





W3	Learning Area	MUSIC	Grade Level	9
	Quarter	3rd	Date	

I. LESSON TITLE	MUSIC OF THE ROMANTIC PERIOD 1820-1910
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	<ul style="list-style-type: none"> Describe musical elements of given Romantic period pieces. Explain the performance practice (setting, composition, role of composers/performers, and audience) during Romantic period. Relate Romantic music to other art forms and its history within the era; Improvises appropriate accompaniment to selected music romantic period.
III. CONTENT/CORE CONTENT	Composers of Romantic Period

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
A. Introduction <i>Panimula</i>	DAY 1	<p>Violin and Strings Music: Famous Composer of Violin and Strings Music Niccolo Paganini (Violin and string music-) He was born in October 27, 1782 in Genoa, Italy in a family of six children. His musical skills started with playing the mandolin at the age of five. He eventually transferred his training to the violin at the age of seven with different renowned violin professors in Italy. His violin teachers could not keep up with the progress of his violin skills that he kept on transferring from one violin teacher to another and was therefore filled with all their influences. Paganini became the most famous violin virtuoso in the world. However, together with his fame came the rumors that said that his amazing violin skills were a gift from the devil and that he sold his soul in exchange for those skills. He was also rumored to have a problem with women and gambling. His compositions inspired a lot of other composers such as Franz Liszt, Frederic Chopin and Robert Schumann to name a few. Some Works of Niccolo Paganini: "La Campanella" 24 Caprices for Solo Violin, Op. 1 Concerto No. 1 in Eb, Op. 6 15 Quartets for Guitar and Strings Trio The Carnival of Venice</p> <p>Frederic Chopin (Piano) was known as the "Poet of the Piano". Born on March 1, 1810 in Zelazowa, Poland, he was considered as world-renowned pianist and composer. He was known for his originality in regards to piano. Chopin composed almost primarily for the piano and some of his most well known compositions are Fantaisie in F minor, Op. 49, Revolutionary Etude, Op. 10, No. 12 and 24 Preludes, Op. 28. Frederic Chopin began to play piano at age 4. He composed polonaise at the age of 7. He wrote almost exclusively for piano. He also composed mostly for chamber music and avoided playing or performing inside the hall. In 1831, Chopin arrived in Paris to further his career and he met other legendary composers such as Franz List, Chopin died on October 17, 1849, in Paris. Chopin's music is recognized worldwide for its beauty and complexity and his works on the piano are staples in the piano repertoire.</p> <p>Franz Liszt- ("virtuosity") is the best describe for her. He was known as the virtuoso pianist and composer and the busiest musicians during the romantic era, which include playing and studying at Vienna and Paris at the same time touring throughout Europe by giving concerts. Liszt was born in the The best word that describes the works of Franz Liszt is "virtuosity". He was known as the virtuoso pianist and composer and the busiest musicians during the romantic era, which include playing and studying at Vienna and Paris at the same time touring throughout Europe by giving concerts. Liszt was born in the village Doborjan, Hungary. He displayed remarkable talent at young age and easily understands sight-reading through the effort of his father as the first teacher at age six.</p> <p>Robert Schumann (1810 – 1856) One of the famous Romantic composers that beautifully combined music and words is Robert Schumann. He was a composer and music critic. Totentanz Hamlet Niccolo Paganini virtuosity Hungarian Rhapsodies Robert Schumann Neue Zeitschrift fur Musik (New Journal for Music) It was also this time when he wrote some of his first piano compositions. He eventually convinced his family that he should put aside law in favor of a performing career. In 1830, Schumann went to live with Wieck in Leipzig. He soon developed a problem with his hands, effectively ending his dreams as a pianist.</p>

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
		<p>COMPOSERS OF PROGRAM MUSIC IN ROMANTIC PERIOD</p> <p>Program music is an instrumental composition that conveys images or scenes to tell a short story without text or lyrics. It entices the imagination of the listener.</p> <p>HECTOR BERLIOZ (1803-1869) Hector Berlioz is a French romantic composer born on December 11, 1803. At his young age, he learned to play guitar and flute but never became skilled in a specific musical instrument. His father was a physician who sent Hector to medical school but he ended up pursuing a career in music. One of his famous musical compositions is a five movement symphony called "Symphonie Fantastique". In this composition which is also known as "Fantastic Symphony", Berlioz showcased the important features in his composition in creating tone color. He assembled hundreds of musicians to produce a powerful sound. In most of his compositions, he made tone color as the basic part of his musical language. Pseudonym of Schumann when he wrote about his sensitive and lyrical side</p> <p>STORY OF SYMPHONIE FANTASTIQUE: A young, extremely sensitive and imaginative musician tries to kill himself with opium due to depression caused by discouraged love.</p> <p>Peter Ilyich Tchaikovsky (1840-1893) Peter Ilyich Tchaikovsky who was born on May 7, 1840 in Volkonsk, Russia, was known for his ballet music. He first studied law and became a law clerk in St. Petersburg in his twenties. He rebelled and began to study music at the conservatory also in St. Petersburg. As a big fan of Mozart, Tchaikovsky studied composition with Anton Rubinstein and moved to Moscow and started teaching at the new conservatory. He continued his music career in New York despite having marital problems and became famous after composing the musical poem "Fatum" and "Romeo and Juliet". He composed haunting melodies and used a great deal of folk music in his symphonic works. Unfortunately, there are very few surviving manuscripts written by Tchaikovsky. His fame peaked in the last ten years of his life and later died due to cholera.</p> <p>Camille Saint-Saëns (1835-1921) Camille Saint-Saëns was known as a talented musician from an early age. He was born in Paris on October 9, 1835 and started his music through the help of his aunt by teaching him piano lesson when he was only two years old and afterward, he began composing piano piece at age three. He was considered as a composer who creates elegant music, neat, clean, polished and never excessive. One of this is example is "The Swan". As an organist and one of the best pianists of his time, he sat very still at the piano and played gracefully and cool. Some of the facts during the peak of his career in musician and composer, many beautiful building, churches and instruments were being built in France which includes the famous Eiffel Tower.</p>
B. Development Pagpapaunlad	DAY 2	<p>Learning Task 1: TIMELINE</p> <p>Directions: Using the diagram, identify the highlights in the life history of each composer.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Franz List</p>  <p>Frederic Chopin</p>  </div> <div style="text-align: center;"> <p>Niccolo Paganini</p>  <p>Robert Schumann</p>  </div> </div>

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities												
		<div><div>Hector Berlioz</div><div><div></div><div></div><div></div><div></div></div></div> <div><div>Peter Ilyich Tchaikovsky</div><div><div></div><div></div><div></div><div></div></div></div> <div><div>Camille Saint-Saëns</div><div><div></div><div></div><div></div><div></div></div></div>												
C. Engagement Pakikipagpalihan	DAY 3	<p>Learning Task 2: Musical Poem</p> <p>Directions: Create a 4 stanza poem about Romantic Period which you can use to perform as a song. Adapt a melody from any OPM song and look for available material/s at home that can be used to accompany your performance. Record your output and send it to your teacher via available medium. Your grade will be based on the given criteria.</p> <table><tr><th>CRITERIA</th><th>SCORES</th></tr><tr><td>Creativity</td><td>25%</td></tr><tr><td>Musicality</td><td>20%</td></tr><tr><td>Organization of Idea</td><td>25%</td></tr><tr><td>Overall Performance</td><td>30%</td></tr><tr><td>Total</td><td>100%</td></tr></table>	CRITERIA	SCORES	Creativity	25%	Musicality	20%	Organization of Idea	25%	Overall Performance	30%	Total	100%
CRITERIA	SCORES													
Creativity	25%													
Musicality	20%													
Organization of Idea	25%													
Overall Performance	30%													
Total	100%													
D. Assimilation Paglalapat	DAY 4	<p>Learning Task 3: Your Composer</p> <p>Directions: Listen to Frederic Chopin's Fantasia Impromptu Op. 66 (https://www.youtube.com/watch?v=Gus4dnQuiGk). Draw your own interpretation about the message of the song on a bond paper. Write a short description of your drawing at the back of your work. You will be graded using the criteria below.</p> <p>CRITERIA:</p> <p>Song Interpretation (message) – 50%</p> <p>Creativity – 30%</p> <p>Neatness – 20%</p> <p>TOTAL- 100%</p>												
V. ASSESSMENT (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)	DAY 4	<p>Directions: Read each question carefully. Write the correct letter on the space provided before each number.</p> <p>_____ 1. What musical instrument did Frederick Chopin used for most of his music?</p> <p>A. Flute B. Orchestra C. Piano D. Violin</p> <p>_____ 2. What does the term “Nationalism” mean?</p> <p>A. Being patriotic.</p> <p>B. Having a strong feeling for one's nation.</p> <p>C. Expressing excessive pride in one's country or culture.</p> <p>D. Expressing excessive pride in someone else's country or culture.</p>												




IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
		<p>_____3. Which of these is one of the characteristics of the Romantic Period?</p> <p>A. Variety of musical style in compositions B. Making the pieces more passionate and expressive. C. A freedom in writing and designing an intense personal expression of self-emotion. D. All of the Above</p> <p>_____4. Which of the following is not Frederic Chopin's piano works?</p> <p>A. Ballade B. Etude C. La Campanella D. Sonata Page</p> <p>_____5. The composer who was inspired lots of his compositions by other composers such Franz Liszt and Robert Schumann?</p> <p>A. Frederic Chopin B. Hector Berlioz C. Niccolo Paganini D. None of the Above</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: I understand that _____. I realize that _____. I need to learn more about _____.

Prepared by: G9 MAPEH Teachers/GFLMNHS

Evaluated by: APRILITO C. DE GUZMAN
NIMFA P. MANALO

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	

W4	Learning Area	MUSIC	Grade Level	9
	Quarter	3rd	Date	

I. LESSON TITLE	MUSIC OF THE ROMANTIC PERIOD 1820-1910
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	<ul style="list-style-type: none"> Perform selected music from the romantic period. Evaluates music and music performance using guided rubrics.
III. CONTENT/CORE CONTENT	Compositions from Romantic Period

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities
A. Introduction Panimula	DAY 1	<p>BALLADE - A verse form usually consisting of three stanzas of eight or ten lines each along with a brief envoy, with all three stanzas and the envoy ending in the same one-line refrain.</p> <p>ETUDE - A piece composed for the development of a specific point of technique.</p> <p>MAZURKA - A Polish dance resembling the polka, frequently adopted as a ballet form usually in triple time signature.</p> <p>NOCTURNE - An instrumental composition of a pensive, dreamy mood, especially one for the piano</p> <p>POLONAISE - A stately, march like Polish dance, primarily a promenade by couples.</p> <p>PRELUDE - An introductory performance, event, or action preceding a more important one.</p> <p>WALTZ - A piece of music for this dance</p> <p>IMPROMPTU - A short composition, especially for the piano, performed in an offhand or extemporized style.</p> <p>SCHERZO - a musical movement of playful character, typically in a form</p> <p>SONATA - composition for one or more solo instruments, one of which is usually a keyboard instrument, usually consisting of three or four</p> <p>Piano Works Of Frederic Chopin</p> <p>Piano Works Of Franz Liszt</p> <ul style="list-style-type: none"> -Grand Etudes after Paganini -12 Transcendental Etudes Sonata in B Minor Years of Pilgrimage (3 Volumes) -Operatic Fantasies (after Bellini, Mozart, Verdi and Wagner, among others) -Arrangements of the 9 Beethoven Symphonies -Transcriptions of Lieder by Schubert Liszt's - "Hungarian Rhapsodies" were originally written for solo piano, but many were arranged for orchestra or other combinations of instruments. -The Hungarian Rhapsody No.2 is the most popular and was the basis for the Tom & Jerry cartoon called the Cat Concerto LISZT'S WORKS FOR PIANO AND ORCHESTRA 2 Concertos (Eband A Major) -Totentanz (Dance of Death), which adapts a Gregorian chant known as the Dies Irae (or Day of Wrath) -Malediction for Piano and Strings ORCHESTRAL COMPOSITION Symphonic Poems (Hamlet, Les Preludes) -Faust Symphony Dante Symphony <p>ROBERT SCHUMAN</p> <p>Piano Works • "Abegg Variations," Opus 1 (1830) – the name Abegg was from the notes of the serene opening phrase A, B-flat, E, G, G Note: Suggested activities: You can listen to the Abegg Variation on this link. https://youtu.be/q-q7vYlptA • "Davidsbundlertanze," ("Dances of the Band/League of David"), Opus 6 (1837) – was a fictional creation and an imagined society into which Schumann enrolled all right-thinking musicians against the enemy, the Philistines "Kreisleriana," Opus 16 (1838) - a fantasy on the mad Kapellmeister. It was considered one of his greatest works, carried his fantasy and emotional range deeper. It is a set of eight solo piano pieces dedicated to Chopin and inspired by a character from stories by German Romantic writer E. T. A. Friedrich Wieck House in Zwickau where Schumann was born Hoffmann and characterized as a "romantic brought into contact with reality."</p>

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities																											
		<p>He wrote over 100 Art Songs. Some of which are: • "Frauenliebe und Leben" (A Woman's Love and Life) Opus 42 - is a cycle of poems by Adelbert von Chamisso, written in 1830. They describe the course of a woman's love for her man, from her point of view from first meeting through marriage to his death, and after (relating the tale of woman's marriage, childbirth and widowhood</p> <p>HECTOR BERLIOZ</p> <p>SEQUENCE OF SYMPHONIE FANTASTIQUE Hector Berlioz's Symphoniefantastique is a five-movement program symphony unified by a recurring theme (idée fixe or fixed idea) that represents the composer's beloved.</p> <p>TCHAIKOVSKY Famous Compositions</p> <p>1.Swan lake</p> <p>2.The nutcracker</p> <p>3.1812 overture Sleeping beauty</p> <p>4.Symphonie beauty Symphony no.6 "PATHEQUIE"</p> <p>5.Romeo and Juliet</p> <p>6. Symphony no.2</p> <p>7.Piano concert no.2</p> <p>Piano Best known Music of Camille Saint –Saens</p> <p>Carnival of the Animals – composed in 1886. It is a musical suite of 14 movements. Note: Suggested activities: Danse Macabre, Opus 40 – is a symphonic poem composed in 1874. It was also called the Dance of Death. Depicting skeletons dancing at midnight. • Symphony No. 3 in C Minor, Opus 78 'Organ Symphony' – was completed in 1886. It was famously used as the main theme in the 1995 film Babe and its sequel, Babe: Pig in the City. • The Swan, "Le cygne" – is the 13th and penultimate movement of the Carnival of the Animals composed in February 1886. • Over 300 works, unusually in all genres, including - 3 operas (Samson and Delilah the only one remembered) - 5 Symphonies (best known No. 3 the Organ Symphony) - 3 concertos for violin and orchestra - 5 concertos for piano and orchestra - 2 concertos for cello and orchestra - organ music - numerous pieces for the piano - approximately 100 songs - chamber music - sacred music.</p>																											
B. Development <i>Pagpapaunlad</i>	DAY 2	<p>Learning Task 1: Find My Music</p> <p>Directions: Complete the table by writing the composition of each composers and the description of each music.</p> <table><tr><th>Composers</th><th>Composition</th><th>Description</th></tr><tr><td>1.Frederick Chopin</td><td></td><td></td></tr><tr><td>2.Franz Liszt</td><td></td><td></td></tr><tr><td>3.Robert Schumann</td><td></td><td></td></tr><tr><td>4.Hector Berloiz</td><td></td><td></td></tr><tr><td>5.Peterllyich Tchaikovsky</td><td></td><td></td></tr></table>	Composers	Composition	Description	1.Frederick Chopin			2.Franz Liszt			3.Robert Schumann			4.Hector Berloiz			5.Peterllyich Tchaikovsky											
Composers	Composition	Description																											
1.Frederick Chopin																													
2.Franz Liszt																													
3.Robert Schumann																													
4.Hector Berloiz																													
5.Peterllyich Tchaikovsky																													
C. Engagement <i>Pakikipagpalihan</i>	DAY 3	<p>Learning Task 2: Where do I belong</p> <p>Directions: Classify the given composition if it is a Violin and String Music, Piano Music and Program Music. Write it on the table provided.</p> <table><tr><td>Etude</td><td>La Campanella</td><td>Swan Lake</td><td>Sonata in B Minor</td></tr><tr><td>Mazurka</td><td>The Carnival of Venice</td><td>Romeo and Juliet</td><td></td></tr><tr><td>Prelude</td><td>Carnaval</td><td>Sleeping Beauty</td><td></td></tr></table> <table><tr><th>Violin and String Music</th><th>Piano Music</th><th>Program Music</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table>	Etude	La Campanella	Swan Lake	Sonata in B Minor	Mazurka	The Carnival of Venice	Romeo and Juliet		Prelude	Carnaval	Sleeping Beauty		Violin and String Music	Piano Music	Program Music												
Etude	La Campanella	Swan Lake	Sonata in B Minor																										
Mazurka	The Carnival of Venice	Romeo and Juliet																											
Prelude	Carnaval	Sleeping Beauty																											
Violin and String Music	Piano Music	Program Music																											
D. Assimilation <i>Paalalapat</i>	DAY 4	<p>Learning Task 3: Musical Concept Wrapping</p>																											

IV. LEARNING PHASES	Suggested Time Frame	Learning Activities																								
		<p>Directions: Choose one of your favorite songs and sing it in a style of the romantic period. Take a video of yourself as you do the activity and pass it to your teacher through messenger. The performance will be graded using the following rubrics. Note: You can watch the music video of the song entitled “Beauty and the Beast” as a reference.</p> <p>https://www.youtube.com/watch?v=6tMoE...</p> <table><tr><th>Rubric</th><th>5</th><th>4</th><th>3</th><th>2</th></tr><tr><td>Interpretation</td><td>Show the best interpretation of the song.</td><td>Show better interpretation of the song.</td><td>Correct interpretation of the song is slightly present.</td><td>Correct interpretation of the song is not present.</td></tr><tr><td>Creativity</td><td>Show best creativity in the performance.</td><td>Show great creativity in the performance.</td><td>Show less creativity in the performance.</td><td>No creativity is present in the performance.</td></tr><tr><td>Performance Impact</td><td>Best impact of the performance was shown.</td><td>Performance shows a better impact.</td><td>Performance shows a minimal impact.</td><td>Performance shows a very little impact.</td></tr></table>					Rubric	5	4	3	2	Interpretation	Show the best interpretation of the song.	Show better interpretation of the song.	Correct interpretation of the song is slightly present.	Correct interpretation of the song is not present.	Creativity	Show best creativity in the performance.	Show great creativity in the performance.	Show less creativity in the performance.	No creativity is present in the performance.	Performance Impact	Best impact of the performance was shown.	Performance shows a better impact.	Performance shows a minimal impact.	Performance shows a very little impact.
Rubric	5	4	3	2																						
Interpretation	Show the best interpretation of the song.	Show better interpretation of the song.	Correct interpretation of the song is slightly present.	Correct interpretation of the song is not present.																						
Creativity	Show best creativity in the performance.	Show great creativity in the performance.	Show less creativity in the performance.	No creativity is present in the performance.																						
Performance Impact	Best impact of the performance was shown.	Performance shows a better impact.	Performance shows a minimal impact.	Performance shows a very little impact.																						
V. ASSESSMENT (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)	DAY 4	<p>Directions: In 3-5 sentences, Answer the questions below. Write your answer on the space provided.</p> <p>1.Which among the compositions you like the most and why? Answer:</p> <p>2. What are the unique characteristics of Romantic music which are not present in the Original Pilipino Music (OPM). Answer:</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: I understand that_____. I realize that_____. I need to learn more about_____.																								

Prepared by: G9 MAPEH Teachers/GFLMNHs

Evaluated by: **APRILITO C. DE GUZMAN**
NIMFA P. MANALO