



PIVOT^{4A}

LEARNER'S MATERIAL

QUARTER 2
MAPEH (Music)

G9



DepEd CALABARZON
Curriculum and Learning Management Division

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The Editors

PIVOT 4A Learner's Material
Quarter 2
First Edition, 2020

MAPEH (Music)

Grade 9

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PIVOT 4A CALABARZON Music G9

Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in MAPEH-Music as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities on separate sheets of paper;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples.
	What is new	This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

This module was written for you to explore and discover the musical elements of classical music.

At the end of this lesson, you are expected to be able to recognize the musical elements of the given classical music, and show appreciation of classical music through listening.

D

Learning Task 1: Search for the five musical elements from the word puzzle below. Write a short definition or description about the element. Do this activity in your notebook.

M	E	T	E	R	P	Q	B	S	A
C	L	P	B	G	U	G	D	A	P
E	E	F	J	A	P	A	Y	P	T
M	E	L	O	D	Y	F	N	S	E
T	R	W	K	F	R	H	A	K	M
Y	O	D	S	A	B	V	M	R	P
O	P	B	L	A	H	K	I	L	O
P	V	C	I	G	P	L	C	D	L
T	E	X	T	U	R	E	S	G	D
S	R	Q	O	A	K	K	H	B	G

Musical Element	Definition/Description
1.	
2.	
3.	
4.	
5.	

Learning Task 2: (Optional. Do this if you have the means to access the internet). Open the link or scan the QR code. Watch and listen to the recordings. Analyze the music and answer the given questions with the help of your parents, guardian, or siblings. Write your answer in your notebook.

A. Mozart Piano Sonata No. 16 C major K 545 Barenboim

<https://www.youtube.com/watch?v=1vDxlnJVvW8>



B. Ludwig van Beethoven - Piano Concerto No. 5 in E-flat major, Op. 73 'Emperor'

<https://www.youtube.com/watch?v=p3qfJQGngQc>



C. Mozart - Symphony No. 40 in G minor, K. 550 [complete]

<https://www.youtube.com/watch?v=JTc1mDieQI8>



D. Excerpt from Mozart's "The Magic Flute"

<https://www.youtube.com/watch?v=pc4VT0CId54>



Questions:

1. What is tempo?

- A. _____
- B. _____
- C. _____
- D. _____

2. What dynamics were used?

- A. _____
- B. _____
- C. _____
- D. _____

3. What is the texture?

- A. _____
- B. _____
- C. _____
- D. _____

4. Describe the melody.

- A. _____
- B. _____
- C. _____
- D. _____

5. Is this music familiar to you? Where did you first hear it?

- A. _____
- B. _____
- C. _____
- D. _____

Read the text below to have a better understanding in the vocal and instrumental music in the classical period.

Sonata

It came from the word *Sonare* which means “to make a sound”. Sonata is a musical composition composed of multi-movement for solo instrument or a small instrumental ensemble. The term *Sonare* is applied to a variety of works for a solo instrument such as keyboard or violin.

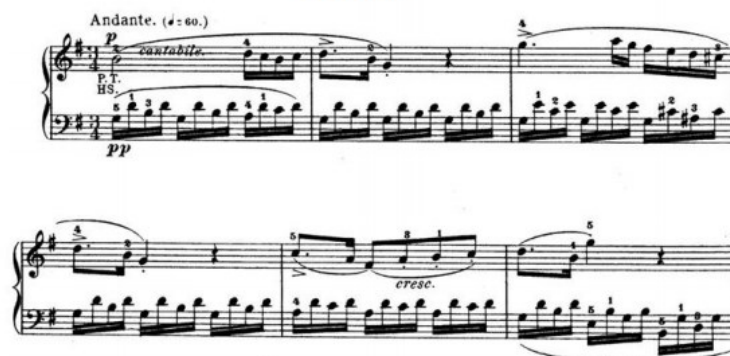
Below is an excerpt from the three movements of the Sonata No. 16 in C Major K545 by W.A. Mozart. Listen to each phrase of the movement.

1st Movement: Allegro—fast movement



Source: Department of Education Grade 9 Learner's Material for Music and Arts

2nd movement: Andante — slow movement



Source: Department of Education Grade 9 Learner's Material for Music and Arts

3rd movement: Minuet—It is in three-four time and in a moderate or fast tempo.



Source: Department of Education Grade 9 Learner's Material for Music and Arts

Sonata Allegro Form

The most important musical structure that was developed during the classical era consists of three distinct sections: Exposition, Development and Recapitulation.

1. Exposition—the first part of a composition in sonata form that introduces the theme.



Source: Department of Education Grade 9 Learner's Material for Music and Arts

2. Development—the middle part of the sonata-allegro form where themes are being developed. It explores the harmonic and textural possibilities of the thematic material.



Source: Department of Education Grade 9 Learner's Material for Music and Arts

3. Recapitulation - repeats the theme as it first emerged in the opening exposition.



Source: Department of Education Grade 9 Learner's Material for Music and Arts

Concerto

It is composed of multi-movement work and it is made for an instrumental soloist and orchestra. This classical form of music is intended primarily to emphasize the individuality of the solo instrument and to exhibit the virtuosity and interpretative abilities of the performer. The solo instruments in classical concertos include violin, cello, clarinet, bassoon, trumpet, horn and piano. A concerto has three movements: fast, slow, and fast.

The three movements in Concerto are:

1st Movement: Fast: Sonata-allegro form with expositions of the orchestra and then by the soloist.

2nd Movement: Slow: Has more ornamentation than the first movement.

3rd Movement: Fast: Finale: usually in a form of rondo, resembling the last movement of the symphony and usually a short cadenza is used.

Symphony

It is derived from the word *sinfonia* which literally means "a harmonious sounding together". It is an elaborate musical composition for the whole orchestra with generally four movements.

The four movements in Symphony are:

1st Movement: Fast: Sonata-allegro form

2nd Movement: Slow: gentle, lyrical – typical ABA form or theme and variation

3rd Movement: Medium/Fast: uses a dance form (Minuet or Scherzo)

4th Movement: Fast: typically Rondo or Sonata form

Classical Opera

Opera is an art form that musicians and singers perform a dramatic theatrical setting.

The two distinct styles of Opera are:

1. The *Opera Seria* (serious opera). This usually implies heroic or tragic drama that employs mythological characters. This was inherited from the Baroque period. “Idomeneo” by Mozart is an example of Opera Seria.
2. The *Opera Buffa* (comic opera). This is from Italy. Comic opera made use of everyday characters and situations, and typically employed spoken dialogues, lengthy arias and was spiced with sight gags, naughty humor and social satire. “The Marriage of Figaro”, “Don Giovanni”, and “The Magic Flute” are examples of popular Opera Buffa by Mozart.

Basically, the harmony and the texture in the classical music are homophonic in general. The dynamics which pertain to the loudness and softness were clearly shown through the extensive use of crescendo and diminuendo. There is also a practice of Alberti Bass. This means that there is a style of broken chord accompaniment.

E

Learning Task 3: Match column A with column B. Write the letter of your answer in your notebook.

A

1. Sonare
2. Sinfonia
3. Concerto
4. Allegro
5. Opera

B

- A. It means slow movement.
- B. It means to make sound.
- C. It means fast movement.
- D. It is multi-movement work designed for an instrumental soloist and orchestra.
- E. It means a harmonious sounding together.

Learning Task 4: Make a graphic organizer that shows the difference among Sonata, Concerto, Symphony, and Classical opera. Your graphic organizer must be comprehensive and neat. Do this in your notebook.

Learning Task 5: (Optional. Do this if you have the means to access the internet). Open the link or scan the QR code. Listen to the recording and analyze its musical elements. Write only the letter of the correct answer in your notebook.

Title of the composition

Symphony No. 9 in D minor ('Choral') Op. 125 - Molto vivace

https://www.youtube.com/watch?v=_xyl5UaB2SU



1. What is the tempo of the music?
A. Slow B. Moderate C. Fast
2. What is the dynamics of the music?
A. Mostly soft B. Mostly loud C. either
3. What is the texture of the music?
A. Monophonic B. Homophonic C. Polyphonic

A

Learning Task 6: Answer the following questions. Write your answer in your notebook.

1. Describe the musical elements of the following:
A. Sonata
B. Concerto
C. Symphony
2. What makes classical opera different from a sonata, concerto, and symphony?
3. Which classical vocal and instrumental music do you like most? Why?

Learning Task 7: Complete the statements below. Write your answers in your notebook.

1. In this lesson, I learned that _____.
2. In this lesson, I discovered that _____.

Lesson

I

This module was written you to explain the performance practice (setting, composition, role of composers/performers, and audience) during Classical period

At the end of this lesson, you should able to recognize the different performance practices and the great composers during classical period, and appreciate the importance of it through making a colorful graffiti.

D

Learning Task 1: Identify the following composers by supplying the missing letters. Write the complete name of the composers in your notebook.



	R		N			O	S		P				Y		N
--	---	--	---	--	--	---	---	--	---	--	--	--	---	--	---

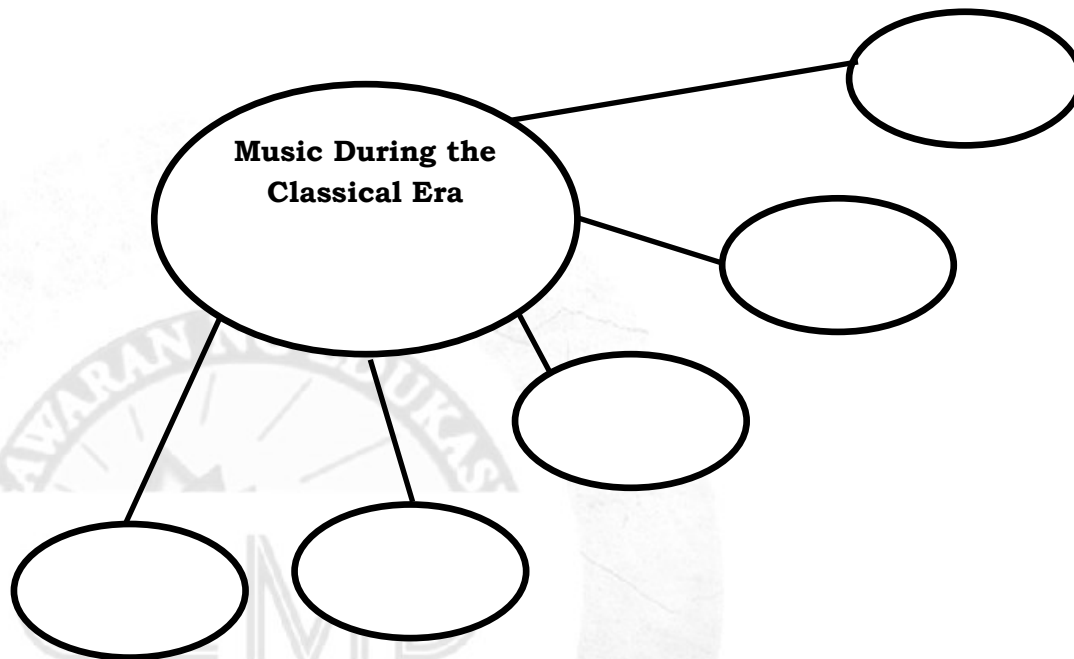


		L	F		A		G				D		U	S			O		A		T
--	--	---	---	--	---	--	---	--	--	--	---	--	---	---	--	--	---	--	---	--	---



	U			I	G			A			B			T		O	V		
--	---	--	--	---	---	--	--	---	--	--	---	--	--	---	--	---	---	--	--

Learning Task 2: Write the words that can be associated with the “Music During the Classical Era”. You may ask help from the members of your family or search the internet if you have the means. Do this activity in your notebook.



Read the text below to have a better understanding about the great composers, and the performance practice during classical period.

Music in Classical Period

The classical era is the period from 1750-1820. It is also known as the “Age of Reason”. During that day, the cultural life was dominated by the aristocracy, as patrons of musicians and artists who have commonly influenced the arts. Significant changes in musical forms and styles were made. The music of this period was generally of an orderly nature, with qualities of clarity and balance, and emphasizing formal beauty rather than emotional expression.

In the middle of the 18th century, Europe has begun new style in architecture, literature, and the arts. This is known as Classicism. This pushed changes in the economics, order and in social structure. The instrumental music was patronized primarily by the nobility.

The principles and characteristics of ancient Greece and Roman literature and art which were formal, elegant, simple, freed and dignified signify the term “Classical”. There is also a practice of Alberti Bass. This means that there is a style of broken chord accompaniment.

Franz Joseph Haydn (1732–1809)



His personality and character reflect in his music and these are: calm, balanced, serious but with touches of humor. He has a great contribution in the establishment of the forms and styles for the string quartet and the symphony. Haydn composed more than 100 symphonies and improved them into long forms for a large orchestra. Haydn was named “Father of the Symphony” and “Father of the String Quartet” because of his great contributions to these genres. Most of symphonies that he composed have its nicknames such as the “Surprise Symphony”, “The Clock”, “The Military”. He also wrote chamber piano music and choral works.



He was born on January 27, 1756 in Salzburg, the archbishopric of Salzburg, Austria and died on December 5, 1791 in Vienna. He is widely recognized as one of the great composers in the history of Western music and considered as the most amazing genius in musical history. He was already playing the violin and the harpsichord at the age of five and when he was six years old, he was recognized as an exceptional pianist. Furthermore, at the age of seven, he was already composing excellent music. He had written sonatas, concertos, symphonies, religious works, and operas and operettas in the age of thirteen.

He created more than 700 compositions. Due to mismanaged finances, Mozart lived his life in poverty and died young and was buried in an unknown grave.

Some of the wonderful compositions (concertos, operas and symphonies) of Mozart are “The Marriage of Figaro” (1786), “Don Giovanni (1789), and “The Magic Flute” which became popular. Other known works: Eine Kleine Nachtmusik, Symphony No. 40 in G Major, and Sonata No. 11 in A Major K311.

Ludwig Van Beethoven



He was born and baptized on December 17, 1770 in Bonn, the archbishopric of Cologne in Germany and died March 26, 1827 in Vienna, Austria. Beethoven belongs to the family of musicians and he studied music at an early age. He is the predominant composer who bridged the late Classical era and the early Romantic era. He is brilliant pianist and composer. Beethoven started going deaf, when he was around 30 years old (1796). Although he could no longer hear well enough to play the piano, this did not become a hindrance and he continued composing with the help of an assistant and hearing gadget. Some of the compositions he made when he was deaf became famous.

He has famous compositions that include: 32 piano sonatas, 21 set of variations, 9 symphonies, 5 concertos for piano, 16 string quartets and choral music. The “Missa Solemnis” (1818-1823) and opera “Fidelio” (1805) are included to their works. His known symphonies are: Symphony No. 3 (Eroica), No. 5, No. 6 (Pastoral), No. 9 (Choral), which add voices to the orchestra.

Characteristics of Beethoven's works:

- His music veered toward larger orchestras.
- Cellos give his music a darker mood, and sound was centered on the violas and lower registers of the violins
- All themes in a piece are tied together by one motif.
- He developed musical themes and motifs extensively by means of modulation. He used more brass instruments and dynamics.

Take note that...

Nobility is usually associated in the music of the Classical Era. During that time, most of the musicians are financially supported by the members of the nobility. Music is more familiar to the nobility compared to lower classes because during that time, music was performed in the courts. This Classical music is still experienced in some part of the world. However, with the dawn of radio and TV, classical music may now be experienced by the masses.



Learning Task 3: Answer the given questions. Write your answer in your notebook.

- A. What are the performance practices that you've noticed in the article?
- B. Who are the three great composers during the Classical period?
- C. Which composer do you like most? Why?
- D. Who supported the composers during the Classical period?

Learning Task 4: In a short bond paper, make a colorful graffiti that will show the performance practices during the classical period.

Criteria for rating

Creativity (Use of colors and neatness)	_____	20%
Originality	_____	30%
<u>Content (must be connected in the lesson)</u>	_____	50%
Total	_____	100%

Learning Task 5: Cite the values you can derived from the stories or lives of the three composers in the Classical era. Write your answer in your notebook.

1. Franz Joseph Haydn

2. Wolfgang Amadeus Mozart

3. Ludwig Van Beethoven



Learning Task 6: Write TRUE if the statement is correct. If it is incorrect, rewrite the statement to make it correct. Do this task in your notebook.

- ____ 1. During the Classical period, politicians supported the musicians financially.
- ____ 2. Mozart became poor because of financial management problem.
- ____ 3. Beethoven was named as “Father of Symphony”.
- ____ 4. Haydn became a deaf composer.
- ____ 5. Classical music was not common among the lower class because it was played in the court during the classical period.

Learning Task 7: Complete the statements below. Write your answer in your notebook.

A. In this lesson, I learned that _____

_____.

B. In this lesson, I discovered that _____

_____.

C. I will use the learnings that I’ve gained in this lesson by _____

_____.

Relation of other Art Forms and History in the Classical Music

**WEEK
3**

Lesson

I

This module was written for you to relate Classical music to other art forms and its history within the era.

At the end of this lesson, you should be able to relate Classical music to other art forms and its history within the era, and create an artwork that will show your appreciation in the history within the period and relationship of Classical music in other art forms.

D

Learning Task 1:

A. Music was not the only art form during the classical period. Identify the art form each statement below refers to. Choose the answer from the words in the box. Write the answer in your notebook.

1. It is an artwork that uses paint, pigment, color or other medium to a solid surface.
2. It is an artistic form in which hard or plastic materials are worked into three-dimensional art objects.
3. It is a stage entertainment.
4. It is a written work.
5. It refers to the physical structures or building.

Theatre	Literature	Painting
Architecture		Sculpture

B. Answer the given question.

What do you think is the importance of these artworks during the Classical era?

Learning Task 2: Describe briefly the following concepts. Write your answer in your notebook.

1. The age of Enlightenment
2. Middle of 18th century
3. Classicism
4. Music during the classical period

Read the text below to have a better understanding of the history and art form during the Classical period.

Classical Period

- ⇒ The most significant event in the West during the classical era were the French Revolution and the Napoleonic Wars, the American Declaration of Independence in 1776 and the American Revolution.
- ⇒ A time when the archeological findings resulted the society to looking at the ancient Greeks and Romans for examples of order and ways of looking at life. The calm, beauty and simplicity of this ancient art motivated the artists, architects and musicians to move away from the excessively decorated standards of the Baroque period.
- ⇒ In the 18th century, the Philosophers and scientists attempted to break from the past and replace the darkness and ignorance of European thought with the light of the truth. In the literature, the spirit of democracy was ignited by the writings of thinkers such as Voltaire and Thomas Jefferson. In their writings, they recommended that with the help of science and democracy, people can choose their own fate.
- ⇒ In terms of music, the musicians moved from the heavily decorated style of the Baroque period and accepted the clean, uncluttered style of the Greeks and Romans. Instead of using many melodies at the same time like the Baroque period, the Classical composers make a clearer music in which one melody sings out while the other parts provide a simple harmonic accompaniment.
- ⇒ The classical period is called as the “Golden age of the music”. In this period, the musical forms are the Sonata, Concerto, Symphony, String quartet and Classical opera.



Learning Task 3: Answer the questions below based on what you have read in this lesson. Write your answer in your notebook.

1. How will you relate the changes of music in the Classical period in its history?
2. What is the connection of Classical music with other art forms?

Learning Task 4: (Optional. Do this if you have the means to access the internet). Listen to the example of Classical music given below and associate it with other art forms. Write your answer in your activity. You may also use the QR code to easily access the video clip.

Symphony No. 100 in G Major 2nd Movement "Allegretto"

https://www.youtube.com/watch?v=jfu-WST_cBI&feature=youtu.be

Criteria for Grading



Criteria	Points
Creativity	10 pts
Content	15 pts
Neatness	5 pts

Learning Task 5: Draw a symbol that will represent the relation of Classical era and Classical music. Write a short explanation about it. Do this task in a short bond paper or in your notebook.

Criteria for Rating

Criteria	Points
Creativity (use of art elements)	10 pts
Originality	10 pts
Content	15pts
Neatness	5 pts
Clarity of explanation	10 pts

A

Learning Task 6: Fill in the blanks with the correct words. Write your answer in your notebook.

1. The Classical period is also called as “_____”.
2. The musical forms during the Classical period are _____, _____, _____, and _____.
3. The Classical period is called as _____.
4. During the Classical period, the musicians moved from the _____ of the Baroque period.
5. The _____ and _____ of this ancient art motivated artists, architects and musicians to move away from the excessively decorated standards of the Baroque period.

Learning Task 7:

A. Explain the quotation below in relation to the content of the lesson. Write your answer in your notebook.

“To improve is to change; to be perfect is to change often.”

-Winston Churchill

B. Complete the statement below. Write your answer in your notebook.

1. In this lesson, I learned that _____.
2. In this lesson, I discovered that _____.
3. I will apply my learning by _____.

I

This module was written for you to improvise an appropriate accompaniment to selected music from the Classical period.

At the end of this lesson, you should be able to recognize the different musical instruments during the Classical period, and develop creativity through creating an improvised accompaniment to selected music from the Classical period.

D

Learning Task 1:

A. Classify the following musical instruments if it is **Percussion instrument, String instrument, Woodwind instrument, or Brass instrument**. Write your answer in your notebook.

1. Piano	11. Tringle
2. Viola	12. Drum
3. Oboes	13. Horn
4. Timpani	14. Bassoon
5. Flute	15. Double bass
6. Violin	
7. Violoncellos	
8. Clarinet	
9. Cello	
10. Cymbals	

B. What is the difference between the definite sounded with the indefinite sounded percussion instrument? Write your answer in your notebook.

Learning Task 2: (Optional. Do this if you have the means to access the internet). Listen to and watch an example of symphony and make a list of at least 10 musical instruments that you heard or seen in the recording. Write your answer in your notebook. You may use the link or the QR code to easily access the recording.

Haydn: Symphony No. 100 in G Major Military

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



The musical instruments in Classical period

The musical instruments during the Classical period are basically divided into four. The string, percussion, woodwind, and brass instrument.

The Strings

In this group of instruments, the violin, viola, cello and the double bass are the common examples. The methods of playing the instruments are plucking the strings with fingers or a plectrum and hitting the strings with a light wooden hammer or by rubbing the string with the bow.

The Woodwinds

This family of instruments is composed of tubes that have opening on one end and a mouthpiece at the other. The keys are rows of holes covered by metal caps. The sound change happens depending on the air leaving the instrument. The instruments under this in descending general tone order are flute, piccolo, oboe, clarinet, bassoon and finally the saxophone.

The Percussion

This group of instruments produce sounds in three ways: hitting, shaking or scraping. Percussion instruments can be tuned or untuned which affects in generating notes. The tuned instruments produce definite or specific pitches while the untuned instruments deliver indefinite sounds or pitch. The instruments that produce particular tune are the marimba, timpani, and xylophone while indefinite pitch percussion instruments are the bass drum, cymbals, and snare drum.

The Brass

It is composed of long tubes which widen towards the end to form a bell-like shape. The instruments produce sounds through blowing the mouthpiece, thereby causing air to vibrate against the inner border of the instrument. The valves are connected to the extended pipes and when increasing the length of the pipe, it results to a lower sound. In changing the tune, the player must change his lips opening on the mouthpiece to create variation. In this group of instruments are trumpet, trombone, bass trombone, French horn, and tuba.

Note:

During the Classical period, the Piano began to become an important instrument in Classical compositions.

E

Learning Task 3: Using the table below, write a short description of at least three musical instruments per family of instruments. Do this task in your notebook.

Woodwind Instruments	Description

Brass Instruments	Description

String Instruments	Description

Percussion Instruments	Description

Learning Task 4: Showcase your creativity and talent through performance such as singing, acting, dancing as well as directing and creative writing.

Procedure:

1. Think of and advertise a product of choice. Your script must turn into a song by adapting a tune or music (of your choice) of the Classical Era.
2. You can create or improvise an instrument or rhythmic pattern accompaniment for your song.
3. (Optional). Record your performance using a cell phone or any device that you have and send it your teacher through email or messenger. You may ask the assistance from your parents, guardian, or even your teacher.

Criteria for rating

1. Choice of music (must be a Classical Period piece)	30%
2. Originality (use own concept)	30%
3. Voice Quality (pitch, projection)	40%
Total	100%

Learning Task 5: Reflect on your performance from the previous task. Answer the given questions below. Write your answer in your notebook.

1. What do you think are your strengths and weaknesses in this task?
2. How will you improve your weakness?
3. What is the title of the background music that you used? If you used an improvised instrument as background, show or illustrate the rhythmic pattern.
4. To what family of instrument or classification is the background music that you used?



Learning Task 6: Provide the needed information/details below. Write your answer in your notebook.

1. Define the following using your own words:

- A. Accompaniment
- B. String instruments
- C. Percussion instruments
- D. Woodwind instruments
- E. Brass instruments

2. Name at least three musical instruments per family of instruments that are included in performing a Symphony.

Learning Task 7:

A. Complete the statement below. Write your answer in your notebook.

- 1. In this lesson, I learned that _____.
- 2. In this lesson, I discovered that _____.
- 3. I will apply what I learned from this lesson by _____.

B. How will you impart your learnings in your daily life? Write your answer in your notebook.

Analyzing Classical Music

Lesson

I

This module was written for you to explore the Classical music through listening perceptively and perform a selected music.

At the end of this lesson, you should able to analyze an example Classical music and show creativity through performing a selected Classical music.

D

Learning Task 1:

A. Choose the letter of the correct answer. Write your answer in your notebook.

1. Classical period is also known as _____.
 - A. Dark Ages
 - B. Age of Reason
 - C. Rebirth
 - D. Pearl of Irregular Shape
2. It is an era from 1750-1820.
 - A. Baroque Era
 - B. Classical Era
 - C. Renaissance Era
 - D. Medieval Era
3. Which is TRUE about the “Age of Reason”?
 - A. The cultural life was dominated by the aristocracy, as patrons of musicians and artist who has commonly influenced the arts.
 - B. The period of “looking back” to the Golden Age of Greece and Rome.
 - C. The arts highlighted grandiose and elaborate ornamentation.
 - D. The musical terms and concepts that evolved in this era are still used today.
4. Who does not belong to the group?
 - A. Franz Joseph Haydn
 - B. Ludwig Van Beethoven
 - C. Wolfgang Amadeus Mozart
 - D. Johann Sebastian Bach
5. Which is TRUE about the music during the Classical period?
 - A. There is significant changes in musical forms and style were made.
 - B. The music became popular as entrainment and activity for amateurs and the educated.
 - C. The imitation among voices is common.
 - D. The melodic lines move in flowing manner.

B. Describe the following terms using your own words. Write your answer in your notebook.

Concerto

Sonata

Symphony

Classical Opera

Learning Task 2: (Optional. Do this if you have the means to access the internet). Listen to and analyze the music below with the help of the questions you will find on the next page. You may use the link and QR code for you to easily access the video clip. Write your answer in your notebook.

A. Haydn : 'Surprise'

<https://www.youtube.com/watch?v=1Ljwkamp3II>



B. Idomeneo Ilia's Aria Zeffiretti lusinghieri Undertitled

<https://www.youtube.com/watch?v=AHK4yfM54eo>



Questions for analyzing the recording:

1. What is the musical form of the recording?

A. _____

B. _____

2. Describe the melody, tempo, dynamics, and texture of the music.

A. _____

B. _____

3. What do you think is the mood of the music?

A. _____

B. _____

4. What did you feel while listening to the music?

A. _____

B. _____

REMEMBER

The music during the Classical period has lighter and clearer texture. It is mainly homophonic. The melody is simple and easy to remember. There is ample use of dynamics. The phrases are very regular and of the same length.

The harmony and the texture in the classical music are homophonic in general. The dynamics which pertain to the loudness and softness were clearly shown through the extensive use of crescendo and diminuendo. There is also a practice of Alberti Bass. This means that there is a style of broken chord accompaniment.



Learning Task 3: Write words that describe Classical music. Provide the words that start with letters spelled out as Classical. Do this in your notebook.

C	
L	
A	
S	
S	
I	
C	
A	
L	

Learning Task 4: Perform the activity below.

Let's have "Story Singing".

Procedure:

1. Create an original story and turn it into a song by adapting a tune or music (of your choice) of the Classical era.
2. You can create or improvise an instrumental or rhythmic accompaniment for your song.
3. (Optional). Record your performance using a cell phone or any device that you have and send it your teacher through email or messenger. You may ask assistance from our guardian, parents or even your teacher.

Criteria for Rating

1. Choice of music (must be a Classical Period piece)	30%
2. Originality (use own concept)	30%
3. Voice Quality (pitch, projection)	40%
Total	100%

Learning Task 5: Reflect on your previous activity by answering the given questions below. Write your answers in your notebook.

1. Based on your performance during the previous activity, what do you think are your strengths and weaknesses in this task?
2. How will you improve your weakness?
3. Do you think your music is appropriate to your story to deliver its message? Why?



Learning Task 6: Answer the given question comprehensively.

What makes Classical music different from other music?

Learning Task 7: Supply what is asked. Write your answers in your notebook.

A. Complete the statement below. Write your answer in your notebook.

1. In this lesson, I realized that _____.
2. In this lesson, I discovered that _____.
3. I will apply what I learned from this lesson by _____.

B. How will you use and share your learnings in your daily life? Write your answer in your notebook.

Evaluating Classical Music

Lesson

I

This module was written for you to discover beauty of Classical music through evaluating the music and music performance using a rubric.

At the end of this lesson, you are expected to be able to evaluate a musical performance using a rubric as guide, and appreciate the Classical music through creating a poster.

D

Learning Task 1: Think of words that can be associated with evaluation. Write them in your notebook.

Learning Task 2: Discuss the characteristics of Classical music using a graphic organizer.

Criteria for Rating

Organization of information (the use of graphic organizer)	40%
Clarity of information (content)	40%
Neatness of output	<u>20%</u>
Total	100%

Read the text below.

REMEMBER

- Classical music is composed of four (4) musical forms: the Sonata, the Concerto, the Symphony, and the Classical Opera.
- The texture is lighter and clearer.
- Classical music is homophonic.
- The melody is simple and easy to remember.
- The dynamics is extensive and the phrases is very regular and of the same length.



Learning Task 3:

Listen to and watch again your performance in the previous lesson: The “Story Singing” task. Here, act as if you are the teacher and do the activities below. Write your answer in your notebook.

A. Rate your performance in the “Story Sing” task using the rubric below.

B. Answer the given questions below. Write your answers in your notebook.

Criteria	Percentage	Your rating
1. Choice of music (must be a Classical Period piece)	30%	
2. Originality (use own concept)	30%	
3. Voice Quality (pitch, projection)	40%	
Total	100%	

1. How did you come up with the total rating/score? Explain it briefly.
2. What do think are the strengths and weaknesses of the performer?
3. Do you think the music used was appropriate to deliver the story?
4. Does the music used in the performance belong to the Classical period?
Why?
5. How will you describe the singing skills or the voice quality of the performer?
6. What can you suggest to improve her/his performance?

Learning Task 4:

Answer the question in your notebook.

1. Based on the previous task, how do you fill in evaluating performance?
2. Do the activity helps you to develop your critical thinking skills?

Learning Task 5: Create a poster that will describe the beauty of Classical music. Make sure that the characteristics of Classical music are reflected in your poster. Do this task in a short bond paper or any clean sheet of paper.

Criteria for rating

1. The use of art elements (e.g. colors, balance, line etc.)	30%
2. Originality (the use of own concept)	30%
3. Content	40%
Total	100%



Learning Task 6: Answer the given question comprehensively. Write your answer in your notebook.

How did your understanding of Classical music help you in evaluating one's performance?

Learning Task 7: Complete the statements below. Write your answers in your notebook.

In this lesson, I realized that _____.

In this lesson, I discovered that _____.

B. How will you apply your learnings in your daily life? Write your answer in your notebook.



Key to Correction

Week 1 (D)

Learning Task 1

1. Meter
2. Melody
3. Dynamics
4. Tempo
5. Texture

Week 1 (E)

Learning Task 4

1. B
2. F
3. D
4. C
5. A
6. E

Week 2 (D)

Learning Task 1

1. Franz Josphe Haydn
2. Wolfgang Amadeus Mozart
3. Ludwig Van Beethoven

Week 2 (A)

Learning Task 7

1. False
2. True
3. False
4. False
5. True

Week 3 (D)

Learning Task 1

1. Painting
2. Sculpture
3. Theater
4. Literature
5. Architecture

Week 3 (A)

Learning Task 7

1. The age of reason or enlightenment
2. Sonata, concerto, classical opera, symphony and string quartet
3. Golden age of music
4. Heavily decorated style
5. Calm beauty and Simplicity

Week 4-5 (D)

Learning Task 1

- | | |
|----------------|----------------|
| 1. Percussion | 11. Percussion |
| 2. String | 12. Percussion |
| 3. Woodwind | 13. Brass |
| 4. Percussion | 14. Woodwind |
| 5. Woodwind | 15. String |
| 6. String | |
| 7. String | |
| 8. Woodwind | |
| 9. String | |
| 10. Percussion | |

PIVOT Assessment Card for Learners

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.

Distribution of Learning Tasks Per Week for Quarter 2

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

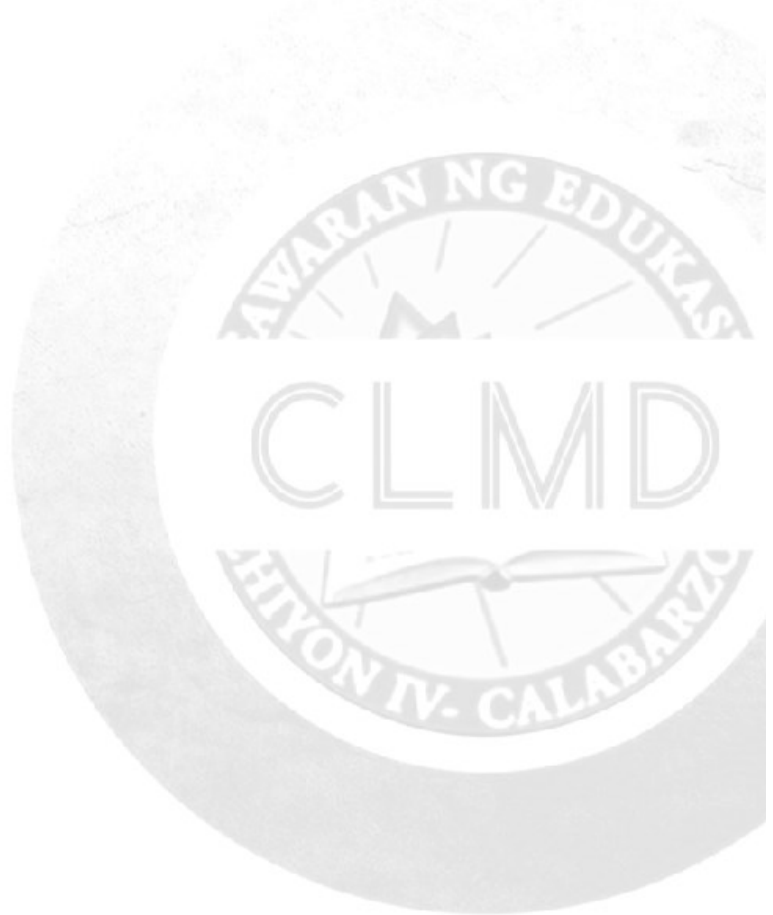
Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.



References

Department of Education. 2020. Revised MELC for MAPEH. RM 306, s. 2020
Corrigendum to the Enclosures in Regional Order No. 10, s. 2020, Re:
Implementing Guidelines on the Implementation of MELC PIVOT 4A
Budget of Work (BOW) in all Learning Areas for Key Stage 1 - 4.

Department of Education Grade 9 Learner's Material for Music and Arts, Unit II.



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