**MAPEH Reviewer**

**Evolution and Transformation of Music**

**Similarities of Music Then and Now:**

* Music forms continue to develop and instruments evolve through time. Hence, music always make progress.
* **Classical Music** - Widely performed until to today. All of the elements of classical music still remain in common, modern-day music.

**Differences Between Music Then and Now:**

* **Classical Music** – As performed live, **aims to entertain people emotionally and intellectually** within a formal setting. Takes **months to years to finish a single composition** using pen and paper.
* **Popular Music** – Mostly **targets the mass audience through emotions and energy**, with the use of digital media, commercials, and events. **Takes hours to days** due to technological advancements.

**Technological Advancements in Music**

* The **invention of technological gadgets has birth** not only to electronic instruments, but also the **radio and** TV. In which, was **not available back in the 1900's**.
* **Common pieces of tech and mediums on how to hear music is**: Live Music, Vinyl, CD Players, MP3 Players, Smartphones, Sound systems.

**Representation and Abstraction:**

* **Medieval Music vs. Modern Day Music**
* **Medieval Music** – **Uses simple tunes and instruments**, like what many indigenous music in different parts of the world does. This simplicity in music was a reflection of the life during the Medieval age, both the villages and in the mountains or remote islands.

**Proportion and Distortion:**

* **Renaissance Music vs. Early Twentieth Century Music**
* **Renaissance Music** – Music forms were evolving faster, with new instruments were being invented, and composers were trying difference musical practices. It **consists of consonant and pleasurable sounds** because of certain principles followed to produce proportional sounds.
* **Modern Day Music** – In contrast, musicians **experimented with new things** that can make sound, sometimes resulting to distorted sound like music.

**Focus on Form and Focus on Concept:**

* **Classical Music vs. Popular Music**
* **Classical Music** – **Provides the foundation of Western music**, which is the basis of many other music styles that follow it. There are many factors but the most common comparison is it tends to be **longer, mostly instrumental, and intellectual**.
* **Popular Music** – In contrast, this music form is **shorter and appeals to more people** with generic factors that make it easy to produce and recognize than its classical counterpart. Although many of its ideas and theories came from classical music.

**Vocal Music Forms:**

* **Classical vs. Popular Music Singing**
* **Classical Singing** – **Trained to always use the diaphragm and make full use of the entire upper body and mouth to resonate sound**. They also use the low larynx to make their voices brighter.
* **Popular Singing** – With it many genres, **use a variety of singing techniques**, from speaking voice, chest voice, head voice, and mixed voice, to vocal breaks, squeaks, growls, and screams.
* **Troubadours and Minstrels vs. Modern Day Traveling Musicians**
* **Troubadours and Minstrels** – **Traveling musicians around medieval Europe**, so society easily assimilated to their music. Their songs were **about tales, war, chivalry, and love**.
* **Modern Traveling Musicians** – **Very similar to Troubadours** and Minstrels but commonly played in **musicals like Broadway** and other events.
* **Renaissance Mass Music vs**. **Modern-day Mass Singing**
* **Renaissance Mass Music** – Lyrics were sung in **Latin**, mostly **a cappella** and were **accompanied by acoustic instruments** during the Baroque period onward. This was strictly performed only in churches.
* **Modern-day Mass Music** – **Modern types are commonly performed in concert like followship** that uses pop music elements as accompaniment to the gospel and bible verses. Nowadays, these can be played outside of church.
* **Oratorio vs. Gospel Music**
* **Oratorio** – **Large religious-themed composition for orchestra**, choir, and soloist in Baroque Christian churches. These are song about sacred topics from the bible, but can be performed in halls and in courts.
* **Gospel** – **Sing joyful, up-tempo song**s, while moving to the beat, and perform slower ones that express feelings, like yearning or praying.
* **Opera vs. Musical**
* **Opera** – Refers to a medical operation. Came from the **Latin** word “**opus**” which means “**a w**ork” or “**operate**.” This involves **artistic components**, such as costumes, stage, sets, props, lighting, and sound effects.
* **Opera** – **All the lines are sung and there are no dancers**. In a musical theatre, some lines can be spoken and it includes dancers. These are **accompanied by a live orchestra**. Opera introduced **strong themes like terror and death** while **musicals** adopted stories from **movies and novels**.
* **Choral Music vs. A Capella Music:**
* **Choral Singing** – **Both** groups use **vocal forms** like **sopranos to basses**. Choral singing can be done **with or without instrumental** accompaniment.
* **A Cappella** – **Strictly singing without using any musical instruments** except for body percussion.

**Similarities and Differences Between Modern and Historical Art**

**Visual Art Aesthetics:**

* **Visual Art Aesthetic** – Aesthetic means “stylish,” commonly used to refer to a sense of style of beauty. There are many forms of aesthetics and principles used.
* **Representation vs. Abstraction**
* **Representation** – Where the ideal is a **clear representation** of a particular figure, object, event, or idea.
* **Abstraction** – Where the subject of the artwork is **not necessarily what the viewer actually sees**.
* **Proportion vs. Distortion**
* **Proportion** – **Defined as how big or small a figure or object** is in relation to other figures in real life.
* **Distortion** – Where the **rules governing proportion are ignored** for the sake of expression or perhaps to convey a particular meaning.

**History and Styles of Conventional and Modernist Art:**

* **Prehistoric Art (40,000 BC – 4000 BC)** – **Come in the form of rock carvings**, engravings, pictorial imagery, sculptures, and stone arrangements. Most forms from the time **relied on natural pigments and stone carvings** to depict objects.
* **Ancient Art (30,000 BC – 400 AD)** – Most of the surviving art from this period was **produced by advanced civilizations that had an established written language**. The artistic medium of these depended on culture but these **served similar purposes** like decorations, religious purposes, and symbolic imagery and display of social status.
* **Medieval Art (500 AD – 1400 AD)** – **Much of the art in this time focused on the church**, and so much of this was religious in nature with the **arrival of paper in Europe**, it became popular to decorate the margins of books with scenes from Bibles and mythology.
* **Renaissance Art (1400 – 1600)** – The style of art from this period is **characterized by a focus on nature the individual**. With wealthy merchant families able to commission art, the focus of art started to shift away from religion toward anatomical accuracy and human form.
* **Mannerism (1527 – 1580)** – Kind of **subset of the Renaissance** period characterized by a more **stylized representation of the human form** with long arms and legs, small heads, and exaggerated details.
* **Baroque (1600 – 1750)** – **Characterized by extremely ornate and decadent decorations** and detail. Not limited in just paintings but also sculptures and architectures, sometimes to the point of being suffocating.
* **Rococo (1699 – 1780)** – Originated from Paris, this was a **softer variety of the decadent Baroque style using lightness and elegance** and the main characteristics of the style, with a more subtle use of colors.
* **Neoclassicism (1750 – 1850)** – A **return to the ideals set forth by the classical Greek civilization**. This translated to a renewed interest in the classical ideals of **harmony**, **simplicity**, and **proportion**.
* **Romanticism (1780 – 1850)** – Art from this period **focused on passion, emotion, and sensation** rather than intellect and reason.
* **Realism (1848 – 1900)** – **Focused on realistic depictions** of their subject matter where this is often real life, and the goal was to render a scene as accurately as possible similar to taking a photo.
* **Art Nouveau (1890 – 1910)** – French word for “new art,” it was an attempt to create an artistic style flee from the influences of those that came before. The result was an **emphasis on the natural world and long, snake-like curves and lines**.
* **Impressionism (1865 – 1885)** – A **style to capture the immediate impression of a chosen scene**. This rejected the realist movement and instead used their paints to give a hazy dream-like finish.
* **Post-Impressionism (1885 – 1910)** – **Concentrated on subjective visions** and symbolic, personal meanings utilizing abstract forms, rather than observations of the outside world. **Less than depicting things, more about expressing oneself**.
* **Fauvism (1900** **– 1935)** – Taking self-expression further, painters experimented with the use of bold and intense color, line, and brushwork, a strong sense of surface design, and flat, 2D composition.
* **Expressionism (1905 – 1920)** – The goal of **drawing from within the artist, using distortion of form and strong colors** to depict emotions with inspiration within native folk traditions and tribal art.
* **Cubism (1907 – 1914)** – **Rejected** **the notion that art should copy nature**, resulting in its angular, distorted style.
* **Surrealism (1917 – 1950)** – Works to **defy reason, combining images in ways that simply cannot occur in real life**. The resulting paintings are often strange and dream like.
* **Abstract Expressionism (1940s – 1950s)** – **Rejects many of the established artistic traditions** and instead chose **spontaneity and improvisation** to create their works.
* **Optical Art or Op Art (1950s – 1960s)** – **Used shapes, colors, and patterns** **to create images that appeared to be moving or blurring** often produced in black and white for maximum contrast
* **Pop Art (1950s – 1960s)** – **Takes the perspective that anything can be art and can be rendered in an artistic manner**. This means that while a painting of a person can be a work of art, so can a rendering of that particular painting where it is modified.
* **Arte Povera or Poor Art (1960s)** – Challenged its predecessors by **incorporating natural materials into works of art. Soil, rocks, paper, rope, and other earthen elements** are used to create a pre-industrial feel, this why many of these are sculptures.
* **Minimalism (1960’s)** – **Challenging the overly expressive style of abstract art, with the focus on anonymity**, wanting to call the viewers attentions to exactly what was in front of them, rather that trying to evoke similarities from the outside natural world.
* **Conceptual Art (mid-1960s to mid-1970s)** – **Rejects the movements that came before and instead focused on the ideas behind their work** rather than the material components used to make them, this can even be **performative art**.
* **Contemporary Art (1970s – Present Day)** – **Includes many types of modern art** like feminist, postmodern, and digital art which are the most common forms accessible to day.

**Impact of Physical Activity Participation on Reproduction Process**

**Introduction:**

* **Frequent physical exercise strongly influences** conception, pregnancy, postpartum recovery, and fertility at different phases of the reproductive process.
* **Exercise can optimize the reproductive processes** of both males and females, increasing of fertility.
* **Positive Impact:**
* Better blood circulation
* Balanced hormones
* Elevate general well-being

**Advantages of Pregnant Women Engaging in Active Healthy Lifestyles:**

* Lower chance of gestational diabetes
* Better mood
* Increased labor stamina
* Quicker healing
* Restores muscle tone
* Fights postpartum depression

**Striking and Fielding Games:**

* **Striking and Fielding Games** – **These games have two teams**: a **fielding team and a batting team**. The **goal is to hit or strike an object**, such as ball, **then to run to a special area to score points**. By catching the object and returning it to a specific location, the fielding team attempts to prevent the batting team from scoring.
* Playing striking and fielding **games aids in the development of important skills** such as **running and eye-hand coordination**.

**Kinds of Striking and Fielding Games**

* Kicking games
* Base-running games (batters and kickers try to hit the ball and run into complete bases to score points)

**Sports Categorized as Striking and Fielding Games:**

* **Kickball**
* **Softball**

**Softball**

* **Softball** – First performed in the **United States in 1887**. Played on a s**maller field with a larger ball**, and pitches are **thrown underhand**. Can be played at various levels of competition.
* **Striking Team**
* **Hitting the ball**: Successful contact by either kicking or batting the ball.
* **Placing the ball**: Hitting the ball at the best location in the field.
* **Running:** Ability to swiftly transfer between bases.
* **Fielding Team**
* **Fielding ground ball**: Lining up behind the ball and enclosing it to prevent it from passing.
* **Base throwing**: Selecting which base or end to toss to.
* **Ball catching**: Keeps the ball from hitting the ground by advancing under and into the path of the approaching ball.
* **Softball History and Game Concept:**
* **Variant of baseball**.
* Played in a **small diamond area** with an oversized ball (**12 inches**).
* Pitcher uses **underhand throw**.
* Played by **2 team**s: offensive (batting) and defensive (fielding).
* **Teams switch when 3** players are out.
* After **7 or 9 innings**, team with most home runs wins.
* Originated as **indoor game** in **1887**, **Chicago, Illinois**.
* Known before as **mush ball, soft bund ball, kitten ball, and indoor baseball**.
* **Played by women**; only in **1926** was the name changed to **softball**.
* **Two Variants of Softball**:
* **Fast Pitch Ball** – **Ball is pitched fast and straight**, with **nine innings** and **9 players** per team. **Bunting and stealing bases** is allowed.
* **Slow Pitch Bal**l– Ball is **pitched with moderate speed in an arch**. **Seven innings**. **10 players** per team. Bunting, hitting the ball by **blocking**, and stealing bases are not allowed.
* **Technques Used in Softball:**
* **Pitching** – Both feet must be on the ground with only **one step forward** before pitching, using an **underhand throw** with the ball **held in both hands** at the start.
* **Batting** – The **batting order** must be followed, and a batter is out if **three strikes** are thrown, a **fly ball** is caught, or the batter stands **outside the batter’s box**.
* **Base Running** – Runners must **run bases in order** from first to home, may only **overrun first base**, can **lead off** only after the pitcher has thrown, must **tag their base** before advancing if a fly ball is caught, cannot **pass other runners**, and are out if **tagged before reaching a base**, if a **fielder with the ball** reaches the base first, or if they **run three feet away** from the baseline and are tagged.
* **Positions in Softball:**
* **Pitcher** – Positioned at the **pitcher’s plate at the center** of the diamond.
* **Catcher** – **Catches missed hits** behind home plate.
* **First Baseman** – **Defensive player** stationed near **first base**.
* **Second Baseman** – Handles plays **near second base**
* **Third Baseman** – Handles plays **near third base**.
* **Infielder or Short Stop** – Positioned **between second and third base** and handles balls **traveling between those bases**.
* **Outfielders** – Handle **batted balls** **beyond the diamond**, with the duty to catch/field and throw quickly to a baseman.

**Responsible Parenthood**

**Parenthood:**

* **Parenthood** – The **next expected phase after marriage**. It means having children and raising them with love and care, educating them with proper values, and supporting them in all aspects of life.
* This is one of the most **important duties in our society**. Responsible parents raise their children and support **not only financial needs but also their moral and educational needs**. They mold and shape their values and give them love and care to become responsible individuals.
* **Family** – **Foundation of a society**. What makes a good and responsible family is equally good and responsible parents.

**Roles and Responsibilities of Parents in Child-Rearing and Care;**

* **The Father** – The father is the **head of the family**, setting **rules**, ensuring **order**, and serving as the main **breadwinner** while helping his wife in raising the children.
* **Mother** – The mother is the heart of the family, guiding the household, being the primary caregiver, and sometimes also a breadwinner alongside the father.
* **Both Parents** – Both parents **care for**, **protect**, and **guide** their children while teaching **values**, giving **support**, and ensuring **discipline**.

**Family Planning:**

* **Family Planning** – Having the **desired number of children** when you want to have them y using safe and effecting modern methods.
* **Natural Family Planning** – **Relies only on a woman’s fertility** signs or the rhythm or calendar method.
* **Artificial Family Planning** – **Use barriers** like male and female condoms, sponges, spermicides, hormone shots, birth control pills, IUD, and etc.