



SELF-LEARNING MODULE

GRADE 9

QUARTER 3

MODULE
5



WRITER/S

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EXPECTATIONS

At the end of this module 5, you are expected to:

- Explain the importance of improvisation in music;
- Improvise appropriate accompaniment to selected music from Romantic Period;
- Utilize the value of music as an effective form of expressing oneself;
- Identify the distinct characteristics of arts from the Romantic Period;
- Analyze the art elements and principles of arts from the Romantic Period;
- Identify the representative artists from the Romantic Period;
- Reflect on and derive the mood idea or message emanating from selected artworks of the Romantic Period;
- Discuss the meaning of non-locomotor movements;
- Identify the different kinds of non-locomotor movements;
- Perform the different kinds of non-locomotor movements;
- Value the importance of non-locomotor movements;
- Observe safety precautions in doing the physical activity;
- Identify the different types of three-man's carrying and transporting injured person;
- Demonstrate proper techniques in carrying and transporting the victims of unintentional injured person using three-man's carry; and
- Observe safety precautions in carrying and transporting an injured person.



LOOKING BACK

Directions: Recall the activities, insights and reflection that you have learned in Week 4 to answer these activities. Write your answers in your Answer Sheets.

MUSIC	ARTS
<p>Directions: Name the famous composer of the Romantic Period. Choose the letter of the correct answer from the box.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>A. Chopin B. Paganini C. Liszt D. Tchaikovsky E. Berlioz</p> </div> <p>____1. This composer is known for his rubato technique.</p> <p>____2. The new form that her created is called Symphonic Poem.</p> <p>____3. He showcased the tone color in his composition.</p> <p>____4. This composer is known for his ballet music.</p> <p>____5. He is considered as a famous violin virtuoso in the world.</p>	<p>TRUE or FALSE</p> <p>Directions: Write <u>T</u> if the statement is correct, otherwise, write <u>F</u>.</p> <p>____1. Neo-Classicism means "new classicism".</p> <p>____2. Jean Louis Theodore Gericault was an influential French painter in the Neoclassical style.</p> <p>____3. One of Antonio Canova's most famous sculptures is "Christ".</p> <p>____4. Neoclassical painters gave as much historical accuracy as possible.</p> <p>____5. Temple style, Palladian style and Classical Block Style are the 3 types of Neoclassical Architectural Styles.</p>

PHYSICAL EDUCATION	HEALTH
<p>TRUE or FALSE Directions: Write <u>T</u> if the statement is <u>correct</u>, otherwise, write <u>F</u>.</p> <p>____ 1. Hop is spring on one foot, land on both feet.</p> <p>____ 2. Skip is to glide foot smoothly on the floor.</p> <p>____ 3. Step is placed one foot without transferring weight.</p> <p>____ 4. Locomotor is also known as axial movement.</p> <p>____ 5. Jump is to spring on one foot and land on the same foot.</p>	<p>Directions: Name the type of carry/ transport being described in each statement.</p> <ol style="list-style-type: none"> 1. It is the easiest way to transport a light and smaller victim. 2. It is used when the victim is conscious. 3. It is used when the floor is smooth, and short distance transport. 4. It is used when the victim is seriously injured and should not be lifted. 5. It is used when there are two first aiders and a chair is available.



BRIEF INTRODUCTION

MUSIC: ROMANTIC PERIOD (MUSIC ACCOMPANIMENT IMPROVISATION)

The composers and musicians of this period connect themselves to the audience through their music. Using the instrumental accompaniment, the composers can deliver their musical insights into the listeners because an accompaniment describes a musical part that supports the melody of a musical composition. It was like the way Classical composers did such as Mozart and Beethoven and other musicians. Regardless of generation or era, music can communicate from one person to another person by listening. It can also change what the listeners perceive of the world. Musicians are improvising their ideas and expanding their imaginations to transform their music into a reality. Improvisation is very important even in ordinary people because it is a skill that can be learned through practice. Even a beginner musician like you can create something great, just be motivated to learn and enjoy creating music by experimenting.

Basic improvisation with simple accompaniment can help the beginner musicians to start their journey in perfecting this skill. To start improvising, there are things that we need to consider. The first one is to learn the basic elements of music; with this, you can differentiate the function of each element in your improvised musical piece. The second is to study the genre or style of music that you want to improvise. Through this, you can start to create simple sounds to make your own music. The last one is your personal motivation, it is your key to start the small simple step to make up some lyrics, humming some tones, and creating some melody. Through these steps, you can create an accompaniment that gives a foundation to your composition.

Listen to the sample of improvisation below and use this video as your reference.

A. Daffy Duck's Rhapsody

Link: <https://youtube.com/watch?v=jadg-N2CY0k&feature=share>



MUSIC ACTIVITY

Activity 1: 1-2-3 PROMPT

Directions: Listen to the given musical piece and answer the guide questions below.

Link: <https://youtube.com/watch?v=Gus4dnQuiGk&feature=share>

a. Three things that you feel when you hear the composition. Explain your answer.

1. _____ 2. _____ 3. _____

b. Two things I found interesting in the musical piece. Elaborate your answer.

1. _____ 2. _____

c. One thing that helps you feel motivated after you hear the musical piece. Explain why?

1. _____

Activity 2: MUSIC ACCOMPANIMENT

Directions: Choose one of the following Chopin's compositions below. Write simple lyrics and perform it with your chosen musical piece as your musical accompaniment.

1. Prelude in E-Minor (Op.28 No.4)

Link: <https://youtube.com/watch?v=vYZS05S9qel&feature=share>

2. Etude Op. 25 No. 1 in A flat major

Link: <https://youtube.com/watch?v=CJhu8V0Eps4&feature=share>

3. Nocturne Op. 9 No. 2

Link: https://youtube.com/watch?v=0999H_IsckM&feature=share

PERFORMANCE RUBRIC

CRITERIA	ACCOMPLISHED (20)	ADVANCING (15)	DEVELOPING (10)
MUSICIANSHIP	The work is outstanding, shows all the element of music.	The work is good most of the music elements are shown.	The work is fine, some of the music elements are shown.
PRESENTATION IMPACT	The presentation is very convincing Romantic music style was shown and very well accepted by the audience.	The presentation is convincing, most of the Romantic music style was shown and well accepted by the audience.	The presentation was fine, some of the Romantic music style was shown and accepted by the audience.
OVERALL PERFORMANCE	All parts of the performance are beyond expectation.	Some parts of the performance are on the range of the expectation.	All parts of the performance are not on the range of the expectation.



BRIEF INTRODUCTION

ARTS: NATURE AND BACKGROUND OF THE ROMANTIC PERIOD

ROMANTICISM, 1800s-1810s

Romanticism was a movement in which the artists of Neoclassical period sought to break new ground in the **expression of emotion, both subtle and stormy**. It embraced a number of distinctive themes, such as a **longing for history, supernatural elements, social injustices, and nature**. **Patriotism** and burgeoning nationalism also became a focal point for many Romantic artists.

Landscape painting also became more popular due to the peoples' romantic adoration of nature. Romanticism was a reaction to the classical, contemplative nature of Neoclassical pieces.

Characteristics:

- shows the height of action
- emotional extremes
- celebrated nature as out of control
- dramatic compositions
- heightened sensation (life and death moments)

Reference: Learner's Material for Arts Grade 9 Pages 234-237

PAINTINGS FROM THE ROMANTIC PERIOD

The paintings of the Romantic period gave more **emphasis on emotion**. Impassioned responses to nature at both its **most terrifying and beautiful, along with patriotism, nationalism**, and the **struggle for independence** became popular subjects for artists of the era. Artists expressed as much feeling and passion as it could be on a canvas.

PAINTERS OF THE ROMANTIC PERIOD

JEAN LOUIS THÉODORE GÉRICAUT (1791-1824) France

His masterpieces were energetic, powerful, brilliantly colored, and tightly composed.

Famous Artwork:

1. **The Raft of the Medusa**

The Raft of the Medusa portrays the victims of a contemporary shipwreck. The people on this raft were French emigrants en route to West Africa.

Due to the shortage of lifeboats, those who were left behind had to build a raft for 150 souls—a construction that drifted away on a bloody 13-day odyssey that was to save only 10 lives. The disaster of the shipwreck was made worse by the brutality and cannibalism that ensued. (Séverine Laborie, Louvre.fr)

2. **Insane Woman**

Perhaps the greatest achievement of his last years were his portraits of the insane. There were ten of them originally. (Ben Pollitt, Khan Academy.com)

One of several portraits Gericault made of the mentally disabled that has a peculiar hypnotic power. *Images from Wikimedia Commons*



EUGÈNE DELACROIX (1798-1863) France

Delacroix was considered the greatest French Romantic painter of all. He achieved brilliant visual effects using small, adjacent strokes of contrasting color.

Famous Artwork:

1. **Liberty Leading the People**

This painting commemorates the July Revolution of 1830, which toppled King Charles X of France. A woman holding the flag of the French Revolution personifies Liberty and leads the people forward over the bodies of the fallen.

A female figure dominates the monumental painting as she charges forward, a crowd of determined revolutionists in her wake. (Alicja Zelazko, 2020)



FRANCISCO GOYA (1746-1828) Spain

Francisco Goya was a Romantic painter commissioned 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".

Famous Artwork:

1. **The Third of May**

The Third of May is Goya's masterpiece that sought to commemorate Spanish resistance to Napoleon's armies during the occupation of 1808 in the Peninsular War. (Wikipedia) To give some context, the date entitled — May 3rd, 1808 — saw the aftermath of the Spanish uprising against the French occupation of Spain. (Ali Pitargue, 2018)

Image from GoodFreePhotos



2. **Saturn Devouring his Son**

This artwork depicts the Greek myth of the Titan Cronus (Saturn), who fears that he would be overthrown by one of his children, so he ate each one upon their birth. (Wikipedia)

Image from Wikimedia Commons



ART ACTIVITY

Activity 1: What I know, What I think, What I feel

Directions: Fill in the table with necessary information.

Famous Paintings	What I know	What I think Balance (Asymmetric or Symmetric):	What I feel (sad, violent, tragic, frightening)
1. The Raft of the Medusa	Artist:		
2. Liberty Leading the People	Country of origin:		
3. The Third of May	Theme:		

Activity 2: Painting/Artwork Review

Directions: Observe the painting below and answer the questions that follow.



1. What is the title of the painting?

2. Who is the artist of the painting?

3. What could be the meaning of the **woman** in the painting?

Link to picture: https://www.google.com/url?sa=i&url=https%3A%2F%2Fen.wikipedia.org%2Fwiki%2FFile%3AEug%25C3%25A8ne_Delacroix_-_La_libert%25C3%25A9_guidant_le_peuple.jpg&psig=AOvVaw2mA2j_TR7O-g-SXezbs8nN&ust=1612321075432000&source=images&cd=vfe&ved=0CAIQjRxfwoTCPiKsKGayu4CFQAAAAAdAAAAABAr

BRIEF INTRODUCTION

PHYSICAL EDUCATION: NON-LOCOMOTOR MOVEMENTS

Vital to achievement of the philosophy, aims and objectives of physical education is movement. Movement for some reason seems to set the brain working. It is closely connected with the mind and spirit. It is inherent in any kind of growth activity. The act of growing is movement. Mentally, spiritually, and physically people need to move. People move in their own unique way and fashion, in physical education, movement experiences help students to express themselves. They learn to move for many purposes, gaining success satisfaction, and positive attitudes toward activity.

What is movement?

Movement is a foundational structure portion of physical education. Individuals improve their physical capacity to move simply by moving. Their need to move makes their ability to move. The use of the person's body or any body part is important in all movements.

What is non-locomotor movement?

These are movement above a stationary base, movement of the body around its own axis.

Different kinds of non-locomotor movements:

 <ul style="list-style-type: none"> ● Bending - It is the act of decreasing the angle of a joint. Another term for flexion is to bend. If you bend a joint, like your elbow or knee, you are performing flexion. 	 <ul style="list-style-type: none"> ● Stretching - This is the opposite of flexion. You are extending if you are increasing the angle of a joint. Stretching is another word for extension.
 <ul style="list-style-type: none"> ● Twisting - To move a body segment from an axis halfway front or back or quarter to the right or left as in the twisting of the neck allowing the head to face right or left and the like. 	 <ul style="list-style-type: none"> ● Balancing -An even distribution of weight enabling you to remain upright and steady.
 <ul style="list-style-type: none"> ● Swinging - Moving a part/parts of the body backward and forward. 	 <ul style="list-style-type: none"> ● Swaying - Moving a part/parts of the body smoothly sideward right and left.
 <ul style="list-style-type: none"> ● Pushing- Applying force against an object or person to move it away from your or vice versa. 	 <ul style="list-style-type: none"> ● Pulling- Executing force to cause objects or people towards your body.

Link to reference video:

https://www.youtube.com/watch?v=HjSVUpJyM8U&fbclid=IwAR2fKI7_PJBS4pu_Rymzxy8GCN2TBQsokVUOz-22clu8jo5bo9_ivbbIOc8



PHYSICAL EDUCATION ACTIVITY

ACTIVITY 1: Hula Moves!!!

Directions: Arrange the following words by identifying the pictures below. Then, match column A, non-locomotor movements with column B, description of non-locomotor movements. Write your answer in your answer sheet.

(Note: The movements in these activities are also an example of non-locomotor movements.)

Column A	Column B
<p>1.EAISR</p> 	<p>A. To turn around or cause to turn around is center point or axis.</p>
<p>2. FTLI</p> 	<p>B. Implies a certain effort to overcome resistance of weight.</p>
<p>3.TREATO</p> 	<p>C. Move to higher position or level.</p>

ACTIVITY 2: Take the Challenge!!!

NOTE: Always assure that you have undergone a proper warm-up before executing the activities.

Directions: Provide two minutes of video executing the different non-locomotor movements

Bending	Stretching	Twisting	Swinging	Swaying
Balancing	Pushing	Pulling		Balancing

RUBRICS

CRITERIA	10	8	5
Execution	Executed all non-locomotor movements.	Executed 5-7 non-locomotor movements.	Executed 4 and below non-locomotor movements.
Coordination	Perfect timing of music and movements at all times.	Showed lack of timing in music and movements.	Did not show any coordination in music and movements.
Performance	Executed all the skills with no errors.	Executed the skills with minimal errors	Executed the skills with so much errors.



BRIEF INTRODUCTION

HEALTH: CARRYING AND TRANSPORTING AN INJURED PERSON

- Transporting an injured person to a safer place requires great care. A first aider must undergo proper training. When doing this, a first aider must consider the following factors:
 - Weight and height of the victim
 - Status of the victim (conscious or unconscious)
 - Environment (safe, floor is smooth, narrow or wide)
 - Special need considerations (injuries of the victims)

Reference: Learner's Material for P.E and Health

Grade 9

Things to be considered in moving a victim:

- Do not move an injured victim unless it is a life-threatening situation.
- If not in a threatening situation or life-threatening danger, just call an emergency responder for medical help.
- If you do need to move the victim out of life-threatening danger, it is important to do it correctly to reduce the risk to the injured person and to yourself. (Lee, 2020)

Reference: Lee, Luba, How to carry an injured person by yourself during first aid

- This module is designed for you to develop a deep understanding on the importance of carrying and transporting injured people.

There are two kinds of three-man's carry:

- The Hammock Carry - when there are three first aiders.



- Bearer Alongside Carry - carriers will stay on the injured side of the victim.



Reference: Learner's Material for P.E. and Health Grade 9



HEALTH ACTIVITY

Activity 1

Directions: Watch these videos on carrying and transporting the victims of unintentional injury.

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

2. <https://www.youtube.com/watch?v=o2AK1602b-I>

After watching the video, answer the following questions:

1. What will you do before lifting the victim?
2. What are the commands used in lifting the victim?
 - a. Hammock carry
 - b. bearer alongside carry

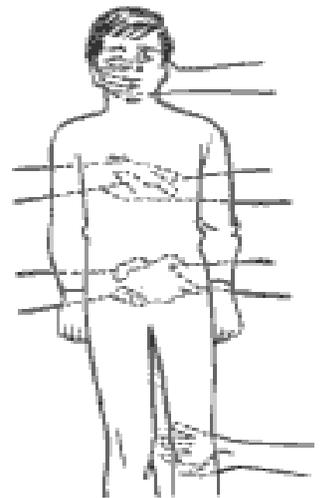
Activity 2. Video yourself

Directions: Demonstrate the following if the injured person is unconscious and with no fracture. Follow the procedure in carrying and transporting the victim.

1. Hammock carry

Procedure: Three or more rescuers get on the both sides of the victim. The strongest member is on the side with the fewest rescuers.

- a. Reach under the victim and grasp one wrist on the opposite rescuers
- b. The rescuers on the ends will only be able to grasp one wrist on the opposite rescuer.
- c. The rescuers with only one wrist grasped will use their free hands to support the victim's head and feet/legs.
- d. The rescuer will then squat and lift the victim on the command of the person nearest the head, remembering to use proper lifting techniques.



Reference: Lift & carry p 67
<https://www.cert-la.com/cert-training-education/liftscarries/>

2. Bearer along side carry - this technique is for lifting patients onto a bed or stretcher, or for transporting them short distances.

Procedure:

- a. Each person kneels on the knee nearest the victim's feet.
- b. On the command of the person at the head, the rescuers lift the victim up and rest the victim on their knees. –

***If the patient is being placed on a low stretcher or litter basket:**

On the command of the person at the head, the patient is placed down on the litter or stretcher.

***If the victim is to be placed on a high gurney /bed or to be carried:**

At this point, the rescuers will rotate the victim so that the victim is facing the rescuers, resting against the rescuer's chests.

- c. On the command of the person at the head, all the rescuers will stand. -
- d. To walk, all rescuers will wait until the person on the head of the victim command and will start out walk at the same foot, walking in a line abreast.

Reference: Lift & carries p. 7-7

Rubrics

Criteria	5	4	3
Proper procedure in transporting and carrying	<i>The proper procedure in transporting and carrying was followed all the time</i>	<i>Some of the procedure in transporting and carrying was followed.</i>	<i>The procedure was not followed.</i>
Command of Execution	<i>The voice of the execution is loud and clear all the time.</i>	<i>The voice of the execution is quite loud and clear.</i>	<i>The voice of the execution is not clear.</i>
Rescuers Position	<i>All the rescuers are in proper position</i>	<i>Some of the rescuers are in proper position</i>	<i>Few of the rescuers are in proper position.</i>
Timing	<i>Timing of carrying the victim was executed very well.</i>	<i>Timing of carrying the victim was not executed well.</i>	<i>Timing of carrying the victim was not executed.</i>

MUSIC	ARTS
<p>Improvisation - in music, it is the act of creating and playing new music without preparing it in advance.</p> <p>Accompaniment - is a musical part that supports the melody of a musical composition.</p> <p>3 ways to improve improvising skills:</p> <ol style="list-style-type: none"> 1. Learn the elements of music – to understand the function of elements in musical piece. 2. Study the music style or genre – to focused on one aspect of improvisation. 3. Personal motivation – key to move forward towards the goal. 	<p>Romanticism was a movement in which the artists of Neoclassical period sought to break new ground in the <u>expression of emotion, both subtle and stormy</u>. Patriotism and burgeoning nationalism <u>also became a focal point</u> for many Romantic artists.</p> <p><i>The paintings of the Romantic period gave more emphasis on emotion. Artists expressed as much feeling and passion as it could be on a canvas.</i></p> <p>PAINTERS OF THE ROMANTIC PERIOD</p> <ol style="list-style-type: none"> 1. JEAN LOUIS THÉODORE GÉRICULT Famous Artwork: The Raft of the Medusa, Insane Woman 2. EUGÈNE DELACROIX Famous Artwork: Liberty Leading the People 3. FRANCISCO GOYA Famous Artwork: The Third of May, Saturn Devouring His Son

PHYSICAL EDUCATION	HEALTH
<p>Non-locomotor movements- These are movements that can be done in a stationary place or without moving from one place to another.</p> <p>Contraction - A muscle movement done when it shortens, narrows and tightens using sufficient energy in the execution.</p> <p>Extension - This is the opposite of flexion. You are extending if you are increasing the angle of a joint. Stretching is another word for extension.</p> <p>Flexion - It is the act of decreasing the angle of a joint. Another term for flexion is to bend. If you bend a joint, like your elbow or knee, you are performing flexion.</p>	<p>Transporting an injured person to a safer place requires great care.</p> <p>There are two kinds of three-man's carry,</p> <p>a. the hammock carry- when there are three first aiders.</p> <p>Procedure: Three or more rescuers get on both sides of the victim. The strongest member is on the side with the fewest rescuers.</p> <ol style="list-style-type: none"> 1 Reach under the victim and grasp one wrist on the opposite rescuer. 2. The rescuers on the ends will only be able to grasp one wrist on the opposite rescuer. 3. The rescuers with only one wrist grasped will use their free hands to support the victim's head and feet/legs. 4. The rescuer will then squat and lift the victim on the command of the person nearest the head, remembering to use proper lifting techniques. <p>b. bearer alongside carry - carriers will stay on the injured side of the victim.</p> <p>Procedure: Each person kneels on the knee nearest the victim's feet</p> <p>On the command of the person at the head, the rescuers lift the victim up and rest the victim on their knees. -</p> <p>*If the patient is being placed on a low stretcher or litter basket:</p> <p>On the command of the person at the head, the patient is placed down on the litter or stretcher.</p> <p>* If the victim is to be placed on a high gurney /bed or to be carried:</p> <p>At this point, the rescuers will rotate the victim so that the victim is facing the rescuers, resting against the rescuer's chests.</p> <p>On the command of the person at the head, all the rescuers will stand. -</p> <p>To walk, all rescuers will wait until the person on the head of the victim command and will start out walk at the same foot, walking in a line abreast</p>

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...
