



SELF-LEARNING MODULE

GRADE 9

QUARTER 2

**WEEK 1
MUSIC**



**MOST ESSENTIAL
LEARNING
COMPETENCIES**

- Describes musical elements of given Classical period pieces
- Explains the performance practice (setting, composition, role of composers/performers, and audience) during Classical Period
- Relates Classical music to other art forms and its history within the era;
- Improvises appropriate accompaniment to selected music from Classical Period

TOPICS

- **Classical Music Appreciation (Musical Elements Analysis)**
- **Classical Music Performance Practice (Setting, Composition, Role of Composers and Audience)**
- **Classical Music Historical Art Forms**
- **Music Accompaniment Improvisation (Vocal)**



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 this module, you are expected to:

1. describe musical elements of given Classical Period;
2. narrate the life and works of classical music composers;
3. explain the performance practice (setting, composition, role of composers/performers, and audience) during Classical period;
4. relate Classical music to other art forms and its history within the era;
5. listen to Classical composition of Haydn, Mozart and Beethoven;
6. analyze the elements and principles of Classical music and historical art forms;
7. identify the characteristics of arts and music during Classical period; and
8. Improvise appropriate accompaniment to a selected music from the Classical Period.



BRIEF INTRODUCTION

The classical era, also called "Age of Reason", is the period from 1750-1820. The cultural life was dominated by aristocracy, as patrons of musicians and artists who generally influenced the arts. Significant changes in musical forms and styles were made.

In the middle of the 18th century, Europe began to move toward a new style in architecture, literature, and the arts, known as Classicism. It was also pushed forward by changes in the economic order and in social structure. Instrumental music was patronized primarily by the nobility.

Important historical events that occurred in the West during this era were the French Revolution and the Napoleonic Wars, the American Declaration of Independence in 1776 and the American Revolution.

You will know famous composers with their composition and their roles during Classical period. 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 regular and of the same length.

During this period, different instrumental forms of music were developed. These are sonata, concerto, and symphony. The three greatest and most popular composers of the period are: Franz Joseph Haydn, Wolfgang Amadeus Mozart, and Ludwig Van Beethoven.

In Western history, people have looked back to Ancient Greek and Roman civilizations to inspire the art of their own time. One of those times was the Classical Period of music that lasted in the history of music from the mid-18th century to the early 19th century.

The music of the Classical period, particularly the works of Haydn, Mozart and Beethoven can be like the paintings of the time, be seen as an exercise in harmony, order, balance and structure. The twenty-four-hour rule, the unity of time, action and space, was also in affect in opera and theatre.

Architectural thinking became the greatest concern of these composers. Whereas contrast is the essence of Classical music – a contrast of dynamics, music shifting back and forth from forte to piano– the contrast of register with wide-ranging melodies and wide spaces between base and soprano – the contrast of mood, even within one movement of a work, the Classical style of music is always conceived as an architectural entity. Compositions have many starts and stops, but all fit together in a beautiful 'ensemble'. The movements within a composition alternate between one short phrase with another, one entire section with another section – all perfected in the architectural concepts of the Sonata form. Enlightenment composers developed and utilized new instruments and musical combinations

Throughout the eras of the Western art music tradition including the Classical period, improvisation was a valued skill. Some Classical period composers like Mozart and Beethoven and many other famous composers and musicians were known for their improvisational skills. As a result, some classical music forms contained sections for improvisation.

Musical improvisation is the creative activity of immediate musical composition which combines performance with communication of emotions and instrumental technique as well as a spontaneous response to other musicians. A vocal improvisation can be a harmony, a melody, a solo, a rhythm, etc. (In your case you are the improviser the other musician is the composer of your selected musical piece. Some classical music forms contained sections for improvisation, such as the cadenza in solo concerto (cadenza often refers to a portion of a concerto in which the orchestra stops playing, leaving the soloist to play alone in free time, or the prelude to some keyboard suites by Bach and Handel, which consist of elaborations of a progression of chords, which performers are to use as the basis for their improvisation. Bach and Handel are all belonged to a tradition of solo keyboard improvisation, in which they improvised on the harpsichord or pipe organ.

To be able to improvise, it is important to consider the subject, we need a good vocabulary (knowing how to choose appropriate words) and we also need to know the context in which these words are inserted, so that they make sense. We may also consider knowing how to choose the appropriate rhythm or beat. There are five ways to start classical improvisation, first pick a piece to base your improvisation, second practice the melody, third change up the rhythm, next challenges yourself with the harmony and last perfect your pitch.

Listen carefully to these selected examples of improvised musical pieces.

1. Freddie Mercury Vocal Improvisation in Live Aid 1985

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

2. Joey Blake and Bobby McFerrin Vocal Improvisation

<https://www.youtube.com/watch?v=6rsUD1qBCrk>

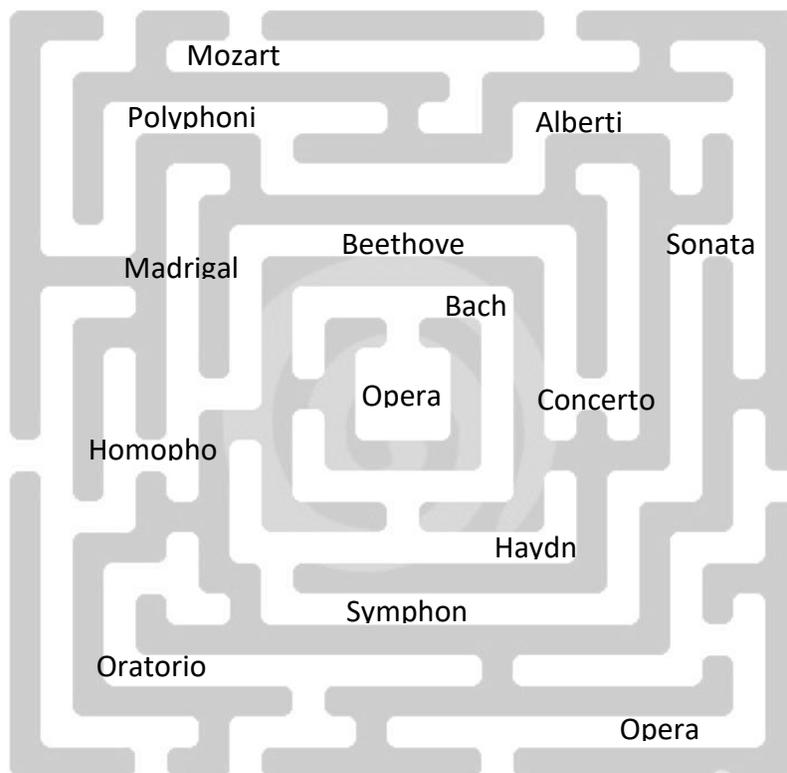


ACTIVITY 1

“WORD MAZE”

Pick the words from the maze that relate to the classical period. Write your answer on the blanks.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Match column A with the correct answer on column B, write only the letter on the blank before the number.

Column A

- ___1. His life is described as a “rags-to-riches” story.
- ___2. He is the most amazing genius in musical history.
- ___3. He was the composer who bridged the late Classical Era and the early Romantic era.
- ___4. A drama set to music where singers and musicians perform in a theatrical setting.
- ___5. A multi-movement work for orchestra.

Column B

- a. Ludwig Van Beethoven
- b. Franz Joseph Haydn
- c. Wolfgang Amadeus Mozart
- d. Symphony
- e. Opera

 **ACTIVITY 2**

“Prezi”

In this activity, it will help you to create your own timeline to explain the performance practice (setting, composition, role of composers/performers, and audience) during Medieval, Renaissance and Baroque Period

Directions: Classify the items in box which period they belong and use it as a guide to create your timeline.

Classical Period	Sonata	Symphony
Ludwig Van Beethoven	Fur Elise	Wolfgang Amadeus Mozart
Age of Reason	Classical Opera	Franz Joseph Haydn
Opera Buffa	Opera Seria	Symphony no.40 in G major
Moonlight	Concerto	1 st Movement
3 rd Movement Form	2 nd Movement	Sonata Allegro
Exposition	Development	Recapitulation

Procedure:

1. Arrange the composers with their compositions in which period they belong.
2. Used it as a guide to create your timeline.
3. Create your own timeline using www.prezi.com
4. After doing the timeline, send it to your teacher via FB messenger group chat. (deadline will be announced on next meeting)

CRITERIA	5	4	3	2	1
All instructions were followed					
Creativity					
Submitted on time					
Content					
Originality					



ACTIVITY 3

Directions : Listen to the selected music/song from the Classical music and identify its musical characteristics. Write your answer on the given table below.

ELEMENTS	Surprise Symphony https://www.youtube.com/watch?v=pxnrOPZ3XJk	Eine Kleine Nachtmusik https://www.youtube.com/watch?v=oy2zDJPlgwc	Symphony No. 5 https://www.youtube.com/watch?v=4IRMYuE1hl
Melody			
Tempo			
Texture			
Dynamics			

Processing Questions

1. Based from the activity 1, describe and differentiate the elements of the three compositions?
2. Among the 3 compositions, which did you like most? Explain your answer
3. Which do you prefer, to listen in a Classical music or Pop music? Why?

Story Singing

Procedure:

1. Create an original simple song and adapt a tune of music of your choice from any Classical music.
2. Record it in an Mp4 format and send in the group chat of your MAPEH class.
3. Follow the criteria below:
 - The choice of music must be classical and appropriate (30 %)
 - Content of lyrics is original (30 %)
 - Voice and creativity of the output (40 %)



ACTIVITY 4

VOCAL ACCOMPANIMENT IMPROVISATION

Direction: Choose one **Foreign classic song** or one **OPM classic song** that you know well and try to improvise or compose a vocal accompaniment for that piece respectively.

You may also seek the help of your family members to join you in improvising vocal accompaniment for your selected musical piece.

Your guide to a high score

	Exceeds Expectations 5	Meets Expectations 4	Developing 3
Overall Improvisation	The student improvises within specified guidelines, displays skill and accuracy.	The student improvises within specified guidelines minor inaccuracies do not affect the overall result	The student, with frequent assistance, improvises within specified guidelines
Rhythmic Accuracy	The improvisation is always on time, maintains a steady beat.	The improvisation is mostly on time, for the most part, maintains steady beat	The improvisation is sometimes in time, sometimes maintains steady beat.
Creativity	The improvisation utilizes extensive ornamentation and complex rhythms.	The improvisation utilizes ornamentation and complex rhythms.	The improvisation utilizes some ornamentation and at times complex rhythms.



REMEMBER

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 was 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

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Improvisation of composing, uttering, arranging anything without previous preparation.

Vocal Improvisation can be a harmony, a melody, a solo, a rhythm, etc.

5 Ways to Start Classical Improvisation

1. **Pick a piece to base your improvisation** -this is the first step and also the most crucial one.
2. **Practice a melody** - melody is a good starting point for improvisation, this is one of the first things people notice when they hear a piece of music.
3. **Change up the rhythm** - Another good starting point for improvisation, take an existing piece you can play, and try adjusting the rhythm or inventing your own.
4. **Challenge yourself with harmony** - harmonies may seem challenging to improvise, but they don't have to be.
5. **Perfect your pitch** - having a sense pf pitch is one of the most important qualities you can have as a musician.



CHECK YOUR UNDERSTANDING

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

I understand...

I will apply the lesson in...

I will practice...
