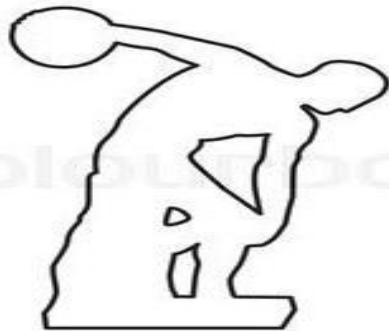


W5	Learning Area	ARTS	Grade Level	9
	Quarter	3rd	Date	

I. LESSON TITLE	Arts of the Neoclassic and Romantic Periods
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	<ul style="list-style-type: none"> Analyzes art elements and principles in the production of work following a specific art style from the Neoclassic and Romantic periods (A9EL-IIIb-1) Identifies distinct characteristics of arts during the Neoclassic and Romantic periods (A9EL-IIIa-2) Identifies representative artists from the Neoclassic and Romantic periods (A9EL-IIIa-3) Reflects on and derive the mood, idea, or message from selected artworks (A9PL-IIIh-1) Explains the use or function of artworks by evaluating their utilization and combination of art elements and principles (A9PL-IIIh-2) Uses artworks to derive the traditions/history of the Neoclassic and Romantic periods (A9PL-IIIh-3) Compares the characteristics of artworks produced in the Neoclassic and Romantic periods (A9PL-IIIh-4)
III. CONTENT/CORE CONTENT	Neoclassicism and Romanticism

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
A. Introduction	Day 1	<p>NEOCLASSICISM (1780-1840)</p> <p>The word neoclassic came from the Greek word neos meaning "new" and the Latin word classicus which is similar in meaning to the English phrase "first class". The Western movement in decorative and visual arts was called JACQUES-LOUIS DAVI D (1748-1825) France - He was an influential French painter in the Neoclassical style and considered to be the preeminent painter of the era, his subjects of painting were more on history. Artworks: The Death of Mara, Napoleon Crossing the Alps, Oath of The Horatii</p> <p>A. JEAN-AUGUSTE-DOMINIQUE INGRES (1780-1867) France - Ingres was a pupil of Jacques-Louis David. He was regarded as one of the great exemplars of academic art and one of the finest Old Masters of this era. Artworks: Portrait of Napoleon On The Imperial Throne, The Apotheosis Of Homer</p> <p>NEOCLASSICAL SCULPTURES</p> <p>A. ANTONIO CANOVA (1757-1822) Italy - Canova was a prolific Italian artist and sculptor who became famous for his marble sculptures that delicately rendered nude flesh. He opened the idea for portraying discrete sexual pleasures by using pure contours with his mythological compositions. Artworks: PSYCHE AWAKENED BY CUPID'S KISS, WASHINGTON</p> <p>B. BERTEL THORSVALDEN (1789-1838) Denmark</p> <p>Thorvaldsen was the first internationally acclaimed Danish artist. He executed sculptures of mythological and religious themed characters. Artworks: CHRIST, LION OF LUCERNE</p> <p>NEOCLASSICAL ARCHITECTURE</p> <p>TYPES OF NEOCLASSICAL ARCHITECTURE:</p> <ol style="list-style-type: none"> 1. TEMPLE STYLE - Temple style building design was based on an ancient temple. Many temple style buildings feature a peristyle (a continuous line of columns around a building), a rare feature of Renaissance architecture. 2. PALLADIAN STYLE - Some of the buildings feature a balustrade which is a railing with vertical supports along the edge of the roof. There are vertical supports within a balustrade known as "balusters" or "spindles". It is also a classical method of crowning a building that has a flat or low lying roof. 3. CLASSICAL BLOCK STYLE <p>The building features a rectangular or square plan, with a flat roof and an exterior rich in classical details. The exterior features a repeated classical</p>

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
		<p>pattern or series of arches and/or columns. The overall impression of such a building was a huge, classically-decorated rectangular block.</p> <p>Robert Adam (1728-1792) Britain - One of the famous architects. He was known as the Palladian architect of the Neoclassical Era. He designed two well-known American civic buildings - the White House and the United States Capitol. He had also designed many country houses.</p> <p>Henri Labrouste - is a famous architect of classical block style. His masterpiece is the Library of Sainte-Genevieve.</p> <p>Charles Garnier - he designed the most famous classical block of all which is the Palais Garnier (a Neobaroque opera house).</p> <p>Romanticism- 1800-1810 Romanticism is a movement in which the artist of neo-classical period sought to break new ground in the expression of emotions, both subtle and stormy. It embraced a number of distinctive themes, such as longing for history, supernatural elements social injustices and nature. Landscape painting became more popular due to the people's romantic adoration of nature. Characteristics:</p> <ul style="list-style-type: none"> ● Shows the height of action ● Emotional extremes ● Celebrated nature as out of control ● Dramatic compositions ● Heightened sensation (life and death) <p>Romantic paintings (Portraits/ Figures) The paintings of the Romantic period focus on emotion. Artists expressed as much feeling and passion as it could onto a canvas.</p> <p>Jean Louis Theodore Gericault- 1791-1824 Gericault is the first French master and the leader of the French realistic school. His masterpieces are energetic, powerful, brilliantly colored and tightly composed.</p> <p>Famous Works: The Raft of Medusa, Charging Chasseur, Insane Woman</p> <p>Eugene 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. He was the most influential to the most Romantic Painters and eventually, his technique was adopted and extended by the Impressionist artists. Famous Artwork: This painting commemorates the July Revolution of 1830, which toppled King Charles X of France. A woman personifies liberty and leads the people forward over the bodies that fallen, holding the Flag of the French Revolution.</p> <p>Francisco Goya (1746-1828) Spain Francisco Goya is a commissioned Romantic Painter by the King of Spain. He is also a printmaker regarded both as the last of the "Old Masters" and the first of the Moderns. Famous Works: The Third of May, Saturn Devouring His Son, The Burial of Sardine</p>
B. Development	Day 2	<p>Learning Task 1: TRUE or FALSE DIRECTIONS: Read the statements below. Write TRUE if the statement is correct and FALSE if the statement is not correct.</p> <p>_____ 1. The word neoclassic came from the Greek word neos meaning "new" and the Latin word "classicus".</p> <p>_____ 2. Jacques-Louis David is a renowned French artist whose paintings were into nudes, portraits and mythological creatures,</p> <p>_____ 3. Napoleon Crossing the Alps is an art work of JacquesLouis David.</p>

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities																									
		_____ 4. Jean-Auguste Dominique Ingres was a student of J.David. _____ 5. Jacques-Louis David was regarded as one of the finest Old Masters of his era.																									
C. Engagement	Day 3	Learning Task 2: Human Sculpture DIRECTIONS: Fill the sculpture below with words that best describe Neoclassical and Romantic Period. 																									
D. Assimilation	Day 4	Learning Task 3: Direction: Paint an artwork in the style of Neoclassicism with subjects or themes that are inspired with the current issues in the Philippines. Materials: Oslo/bond paper and any coloring materials. Your work will be graded base from this rubric. Instructions: 1. Look for a subject with the style of Neoclassicism. 2. Think of a current issue in the Philippines that can can be use as your theme. 3. Use any bond paper for your canvass. 4. Use any coloring materials to add impact. 5. Observe neatness of your artwork. RUBRIC <table><tr><th>Criteria</th><th>5</th><th>4</th><th>3</th><th>2</th></tr><tr><td>QUALITY OF ARTWORK</td><td>All instructions were followed correctly.</td><td>1-2 instructions we're not followed correctly</td><td>3-4 instructions we're not followed correctly</td><td>Most of the instructions we're not followed correctly.</td></tr><tr><td>VISUAL IMPACT</td><td>Artwork conveys the idea and dimensions of art.</td><td>Artwork mostly conveys the idea and dimensions of art.</td><td>Artwork somehow conveys the idea and dimensions of art.</td><td>Artwork did not orderly convey the idea and dimensions of art</td></tr><tr><td>PUNCTUALITY</td><td>Artwork was submitted on time.</td><td>Artwork was submitted 1 day late.</td><td>Artwork was submitted 2 days late.</td><td>Artwork was submitted 3 days late.</td></tr><tr><td>NEATNESS</td><td>Artwork presentation was neat and orderly.</td><td>Artwork presentation was mostly neat and orderly.</td><td>Artwork presentation was somehow neat and orderly.</td><td>Art work presentation was not in order.</td></tr></table>	Criteria	5	4	3	2	QUALITY OF ARTWORK	All instructions were followed correctly.	1-2 instructions we're not followed correctly	3-4 instructions we're not followed correctly	Most of the instructions we're not followed correctly.	VISUAL IMPACT	Artwork conveys the idea and dimensions of art.	Artwork mostly conveys the idea and dimensions of art.	Artwork somehow conveys the idea and dimensions of art.	Artwork did not orderly convey the idea and dimensions of art	PUNCTUALITY	Artwork was submitted on time.	Artwork was submitted 1 day late.	Artwork was submitted 2 days late.	Artwork was submitted 3 days late.	NEATNESS	Artwork presentation was neat and orderly.	Artwork presentation was mostly neat and orderly.	Artwork presentation was somehow neat and orderly.	Art work presentation was not in order.
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V. ASSESSMENT (Learning Activity Sheets for _____ Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)		DIRECTIONS: Chose the letter with the correct answer. _____ 1. The neoclassical sculptures aim at conveying moral message given below, except. A. heroism B. love C. patriotism D. virtue																									

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
		<p>_____ 2. He was the first internationally acclaimed Danish artist who executed sculptures of mythological and religious themed characters.</p> <p>A. Antonio Canova C. Guillermo Tolentino</p> <p>B. Bertel Thorvaldsen. D. Fracois Rude.</p> <p>_____ 3. The subjects of the neoclassical sculpture are stated below, except</p> <p>A. contemporary personage C. mythological and religious figures</p> <p>B. heroes of the past D. everyday life scenes</p> <p>_____ 4. He was a prolific Italian artist and sculptor who became famous for his marble sculptures that delicately rendered nude flesh.</p> <p>A. Antonio Canova C. Bertel Thorvaldsen</p> <p>B. Guillermo Tolentino D. Fracois Rude</p> <p>_____ 5. They were the inspiration of neoclassical sculptures.</p> <p>A. Ancient Egyptians C. Prehistoric Man</p> <p>B. Romans D. Greeks</p>
VI. REFLECTION		<ul style="list-style-type: none"> The learners communicate the explanation of their personal assessment as indicated in the Learner's Assessment Card. The learners will write their personal insights about the lesson in their notebook using the prompts below: <p>I understand that _____.</p> <p>I realize that _____.</p> <p>I need to learn more about _____.</p>

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Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



- I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.

- I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.


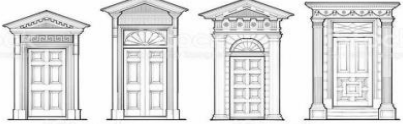
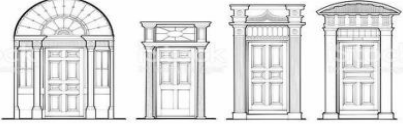

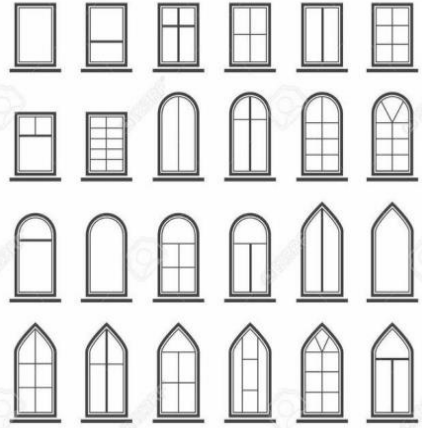
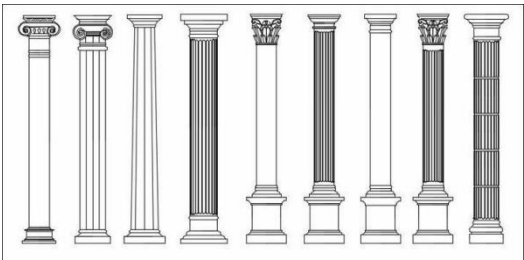
- I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.


Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

W6	Learning Area	ARTS	Grade Level	9
	Quarter	3rd	Date	

I. LESSON TITLE	Arts of the Neoclassic and Romantic Periods
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	<ul style="list-style-type: none"> Creates artworks guided by techniques and styles of the Neoclassic and Romantic periods (e.g., linear style and painterly style (A9PR-IIIc-e-1) Describe the influence of iconic artists belonging to the Neoclassic and Romantic periods (A9PR-IIIc-e-2) Applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Neoclassic and Romantic periods (A9PR-IIIc-e-3) Evaluates works of art in terms of artistic concepts and ideas using criteria from Neoclassic and Romantic periods (A9PR-IIIc-4) Shows the influences of Neoclassic and Romantic periods on Philippine art forms (A9PR-IIIc-4) Participates in an exhibit using completed artworks with Neoclassic and Romantic periods characteristics (A9PR-III-g-7)
III. CONTENT/CORE CONTENT	Neoclassicism and Romanticism

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
A. Introduction	Day 1	<p>Romantic Sculpture can be divided into works that concern the human world and those that concern the natural world. The leading sculptors of each type were Rude and Barye, respectively.</p> <p>Francois Rude (1784-1855) France Francois Rude was best known for his social art which inspires and captured the interest of a broad public. He rejected the classical repose of the late 18th century and early 19th centuries French sculpture in favor of a dynamic, emotional style and created many monuments that stirred the public for generations.</p> <p>Famous Artworks: Departure of the Volunteers- known as the La Marseillaise, this work portrays the Goddess liberty urging the forces of the French Revolution onward.(1)Departure of the Volunteers, (2)Jeanne of Arc</p> <p>Antoine –Louis Barye(1796-1875) France He was the most famous animal sculptor of all time, studied the anatomy of his subjects by sketching residents of the Paris Zoo.</p> <p>Famous Works: Hercules sitting on a Bull, Theseus slaying the Minotaur</p> <p>Gothic Revival is also referred to as Victorian Gothic or Neo –Gothic. Gothic Revival is an architectural movement that began in the late 1740's in England. Many of the Neo -Gothic buildings feature castellation which is characterizing crenellated walls and towers in imitation of medieval castles. Indeed, heavily by castellated Neo-Gothic buildings are often referred to as castles, even though they never served a defensive purpose. Among them was Strawberry Hill (demolished), the most famous work of the decorative phase of the Gothic Revival.</p> <p>Architects who used Neo-gothic Style: Charles Barry- is the name behind Britain's foremost Gothic Revival monument the Westminster Palace. (aka the Houses of Parliament) James Renwick - has his crowning American work, The St. Patrick's Cathedral (New York)</p>

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
B. Development	Day 2	<p>LEARNING TASK 1</p> <p>Directions: Read and answer the following questions. Choose the letter of the correct answer.</p> <p>____ 1. A molded, cast, carved or assembled. The media an artist uses for molded work include clay, wax, paper-mache and plaster. A. sculpture B. painting C. architecture D. mosaic</p> <p>____ 2. What art movement came before the Romantic Art Period? A. cubism B. Baroque C. impressionism D. expressionism</p> <p>____ 3. Which of the following is a characteristic of the Romantic Art Movement? A. emotions and imagination C. idealism B. loose brushwork D. all of the above</p> <p>____ 4. Leading sculptors of Romantic Era A. Rude and Barye B. Dela Croix C. Rousseau D. Goya</p> <p>____ 5. Artistic, literary, musical and intellectual movement that originated in Europe towards the end of the 18th Century. A. romanticism B. baroque C. cubism D. surrealist</p>
C. Engagement	Day 3	<p>LEARNING TASK 2: "IM AN ARCHITECT"</p> <p>DIRECTION: Draw your very own neoclassical house. You may select from the given examples of door, window and column designs below.</p> <p>Your artwork will be evaluated by the use of the rubric below.</p> <div style="text-align: center;">  </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Doors</p>  <p>Doors</p>  <p>Doors</p> </div> <div style="text-align: center;">  </div> </div> <div style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center;">RUBRIC</p>

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities												
		Criteria	5	4	3	2								
		VISUAL IMPACT	Artwork conveys the idea and dimensions of art.	Artwork mostly conveys the idea and dimensions of art.	Artwork somehow conveys the idea and dimensions of art.	Artwork did not convey the idea and dimensions of art								
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D. Assimilation	Day 4	LEARNING TASK 3: ART PRODUCTION Directions: Create a photo collage with a theme: “Works of Art in Philippine Streets”. Follow the steps below, an example photo collage is given to serve as your guide. Send the output to your teacher via available medium. Use the rubric below to evaluate your artwork.  How to Make a Photo Collage 1. Search pictures that has a connection with the theme. 2. Select a layout, then arrange your photos to bring out the theme of your artwork. 3. Customize borders. You can add color, texture, and patterns to enhance the theme of your collage. 4. Add text. Rubric <table><tr><td>Relevance to the theme</td><td>40%</td></tr><tr><td>Uniqueness</td><td>30%</td></tr><tr><td>Quality of Work</td><td><u>30%</u></td></tr><tr><td>Total</td><td>100%</td></tr></table>					Relevance to the theme	40%	Uniqueness	30%	Quality of Work	<u>30%</u>	Total	100%
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Prepared by:	GRADE 9-MAPEH TEACHERS/GFLMNHS	Evaluated by:	APRILITO C. DE GUZMAN NIMFA P. MANALO
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Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
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