Madonna</td> <td>C. Leonardo da Vinci</td> </tr> <tr> <td>__ 4. The Last Supper</td> <td>D. Michaelangelo</td> </tr> <tr> <td>__ 5. Transfiguration</td> <td>E. Raphael</td> </tr> <tr> <td></td> <td>F. Velasque</td> </tr> </table>	B	A	__ 1. Pieta	A. Bernini	__ 2. Monalisa	B. Donatello	__ 3. Sistine Madonna	C. Leonardo da Vinci	__ 4. The Last Supper	D. Michaelangelo	__ 5. Transfiguration	E. Raphael		F. Velasque
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PHYSICAL EDUCATION	HEALTH														
<p>Social Dance and Dance Mixers</p> <p>Identify the following and write your answer on a separate sheet of paper.</p> <ol style="list-style-type: none"> ___ 1. It refers to dances primarily intended to get to know other people on a certain formal or semi-formal occasion. ___ 2. It is a lively dance full of passion and energy. The classic "Cuban Hip motion" gives its unique style. ___ 3. It is the general term referring to the DOs and DON'Ts in social dancing. ___ 4. It is a sensual dance that originated in South America in the early twentieth century. ___ 5. A Latin dance that never slows down and is referred to as the "marching with style." 	<p>Prevention of Substance Drug Use and Abuse</p> <p>Supply the missing words!</p> <ul style="list-style-type: none"> • _____ (1) are any substances or chemicals which when taken into the body have psychological, emotional, and behavioral effects on a person. • Commonly abused drugs in the Philippines are _____ (2) _____ (3) _____ (4) _____ (5) 														



BRIEF INTRODUCTION

MUSIC: MUSIC OF THE ROMANTIC PERIOD

The Romantic period started around 1830 and ended around 1900, as compositions became increasingly expressive and inventive. At its core, composers of the Romantic Era saw music as a means of individual and emotional expression. Indeed, they considered music the art form most capable of expressing the full range of human emotion.

Program music became the main form of instrumental compositions which is evident in concert, overtures, program symphonies, symphonic poems, and incidental music. Program music is a form that portrays an idea or relays a story to the audience.

Nationalism was also incorporated into the music of the Romantic Period. In the previous historical periods, composers borrowed musical styles from Germany, Italy, and France. However, composers of the Romantic period began incorporating their country's native folk songs and musical styles into their compositions.

Most of the compositions of the era portray literature, history, emotions, and nature.



MUSIC ACTIVITY

You are embarking on an adventure through musical time, and this journey will be more pleasurable if you will recall some of the basic musical concepts. Listen carefully for these aspects in the music you hear, and in time, you will attain a heightened understanding that will open your ears, mind, and soul to the deeper levels of musical thought.

Activity 1: “Exploring the Elements of Music”

Directions: Listen carefully to the selected recordings of Romantic music. Describe the music according to its elements and write your answer in the given chart below.

Title	Tempo	Dynamics	Texture	Instruments used
Liebestraume “Love Dream” https://www.youtube.com/watch?v=MBOa-2b4uQQ				
“Revolutionary Etude” https://www.youtube.com/watch?v=g1uLrHq9TDg				
“The Swan” from “Carnival of the Animals” https://www.youtube.com/watch?v=b44-5M4e9nl				



BRIEF INTRODUCTION

ARTS: ARTS OF THE NEOCLASSIC AND ROMANTIC PERIODS

In the middle of the 18th century, Neoclassicism was born out of the rejection of the Rococo and late Baroque styles. Romanticism began in the same era, but its approach had to do with the modern or new rather than the traditional.

In this unit, you will learn about Neoclassical and Romantic artworks. Their influences today were highly visible through the style of paintings, sculptures, and other artworks adapted by the well-known artists internationally and by some of our National Artists. Some of the existing architectural structures convey the traits and characteristics of such periods.

You are going to trace the art history and characteristics of Neoclassicism and Romanticism along with various artists that made names for each period.

Painting, sculpting, and architectures are the processes and products that you will make for this Unit.



ART ACTIVITY

ACTIVITY: No.1 “ARTWORK ON THE GO!”

Direction: Recall the elements and principles of arts. Analyze the different artworks below and write the elements and principles of art applied in each artwork. Note: (you can give more than one Elements and Principles of Art)

Example:

Elements of Arts

1. Lines
2. Color



<http://bit.ly/3fbNNeD>

Artwork: Napoleon Crossing the Alps

Period: Neoclassical Painting

Principles of Arts

1. Movement
2. Contrast

A.

Elements of Arts

1. _____
2. _____
3. _____



https://kids.kiddle.co/British_Museum

Artwork: British Museum

Period: Neoclassical Architecture

Principles of Arts

1. _____
2. _____
3. _____

B.

Elements of Arts

1. _____
2. _____
3. _____



<http://bit.ly/2MAI9S4>

Artwork: Liberty Leading the People

Period: Romantic Painting

Principles of Arts

1. _____
2. _____
3. _____

C.

Elements of Arts

1. _____
2. _____
3. _____



<http://bit.ly/3omamln>

Artwork: Pauline Bonaparte as Venus Victrix

Period: Romantic Sculpture

Principles of Arts

1. _____
2. _____
3. _____

Activity 2: "YOUR FACE LOOKS FAMILIAR"

Direction: Below are the names and pictures of artists. Write the Timeline (year of birth and death), Artwork (choose only one), and Period (either Neoclassical or Romantic) of the following artists.

EXAMPLE:

Artist: Antoine-Louis Barye

Timeline: 1795 – 1875

Artwork: Theseus Slaying Minotaur

Period: Neoclassical



https://en.wikipedia.org/wiki/Antoine-Louis_Barye

A.

Timeline: _____
Artworks: _____
Period: _____



Antonio Canova

<http://bit.ly/3adElsO>

B.

Timeline: _____
Artwork: _____
Period: _____



Berthel Thorvaldsen

<http://bit.ly/3ckIGma>

C.

Timeline: _____
Artwork: _____
Period: _____



Jacques-Louis David

<http://bit.ly/3aYF5hF>

D.

Timeline: _____
Artwork: _____
Period: _____

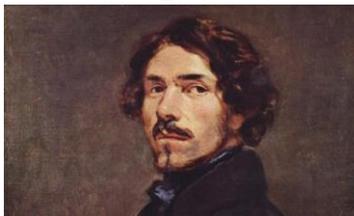


Theodore Gericault

<http://bit.ly/3iTBlo>

E.

Timeline: _____
Artworks: _____
Period: _____



Eugene Delacroix

<http://bit.ly/3cmY6Gv>



BRIEF INTRODUCTION

PHYSICAL EDUCATION: Festival Dances (PPFT and First Aid)

Fitness is a universal concern of all. Whatever endeavors we are in, whatever activities we do, our fitness should always be considered if we are to perform them with effectiveness and efficiency. Fitness is not just for athletes, sportsmen, and Physical Education teachers and fitness instructors. It is also a concern of students, parents, and other members of the community. If we are to become strong and productive members of our community, we must address the very basic requirement of such a goal, the sustaining base of any endeavor we undertake, fitness.

Dance is a movement of the whole body in a rhythmic way, usually to music and within a given space or area, for the intention of conveying an idea or emotion, releasing energy, or simply taking delight in the movement itself. Dance is also a form of exercise for an individual to avoid a sedentary lifestyle, maintain a healthy body, and the emotional aspect.



P.E. ACTIVITY

Direction: Recall the components of physical fitness and read the basic first aid for injuries and answer the activities below. You can open this link for additional information.:

<https://slideplayer.com/slide/8825386/> <https://www.slideshare.net/jbubser/physical-fitness-components>

COMMON INJURIES ENCOUNTERED BY FESTIVALS DANCERS

SPRAINS

sprain is caused by torn fibers in a ligament. Swelling and bruising are some signs and symptoms.

FIRST AID

- >Have the victim lie down with his/her feet elevated.
- >Keep the victim cool.
- >Give him/her electrolyte beverages to sip or make a salted drink.
- >Monitor the victim for signs of shock.
- >If the victim starts having seizures, protect him/her from injury and give first aid for convulsion.

HEAT EXHAUSTION

Heat exhaustion is a response to heat characterized by fatigue, weakness and collapse due to inadequate intake of water to compensate for loss of fluid during sweating.

FIRST AID

- >Have the victim lie down with his/her feet elevated.
- >Keep the victim cool.
- >Give him/her electrolyte beverages to sip or make a salted drink.
- >Monitor the victim for signs of shock.
- >If the victim starts having seizures, protect him/her from injury and give first aid for convulsion.
- >If the victim loses consciousness, give first aid for unconsciousness.

MUSCLE CRAMPS

a strong, painful contraction or tightening of a muscle that comes on suddenly and lasts from a few seconds to several minutes.

FIRST AID

- >Have the victim lie down with his/her feet elevated.
- >Keep the victim cool.
- >Give him/her electrolyte beverages to sip or make a salted drink.
- >Monitor the victim for signs of shock.
- >If the victim starts having seizures, protect him/her from injury and give first aid for convulsion.
- >If the victim loses consciousness, give first aid for unconsciousness.

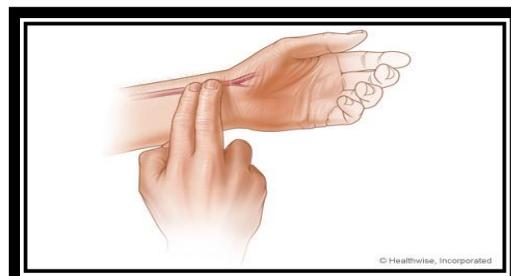
Activity 1: Move it! Groove It!

HEART RATE PER MINUTE	
BEFORE THE ACTIVITY	AFTER THE ACTIVITY

Note: Get your pulse rate before and after the activity. In getting your pulse put your index and middle finger on your wrist and then count your pulse within 6 seconds and then multiply by 10 to get your pulse rate. Record your it thru video on your mobile phone and send it to your teacher messenger or any online platform.

Procedure:

1. Watch the video of "Live Love Party- Yo No Duermo" for your activity. (Video: <https://www.youtube.com/watch?v=wHYr5SiFxiq>)



<https://myhealth.alberta.ca/Health/Pages/conditions.aspx?hwid=hw201445&lang=en-ca>

2. As you watch the dance video clip, follow the dance steps of the performer.
3. Record your performance and send it to your teacher via messenger or any online platform.
4. You can encourage your family members to join in your activity.
5. Observe safety in doing the activity.

NOTE: IF NO DATA CONNECTION FOR YOUTUBE THE TEACHER WILL POST THE DANCE VIDEO CLIPS THRU FACEBOOK MESSENGER.

Activity 2: Treat me well!

In this activity, you will arrange the proper procedure in giving First Aid by putting letters (A-E) for Sprain Injury and letters (A-F) for Heat Exhaustion. Write your answer on a separate sheet of paper.

A. Sprain Injury

- _____ 1. Immediately stop the activity that caused the injury, sit down, and rest the ankle/joint.
- _____ 2. Remove any clothing or jewelry around the ankle/joint.
- _____ 3. Apply pressure with compression support or compression bandage to the affected part.
- _____ 4. Apply cold compress at once.
- _____ 5. Elevate and support the ankle/joint higher than the hip to prevent swelling and make sure to rest the affected part.

B. Heat Exhaustion

- _____ 1. Give him/her electrolyte beverages to sip or make a salted drink.
- _____ 2. Have the victim lie down with his/her feet elevated.
- _____ 3. Keep the victim cool.
- _____ 4. If the victim starts having seizures, protect him/her from injury and give first aid for convulsions.
- _____ 5. Monitor the victim for signs of shock.
- _____ 6. If the victim loses consciousness, give first aid for unconsciousness.



BRIEF INTRODUCTION

HEALTH: *First Aid Guidelines and Procedures*

First aid is an immediate and temporary care given to a person who suddenly gets ill or injured. It includes self-help and home care if medical assistance is not available or delayed. It can mean the difference between life and death in extreme cases. However, we must know the limits of the first aid we can give because improper first aid can do more harm than good in some instances. Anyone who can give first aid is a **first aider**.

Unintentional injuries refer to injuries that are unplanned [1] and typically preventable when proper safety precautions are followed [2]. The Center for Disease Control and Prevention (CDC) defines unintentional injury as "the physical damage that results when a human body is suddenly subjected to energy in amounts that exceed the threshold of physiologic tolerance-or else the result of a lack of one or more vital elements, such as oxygen [2]." Due to their size, development, inexperience, and natural curiosity, children and teenagers are especially vulnerable to unintentional injury [2]. Some of the most common types of unintentional injuries in the Philippines include motor vehicle accidents, suffocation, drowning, poisoning, fire/burns, falls, and sports and recreation.



HEALTH ACTIVITY

Direction: Read the emergency action principles answer the activities below.
You can open this link for additional information:

<https://www.youtube.com/watch?v=RCoYjRAOORk&t=939s>

<https://www.youtube.com/watch?v=aQws-29YI-8>

EMERGENCY ACTION PRINCIPLES

Source: Red Cross Manual

STEP
1

- Is the scene safe? If yes, proceed to the next steps. If no, do not attempt to go

STEP
2

to the accident. Call Emergency Medical Services instead

- Make sure the victim is lying on his back. If not, roll the victim.

STEP
3

- Check for responsiveness by gently tapping the shoulder of the victim saying: "Hey, hey, hey are you okay?"

STEP
4

- If there is no response, call for help immediately.

STEP
5

- Do the primary survey of the victim.
- Airway – check if there is a blockage in the airway (if yes, take it out using your pinky finger in a scooping motion).
 - Breathing – use the maximum head-tilt-chin-lift method and look-listen-feel (if negative, perform rescue breathing)
 - Circulation – Use carotid pulse (if negative, go to Step 6)

STEP
6

- While applying the maximum head-tilt-chin-lift method, pinch the nose and give 2 initial full breaths to the victims.

STEP
7

- Take off the clothes of the victim that can block the compression area.

STEP
8

- Perform CPR on the victim.
- Do 5 cycles of 30 compressions and 2 breaths.

STEP
9

- If the victim is revived, do the secondary survey of the victim. If not, continue performing CPR while waiting for the rescue team.

Do the secondary survey. Record all the data and surrender to the rescue.

Interview:

S – ymptoms **A** – llergy **M** – edication **P** – ast medical history **L** – ast oral intake **E** – vents before the accident

- **Vital signs** – Carefully check the following vital signs:
 - Eyes: dilated – shock; constricted – stroke or drug abuse; pupils are unequal – stroke or head injuries
 - Nose – watery – fracture or skulls injury;
 - Bluish skin color – lacking oxygen (cyanosis)
 - Body temperature
 - Blood pressure

- **Head-to-Toe Examination** – Check for the following

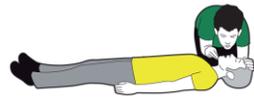
D – eformity **C** – ontusions **A** – brasions **P** – unctures **B** – urns **T** – enderness **L** – aceration
S – welling

Activity 1: Help! Help! What will I do?"

Direction: Analyze the pictures below. Arrange the sequence of actions on the proper procedures in assessing emergencies for unintentional injuries and in doing the primary survey of the victim. Write letters A-H on the space provided.



1. _____



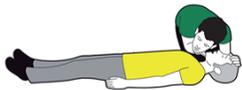
2. _____



3. _____



4. _____



6. _____



6. _____



7. _____



8. _____

Activity 2: Tell Me!

1. Why is it important to assess the situation first before proceeding to the primary and secondary survey of the victim?

2. When should a primary survey of the victim be used?

3. When should a secondary survey of the victim be applied?



REMEMBER

MUSIC

- The Romantic Period witnessed an explosion of flamboyance, nationalism, the rise of “superstar” performers, and concerts aimed at middle-class “paying” audiences. Orchestral, theatrical, and soloistic music grew to a spectacular height of personal expression.
- Program music is an instrumental composition that conveys images or scenes to tell a short story without text or lyrics.
- Tempo- the rate of speed of a musical piece.
- Texture-refers to the number of musical lines and the relationship these lines have to one another.
- Dynamics- all musical aspects relating to the relative loudness or quietness of music.
- Rhythm-the element of “Time” in music.
- Melody-used to describe the highness or lowness of a musical sound.

ARTS

- **Classicism** is the period in which Greek and Roman principles and style were reflected in society.
- **Romanticism 1800s – 1810s** was a movement in which the artist of the Neo-classical period sought to break new ground in the expression of emotion, both subtle and stormy. It embraced several distinctive themes, such as longing for history, supernatural elements, social injustice, and nature.
- **Painting** – is the practice of applying paint, pigment, color, or another medium to a solid surface.
- **Sculpture** – an artistic form in which hard or plastic materials are worked into three-dimensional art objects.
- **Architecture** – is the art and science of designing buildings and other physical structures.

PHYSICAL EDUCATION

- **Physical fitness** - is a state of health and well-being and, more specifically, the ability to perform aspects of sports, dance, occupations, and daily activities.
- **Health-related fitness**- has 5 components (flexibility, muscular strength, muscular endurance, cardiovascular endurance, body composition).
- **Skill related fitness**- has 6 components (agility, balance, coordination, power, speed, reaction time).
- **Dance**- is a movement of the whole body in a rhythmic way, usually to music and within a given space or area, for the intention of conveying an idea or emotion, releasing energy, or simply taking delight in the movement itself.

HEALTH

- **First Aid** – an initial treatment given to an injured person before the arrival of a medical practitioner.
- **First aider** – a person giving first aid.
- **Unintentional injuries** – injuries that are not expected; also known as accidents.
- **Survey** – an act of investigating or examining something.
- **Cardiopulmonary resuscitation (CPR)** is a lifesaving technique useful in many emergencies, including a heart attack or near drowning, in which someone's breathing or heartbeat has stopped.
- **Emergency** - a sudden, urgent, usually unexpected occurrence or occasion requiring immediate action.
- **A primary survey** of the victim is used when the victim is unconscious and to find out and immediately treat life-threatening conditions.
- **A secondary survey** is used when the victim is conscious or has revived. It aims to detect everything about the patient's condition.



CHECK YOUR UNDERSTANDING

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

I understand...

I will apply the lesson in...

I will practice...