



# SELF-LEARNING MODULE

**GRADE 9**

**QUARTER 3**

**MODULE  
3**



**WRITER/S**

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## EXPECTATION

At the end of this module 3, you are expected to:

- a. Relate Romantic music to other art forms and its history within the era.
- b. Listen perceptively to Romantic Period music
- c. Identify the use of artworks to derive tradition/history of Neoclassic and Romantic Period.
- d. Compare the characteristics of arts produced in the Neoclassic and Romantic Period.
- e. Undertake physical activity and physical fitness assessments.
- f. Involve oneself in community service through dance activities in the community.
- g. Demonstrate appropriate bandaging techniques for unintentional injuries.



## LOOKING BACK

Direction: Recall the activities, insights and reflection that you have learned in last topic. Write your answer in your MAPEH journal book.

MUSIC	ARTS
Name 5 Romantic era composers and 2 of their famous works.	Elements and Principles of Romantic Art I've learned that ...
PHYSICAL EDUCATION	HEALTH
Give at least 5 examples of social dance.	What are the two phases of Bandaging?



## BRIEF INTRODUCTION

### MUSIC : ROMANTIC PERIOD

Romantic music originated in the late 18<sup>th</sup> century to the 19<sup>th</sup> century. The imagination and passion of the composers and artists were seen in their works during this era. Composers of this era started incorporating their country's musical styles and native folk songs in their composition. Romanticism (also known as the **Romantic Era** or the "**Romantic Period**") was an artistic, literary and intellectual movement. Romanticism was embodied most strongly in the **visual arts, music** and **literature**.

#### Characteristics of the Romantic Period Music

- **Individuality of musical** style with self-expression
- Development of **new harmonies**, including **chromatic harmonies** (harmonies that use all the keys of the piano keyboard-the black and white keys together)
- Development of "**program music**" (music that depicts a story or scene)
- Development of "**nationalism**" in music, such as French, Spanish, Hungarian, Czech music, incorporating native folk music
- Greater **variety of mood, atmosphere and tone color**
- **Expanded orchestra size** for many new compositions, including **large bass sections, expanded woodwind sections** and the addition of **new instruments**, such as the English horn, bass clarinet, contrabassoon and **added percussion**
- Development of a **wider range of musical dynamics**-(volume)- from very soft ("**pianissimo**") to very loud ("**fortissimo**") often soaring musical high points
- Greater flexibility of **tempo**, (musical speed) incorporating the increased use of **accelerando** (speeding up) and **ritardando** (slowing down), as well as the extensive use of **rubato** (the bending and stretching of tempo/rhythm)



## MUSIC ACTIVITY

**ACTIVITY #1** Choose one among the composers of the Romantic Period listed below and listen to his work. Present the life and musical works of chosen composer by setting/ presenting his story. Be CREATIVE!

As an example, you may dress up like the composer or set his music as a background while telling his story. Record a video of your work and send it to your teacher via messenger.

- a. Frederic Chopin
- b. Franz Liszt
- c. Camille Saint-Saëns
- d. Hector Berlioz
- e. Peter Illyich Tchaikovsky

## Rubric for Storytelling

Criteria	Exemplary 5	Accomplished 4	Developing 3	Beginning 2
<b>Knows the story</b>	Knows the story well; has obviously practiced telling the story; does not use any guide cards or idiot boards.	Knows the story pretty well; with practice; fairly confident with the use of some guide cards or idiot boards.	Knows some parts of the story; relies on guide cards or idiot boards.	Does not know the story and completely relies on guide cards and idiot boards.
<b>Voice</b>	Always sings or speaks loudly, slowly, and clearly. Correct pronunciation.	Usually sings or speaks loudly, slowly, and clearly. Correct pronunciation.	May sing or speak too softly or too rapidly; mumbles occasionally. Incorrect pronunciation of some words.	Sings or speaks too softly or too rapidly; mumbles. Incorrect pronunciation.
<b>Audience Contact</b>	Storyteller looks at the camera and expresses his/her emotions effectively.	Storyteller looks at the camera and occasionally expresses his/her emotions effectively.	Storyteller occasionally looks at the camera and rarely expresses emotions.	Storyteller seldom looks at the camera and doesn't express any emotion.



## BRIEF INTRODUCTION

### ARTS: Nature and Background of Neoclassic Arts

Neoclassical artists embraced the ideals of order and moderation in which artistic interpretations of classic Greek and Roman history were restored to realistic portrayals. Neoclassical painters gave great importance to the costumes, settings and details of classical subject-matter without adding distracting details but with as much historical accuracy as possible.

Many artists during the mid-17<sup>th</sup> century profited much from nobles and royals. They did this by catering to the vanities and extravagance of the rich people during those times as they were commissioned to paint for them. The Romantic movement affected the moral, social and political life of the Europeans and Americans for almost half a century (1800-1850). It became the visual, musical, and literary expressions of man's basic rights and his exercise of freedom. **Jacques-Louis David** used his knowledge of the classical culture to advance his political view against the **Monarchy**. His subjects are his ideal heroes he wanted to be emulated by his countrymen. **Jean-Auguste-Dominique Ingres** His paintings were usually nudes, portraits and mythological themes. He was regarded as one of the great exemplars of academic art and one of the finest Old Masters of his era. **Francisco Goya** was a commissioned Romantic painter by the King of Spain. He was also a printmaker regarded both as the last of the "Old Masters" and the first of the "Moderns."



## ART ACTIVITY

### ACTIVITY 1" Background Check."

Below are the paintings from Neoclassic and Romantic Art. Write the title of each painting on the second column and name of the artist on the third column, then a short description on historical background of each painting.

Painting	Title	Artist	Short Description tradition/historical background
 <a href="https://mymodernmet.com/4ikiped-louis-david-death-of-marat/">https://mymodernmet.com/4ikiped-louis-david-death-of-marat/</a>			
 <a href="https://en.wikipedia.org/wiki/Napoleon_Crossing_the_Alps">https://en.wikipedia.org/wiki/Napoleon_Crossing_the_Alps</a>			
 <a href="https://en.wikipedia.org/wiki/Napoleon_I_on_His_Imperial_Throne#/media/File:Ingres,_Napoleon_on_his_Imperial_throne.jpg">https://en.wikipedia.org/wiki/Napoleon_I_on_His_Imperial_Throne#/media/File:Ingres,_Napoleon_on_his_Imperial_throne.jpg</a>			
 <a href="https://en.wikipedia.org/wiki/The_Third_of_May_1808">https://en.wikipedia.org/wiki/The_Third_of_May_1808</a>			



[https://en.wikipedia.org/wiki/The\\_Burial\\_of\\_the\\_Sardine](https://en.wikipedia.org/wiki/The_Burial_of_the_Sardine)



[https://en.wikipedia.org/wiki/Napoleon\\_Crossing\\_the\\_Alps](https://en.wikipedia.org/wiki/Napoleon_Crossing_the_Alps)



## BRIEF INTRODUCTION

### PHYSICAL EDUCATION : FESTIVALS

**Festival dances** are cultural dances performed by the strong beats of percussion instruments by a community of people sharing the same culture usually done in honor of Patron Saint or in Thanksgiving of a Bountiful harvest. Festival dances may be religious or secular.

**Religious Festivals-** in honor of a certain religious icon

**Secular Festivals-** in thanksgiving or celebration of peoples' industry and bountiful harvest.

RELIGIOUS		SECULAR	
Sinulog Festival	Cebu City	Panagbenga Festival	Baguio City
Ati-Atihan Festival	Kalibo, Aklan	Maskara	Bacolod City
Higantes Festival	Angono, Rizal	Mango Festival	Iba, Zambales
Dinagyang Festival	Iloilo City	Bangus Festival	Dagupan City
Pintados De Pasi	Passi City, Iloilo	Ibon Ebon Festival	Pampanga

### BASIC MOVEMENTS IN SOCIAL DANCE

**Locomotor movements-** movements that allow you to move from one place to another.

Step- is defined as transfer of weight from one foot to another.

Walk- series of steps executed by both of your feet.

Run- series of walks executed quickly.

Jump- simply described by having both feet lose its contact with the ground.

**Non-locomotor movements-** movements that are performed in one point in space without transferring to another point.

Flexion- act of decreasing the angle of a joint.

Extension- opposite of flexion.

Contraction- muscle movement done when it shortens.

Release- opposite of contraction.

Collapse- to deliberately drop the exertion of energy into a body segment.

Recover- opposite of collapse.

Rotation- is to move a body segment allowing it to complete a circle with its motion.

Twist- to move a body segment from its axis halfway front or back.



## PHYSICAL EDUCATION ACTIVITY

### Activity 1:

1. Watch some videos of Religious and Secular Festivals on YouTube.
2. Prepare and perform a Warm Up Exercise.
3. From the basic steps that you have learned, execute some basic movements or steps used in Festival.
4. Choose one Festival dance from the videos you have watched and perform it at least 2 minutes and send it to your Teacher via messenger.

Rubrics for grading:

Execution-	10 points
Costume/Creativity-	20 points
(Improvised. No need to buy new clothes or props)	
Over-all Performance-	<u>20 points</u>
<b>TOTAL</b>	<b>50 points</b>



## BRIEF INTRODUCTION

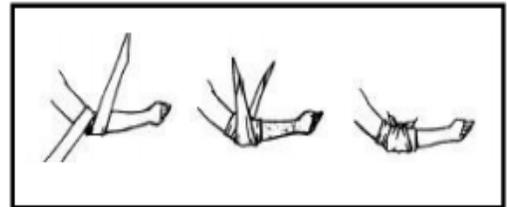
### HEALTH: APPROPRIATE BANDAGING TECHNIQUES FOR UNINTENTIONAL INJURIES

**Wounds** – is a break in the continuity of a tissue in the body. It may be closed in which there is no break or damage in the skin. It is also called hematoma or contusions. A wound may also be an open wound in which there is a break in the skin.

Use the following techniques to hold dressings in place, immobilize, and protect various body parts. A dressing should always be applied over a wound before bandaging. The following are the appropriate bandaging techniques for common unintentional injuries such as wound in hand/foot, elbow and head/scalp.

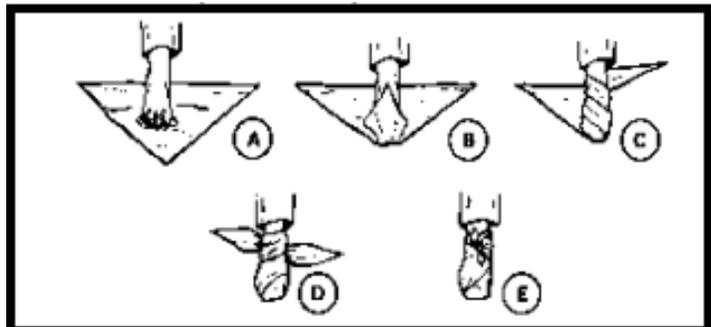
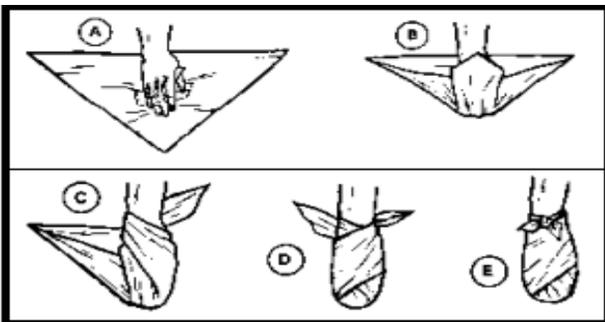
#### Elbow Bandage

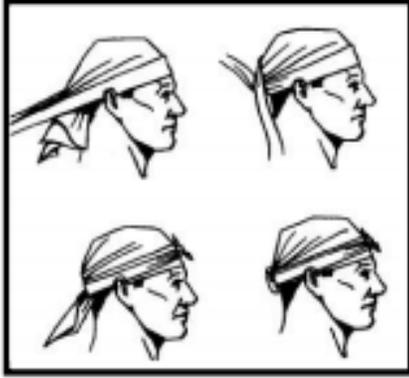
1. Bend the arm at the elbow and place the middle of the cravat at the point of the elbow bringing the ends upward.
2. Bring the ends across, extending both downward.
3. Take both ends around the arm and tie with a square knot at the front of the elbow.



#### Hand/Foot Bandage

1. Place the Hand/Foot in the middle of the Triangular bandage with the wrist/heel well forward of the base (A).
2. Ensure that the fingers/toes are separated with absorbent material to prevent chafing and irritation of the skin.
3. Place the apex over the top of the hand/foot and tuck any excess material into the pleats on each side (B).
4. Cross the ends on the top of the hand/foot, take them around the wrist/ankle, and tie at the front of the wrist/ankle. (C, D, and E.)





### Apply a Triangular Bandage to the Head/Scalp.

1. Turn the **base** (longest side) of the bandage up and center its base on the center of the forehead, letting the **point** (apex) fall on the back of the neck.
2. Take the ends behind the head and cross the ends over the apex.
3. If short, tie at base of neck, or take them over the forehead and tie.
4. Tuck the apex behind the crossed part of the band/ or secure it with a safety pin.

Sources: <https://www.youtube.com/watch?v=9NwyMOtloUU&t=13s>  
[https://www.cpr-guy.com/images/Bandaging\\_with\\_Cravats.pdf](https://www.cpr-guy.com/images/Bandaging_with_Cravats.pdf)  
<https://www.youtube.com/watch?v=GojyP5JN2xA>



## HEALTH ACTIVITY

### ACTIVITY # 1. STOP, LOOK, AND HELP

The learners will demonstrate the proper bandaging in specific unintentional injuries such as a wound. The learner will apply bandaging in hand/foot, arm, and head. They will perform together with any member of the family portray or will act like an injured individual. **Stop, look** (Assess Emergency Situation), **Help** (Techniques in applying a dressing and bandaging), Record or take a video of your presentation and submit to your teacher via **messenger** or **G-Classroom**.

Level of Achievement	Preparedness	Completeness	Consistency
<b>5 – Excellent</b>	<b>Very Good</b> – The student was able to follow the procedure of bandaging techniques given with great accuracy, completeness, confidence and consistency within the time allotted.	<b>Very Good</b> – The student was able to performed entirely the procedure of bandaging techniques <b>correctly</b> .	<b>Very Good</b> – The student is very competent, observant, accurate, focus and show eagerness to perform while doing the steps of bandaging.
<b>4 - Good</b>	<b>Good</b> – The student was able to compose oneself while doing the every step of bandaging techniques with accuracy, completeness, confidence and consistency within the time allotted.	<b>Good</b> – The student was able to perform totally the procedure of bandaging techniques with a <b>little inaccuracy</b> in doing the steps..	<b>Good</b> - The student is competent; the student is less observant, accurate, focus and less eagerness to perform while doing the steps of bandaging.
<b>3– Needs Improvement</b>	<b>Fair</b> – The student had done the every step of bandaging techniques but showing a little unpreparedness doing the steps.	<b>Fair</b> – The student was able to perform the procedure of bandaging techniques with a lot of shortcomings and inadequacy in doing the steps.	<b>Fair</b> – The student is partly competent; the student is not so observant, accurate, focus and lack of eagerness to perform while doing the steps of bandaging.



## REMEMBER

Keep in mind the following terms in order for you to understand the lesson.

### MUSIC

#### Music of the Romantic Period

- The Romantic period started around 1830 and ended around 1900, as compositions became increasingly expressive and inventive. Expansive symphonies, virtuosic piano music, dramatic operas, and passionate songs took inspiration from art and literature.
- The Romantic era is known for its intense energy and passion. The rigid forms of classical music gave way to greater expression, and music grew closer to art, literature and theatre.
- Beethoven pioneered Romanticism and expanded previously strict formulas for symphonies and sonatas, and introduced a whole new approach to music, giving his works references to other aspects of life - for example, his 'Pastoral' Symphony No. 6 describes countryside scenes.
- The Romantic era gave birth to the virtuoso. Liszt was one of the greatest of his time, and wrote demanding piano music to show off his own brilliance. Chopin is also among the outstanding composer-performers from this time. In the world of opera, cue the entrance of Verdi in the middle of the Romantic era.
- Germany's Richard Wagner also played a key role in developing the operatic genre. The characters and ideas are given short signature melodies called leitmotifs.
- Ideas and compositions became more and more outlandish and inventive until the musical rules had to be rewritten, and the scene was set for the biggest change in music for centuries - the beginning of Modernism.

### ARTS

- Neo classical painters gave great influence to costumes, settings of classical subject-matter without adding distracting details but with as much historical accuracy. The Romantic movement affected the moral, social, and political life of the European and American for almost half a century (1800-1850)*
- They are Jacques Louie David, Jean August Dominique Ingres, and Francisco Goya from Romantic Period.*

### PHYSICAL EDUCATION

- Festival dances** are cultural dances performed by the strong beats of percussion instruments by a community of people sharing the same culture.
- Religious**- done in honor of Patron Saint
- Secular**- thanksgiving for a bountiful harvest and celebration of people.
- Locomotor movements**- moving from one place to another
- Non-locomotor**- moving in one point without transferring to another.

### HEALTH

#### Techniques in Bandaging:

1. Keep in mind the following:
  - a. Always use a square knot.
  - b. Keep the cloth sterile to avoid infection.
  - c. Always keep the ends.
2. *Bandaging Technique depends upon the size and location of the wound, your first aid skills, and materials at hand.*
3. *Bandage firmly over bleeding and securely over the broken bone, not so tight so as not to cut off blood circulation.*
4. *When wrapping bandages around the body, such as knees, ankles, neck, and small back, use its natural hollows to slide the bandage gently into place.*
5. *Since most injuries swell, check regularly to ensure that the bandage is still comfortable and that it remains firmly secured.*

*Secure the bandage with a tape, clips or a bow or square knot. Ensure that the bandages, especially the knots, do not touch the skin,*



## CHECK YOUR UNDERSTANDING

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

I understand...

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I will apply the lesson in...

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I will practice...

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