

Arts

Quarter 3 – Module 2: Elements and Principles of Arts in Neoclassical and Romantic Periods



Arts – Grade 9

Alternative Delivery Mode

Quarter 3 – Module 2: Elements and Principles of Arts in Neoclassical and Romantic

Periods

First Edition, 2020

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Secretary: Leonor Magtolis Briones

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Development Team of the Module

Author: Vanessa Jane H. Raagas

Content Editor: Nanette Kay D. Mercado

Layout Artist: Gianna Norma Stefani D. Mercado, Ma. Jayvee A. Garapan

Management Team: Arturo B. Bayocot

Mala Epra B. Magnaong

Marie Emerald A. Cabigas

Bienvenido U. Tagolimot, Jr.

Henry B. Abueva

Rustico Y. Jerusalem

Virginia N. Nadayag

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Department of Education – Region X

Office Address : Masterson Avenue, Upper Balulang, Zone 1, Cagayan de Oro City

Telephone : (088)-856-3932

E-mail Address: : region10@deped.gov.ph

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Arts

**Quarter 3 – Module 2:
Elements and Principles of Arts
in Neoclassical and Romantic
Periods**

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

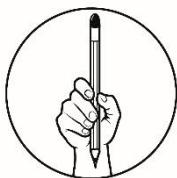
Thank you.



What I Need to Know

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

- define the meaning of the elements and principles of art;
- identify the elements and principles of art used in creating the chosen artworks from the Neoclassical and Romantic periods;
- explain the importance of elements and principles of art in showing the techniques in painting and architecture under these periods; and
- use the elements and principles of art to show the ideas or characteristic of Neoclassical and Romantic period



What I Know

PART I.

IDENTIFICATION. Identify the Elements of Arts. Choose your answer from the box below.

Color	Line	Texture
Shape	Space	Value

- _____ 1. These marks span a distance between two points and can be straight or curved.
_____ 2. It is two or more hues employed in a medium of presentation.
_____ 3. It is the lightness and darkness of a color.
_____ 4. The result of closed lines, is a two-dimensional, flat, and only has height and width, can either be geometric or organic.
_____ 5. It is when a shape acquires depth and becomes three-dimensional.
_____ 6. This element of art can be manipulated based on how an artist places lines, shapes, forms, and color.
_____ 7. It is an element of art that is determined by the roughness or smoothness of the surface.

PART II.

TRUE OR FALSE. Read the statement about the principles of art carefully and write **TRUE** if the statement is correct and **FALSE** if it is not.

- _____ 1. Balance in a painting or sculptural composition is when the different art elements and images are given equal importance through symmetrical, asymmetrical and radial arrangements.
- _____ 2. Contrast is the focal point of an image, or when one area or thing stands out the most.
- _____ 3. Neoclassicism emphasizes Greek and Roman history rather than nature.
- _____ 4. Rhythm in a painting is created by repeating certain colors, line or shapes in a specific area.
- _____ 5. Movement is concerned with the relationship of certain elements to the whole and to each other.

Lesson 1

Elements and Principles of Arts in Neoclassical and Romantic Periods



What's In

In module 1, we identified prominent artists of Neoclassical and Romantic and their works. The essential elements and principles of the arts are also not new to us. Let us see how the art elements and principles were used to create functional and non-functional art in these periods.

Activity 1: Tell Us What You See!



STRAWBERRY HILL, LONDON (Restored)

IMAGE FROM Chiswick Chap2012

- How are lines, shape and color used?



LIBERTY LEADING THE PEOPLE (*E. Delacroix*)
IMAGE FROM LOUVRE-LENS

- What principles of art are observed in this painting? How did it help convey the story?



What's New

Activity 2: MESSAGE IN A PICTURE

Identify the kind of art shown in the picture (functional or non-functional). Which art element helps make the images realistic? Why? Which art principle was used to show accurate size/form of the figures and spatial divisions of the painting or building?



OATH OF THE HORATII (*J. David*)
(IMAGE FROM TOLEDO MUSEUM OF ART)



The Third of May 1808
(IMAGE FROM MUSEUM O)

Reflection Questions:

1. Were you able to identify the art period from which the artwork belongs?
2. How does the art piece convey the idea of the period?
3. How do the artists express movement in their work?

Determining the role/function of artwork might be hard and challenging, but if one has inadequate information about how we perceived the message of artwork as we all know that artwork communicates. It somehow transpires the question, “why the artwork was created”?

Artwork's functions are classified into (2) two: *Motivated* and *Non-motivated*.

Motivated Function of art (functional) refers to artworks that are made intentionally for use in conscious actions of the creator or artist. It illustrates another discipline that people could take advantage of or make use of the artwork, utilizing to make their lives comfortable. Examples are Architecture, Furniture, weaving, etc.

Non-motivated Function of art (non-functional) refers to artworks that are integral to being a human. It transcends the individual or does not fulfill a specific external purpose, but for internal use that somehow balances harmony as an aspect of being human beyond utility. Examples are Painting, Sculpture, Literature, Music, and Theater Arts.

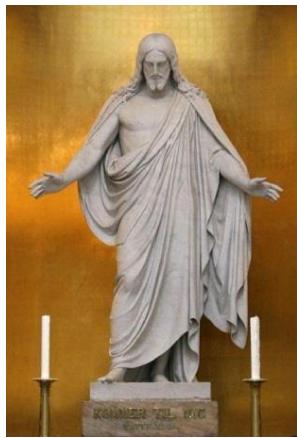


What is It

Activity 3 – THE ART PRINCIPLE OF BALANCE

Identify the kind of Balance used in each work. Choose the letter of the correct answer inside the box. Then, write 2-3 sentences to explain why balance helped in conveying the message of the work in the blanks provided.

S- Symmetrical
A- Asymmetrical
R- Radial



CHRIST (B. Thorvaldsen)
IMAGE FROM Magnus Manske
Thorvaldsen_Christus.jpg
PHOTO TAKEN BY Ygrek 2006



PORTRAIT OF NAPOLÉON ON THE IMPERIAL THRONE
(J. Ingres)
IMAGE FROM MUSÉE DE L'ARMÉE,
PARIS, FRANCE

1. _____

2. _____



PANTHEON, Paris, by Jacques-Germain Soufflot
http://en.wikipedia.org/wiki/File:Pantheon_P1190526.jpg
PHOTO TAKEN BY David Monniaux 2007

3. _____



WASHINGTON
(A. Canova)
PHOTO TAKEN BY RadioFan 2011



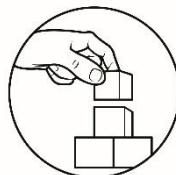
PSYCHE AWAKENED BY CUPID'S KISS
(A. Canova)
PHOTO TAKEN BY Eric Pouhier 2007

4. _____

5. _____

Highest Possible Score: **5**

Equivalent Rating: **Very Good:** 5, **Good:** 4, **Average:** 2 – 3, **Poor:** 1 – 0



What's More

Below are selected artworks that are popular in the Neoclassical and Romantic periods.

OATH OF THE HORATII (J. David)

In the Oath of the Horatii, the patriotic three sons on the left firmly saluted in the gesture of a gladiator who is ready to die. Likewise, the gesture of old philosopher Socrates strongly pointed upward appeared very firmed to his belief even in the face of death. The use of chiaroscuro (the play of light and dark) is subtly washed to emphasize the mood of courage, patriotism, and brotherhood. The space is put in almost as balance as to colour and shapes. His central figure is always a man, who dominates the whole scene.



The Third of May 1808 commemorates the events surrounding the Madrid uprising against the French occupying forces of the previous day. It was, and is, a revolutionary painting and undoubtedly the most powerful piece of modern art produced in Spain during the 19th century.



IMAGE FROM TOLEDO MUSEUM OF ART

Activity 4: Paint It!

Choose a famous painting from the works above as a reference in creating a crowd composition.

Use any of the painting techniques used in the Neo-classical and Romanticism periods.

- realistic proportion
- perspective and spatial divisions
- color theories
- no trace of brushstroke technique

Activity 5: Proportion It!

Write 2 – 3 sentences to explain why proportion was used in each work



THE RAFT OF THE MEDUSA (T. Géricault)

IMAGE FROM Magnus Manske



WHITE HOUSE

http://commons.wikimedia.org/wiki/File:Washington,DC_.jpg
PHOTO TAKEN BY Dawsonmartin2010



What I Have Learned

Activity 6: Reflection

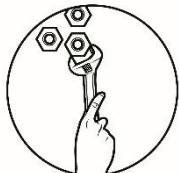
Write 3 words, terms, or concepts that best describe the use of art elements and principles in the works of:

Neoclassical Arts

1. _____
2. _____
3. _____

Romantic Arts

1. _____
2. _____
3. _____



What I Can Do

Activity 7: (Individual) SHOW US WHAT YOU'VE GOT

Performance Task.

- ✓ Look or research for a painting, sculpture or architecture in your locality that resembles the styles of Neoclassicism or Romanticism.
- ✓ Take a picture, print it out as evidence and glue it inside the box that you can find below.
- ✓ Research about the importance of art elements and principles in the works.
- ✓ Answer the Reflection Questions below.

Reflection Questions:

1. How did the art elements and principles help in making the work uniquely Filipino?
2. What did you realize about the work?
3. Why are the art elements and principles important in making the work?

RUBRIC CRITERIA	5	4	3	2
QUALITY OF ARTWORK	All instructions were followed correctly	1-2 instructions were not followed correctly	3-4 instructions were not followed correctly	Most of the instructions were not followed correctly
VISUAL IMPACT	Artwork convey the idea and dimensions of landscape	Artwork mostly convey the idea and dimensions of landscape	Artwork somehow convey the idea and dimensions	Artwork did not orderly conveys the idea and dimensions of landscape
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.	Artwork presentation was disorderly.

DESCRIPTIVE RATING	SCORE/POINTS
Excellent	18-20
Very Good	15-17
Good	11-14
Fair	9-13
Poor	8

Lesson 2

Characteristics of Artworks in Neoclassical and Romantic Periods



What's In

Neoclassicism and Romanticism both started in the same era but have different traits and characteristics as what the previous unit has discussed. In this module, more activities will be given to enhance the understanding of this topic.

The characteristics of neoclassical period art include a concentration on Greek and Roman mythology and history for subjects. It prioritized the heroic male nude, somewhat dramatic lighting, and a rather clean style, with hard edges and bright primary colors in painting and smooth, highly polished marble in sculpture. While Romantic period interests in the common man and childhood, sharp senses, emotions, and feelings, the awe of nature, a celebration of the individual, importance of imagination.

Neoclassicism's principle focuses on objectivity, reason, and Intellect. In comparison, Romanticism stresses on human creativity, nature, and emotions or feelings.



What's New

Activity 1:

The pictures below are two of the most popular artworks/painting in the Neoclassical and Romantic period. Compare the artworks by writing the characteristics you observed from the two.

ROMANTIC PERIOD



NEOCLASSICAL PERIOD





What is It

NEOCLASSICISM, 1780-1840

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 Neoclassical movement coincided with the 18th century **Age of Reason** also known as **the Age of Enlightenment**. The art style in this period was brought about by the renewed interest in Greek and Roman classics. Neoclassical art pieces such as paintings, sculpture and architecture generally portrayed Roman history which elevated the Roman heroes.

Characteristics:

- portrayal of Roman history
- formal composition
- the use of diagonals to show the peak of an emotion or moment (versus a regular moment)
- local color
- overall lighting
- classic geo-structure

Generally speaking, Neoclassicism is defined stylistically by its use of straight lines, minimal use of color, simplicity of form and, of course, an adherence to classical values and techniques. (<https://bit.ly/3kaaPhS>)

ROMANTICISM, 1800s-1810s

Romanticism was a movement in which the artists of Neoclassical period sought to break new ground in the expression of emotion, both subtle and stormy. It embraced a number of distinctive themes, such as a longing for history, supernatural elements, social injustices, and nature.

Landscape painting also became more popular due to the peoples' romantic adoration of nature.

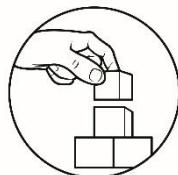
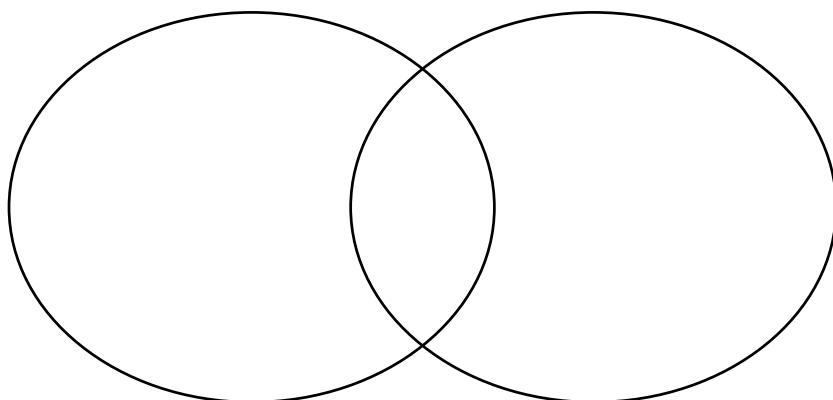
Romanticism was a reaction to the classical, contemplative nature of Neoclassical pieces.

Characteristics:

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

Activity 2:

With the use of the Venn diagram, write the similarities and differences in the characteristics of arts in Neoclassical and Romantic periods.



What's More

The following table shows the different characteristics of paintings in these eras.

Neoclassicism vs. Romanticism

	Neoclassicism	Romanticism
Values:	Order, solemnity.	Intuition, emotion, imagination.
Inspiration:	Classical Rome, patriotism, courage, honor.	Medieval and Baroque eras, Middle and Far East.
Tone:	Calm, rational.	Subjective, spontaneous, non-conformist.
Subjects:	Greek and Roman history.	Legends, exotica, nature, violence.
Technique:	Stressed drawing with lines, not color; no trace of brushstroke.	Unrestrained, rich color; visible brushstrokes.
Role of art:	Morally uplifting, inspirational.	Dramatic, carry viewer away.
Composition:	Most figures in foreground.	Use of diagonal, crowded compositions.
Best known painter:	J. L. David.	Eugene Delacroix, Theodore Gericault.

Activity 3:

Below are the best examples of artworks in Neoclassic and Romantic period. Compare them according to their characteristics.

ARCHITECTURES**Neoclassic Art**

Ange-Jacques Gabriel. Château of the Petit Trianon

Romantic Art

The Palace of Westminster in London, the meeting place of the Parliament of the United Kingdom.

Values: _____

Inspiration: _____

Subject: _____

Role: _____

Values: _____

Inspiration: _____

Subject: _____

Role: _____

PAINTING**Neoclassic Art**

The Oath of Horatii

Values: _____

Inspiration: _____

Subject: _____

Role: _____

Romantic Art

Liberty Leading the People

Values: _____

Inspiration: _____

Subject: _____

Role: _____

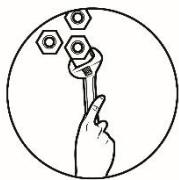


What I Have Learned

Activity 4: Reflection

- Formulate 2 essential questions you want to ask about Neoclassical and Romantic periods
-
-

- Write your reflections about the important aspects of artworks in Neoclassical and Romantic periods.
-
-



What I Can Do

Activity 5: (Individual) “Be Inspired!”

Paint or sketch an illustration showing the ideas/characteristics of Neoclassical or Romantic painting. Choose an art element to dominantly show a particular design principle in the composition.

Materials:

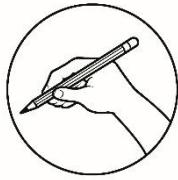
- Oslo paper
- Drawing materials
- Painting materials

Reflection Questions:

1. What is the subject of your artwork?
2. Why did you choose this subject?
3. How did you apply the elements of art as to lines, color and texture?
4. What did you feel while doing your artwork?

RUBRIC CRITERIA	5	4	3	2
QUALITY OF ARTWORK	All instructions were followed correctly	1-2 instructions were not followed correctly	3-4 instructions were not followed correctly	Most of the instructions were not followed correctly
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Poor	8



Assessment

Test I - Loop-a-word: Find and circle the elements and principles of arts and link it to its meaning below. The word may appear horizontally, vertically or diagonally. Write your answer on the space provided.

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

- _____ 1. The focal point of an image, or when one thing stands out the most.
- _____ 2. The way the elements are arranged to create a feeling of stability in a work.
- _____ 3. It is the regular repetition of elements to produce the look and feel of movement.
- _____ 4. It is when all the elements and principles work together to create a pleasing image.
- _____ 5. It is concerned with the relationship of certain elements to the whole and to each other.

Test II. Multiple Choices. Read the questions carefully and write the letter of your answer on the space provided.

- ____ 1. The art style in this period was brought about by the renewed interest in Greek and Roman classics.
a. Renaissance b. Romantic c. Neoclassical d. Baroque
- ____ 2. Which of the following is not a characteristic of Romantic period?
a. Dramatic composition c. emotional extremes
b. Portrayal of Roman history d. social injustices

- _____ 3. This style of painting during Romantic period became more popular because of people's adoration of nature.
 a. Landscape b. Portrait c. Animals d. Museums
- _____ 4. Which painting in the Romantic period portrays the victims of the shipwreck?
 a. The Third of May c. The Oath of Horatii
 b. Insane Woman d. The Raft of Medusa
- _____ 5. Which of the following is a characteristic of neoclassical art?
 a. formal composition c. portrayal of Roman history
 b. calm and rational d. all of the above

Test III: Study each work and write **N** if it is Neo-classical Art and **R** if it is Romantic Art. Then, write 2 sentences to describe the composition or design unique in each work or period.



NAPOLEON CROSSING THE ALPS
(J. David) IMAGE FROM Musée national du château de Malmaison

1. _____



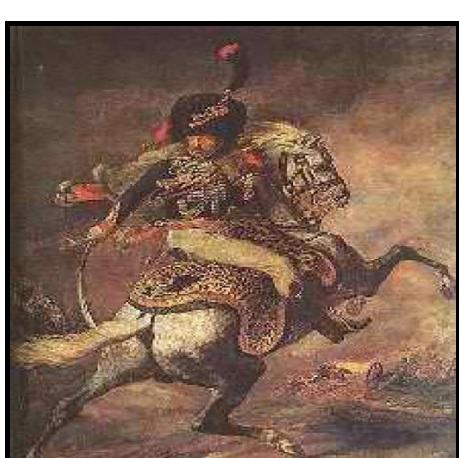
DEPARTURE OF THE VOLUNTEERS
(F. Rude) PHOTO TAKEN BY Jebulon2013

2. _____



LIBERTY LEADING THE PEOPLE
(E. Delacroix)

3. _____



CHARGING CHASSEUR
(T. Géricault) IMAGE FROM MUSÉE DU LOUVRE

4. _____



WHITE HOUSE

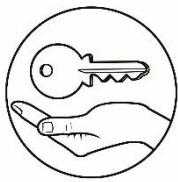
http://commons.wikimedia.org/wiki/File:Washington,DC_.jpg
PHOTO TAKEN BY Dawsonmartin2010

5. _____



STRAWBERRY HILL, LONDON (Restored)
IMAGE FROM Chiswick Chap2012

6. _____



Answer Key

5. False

4. True

3. True

2. False

1. True

Part II.

7. texture

6. space

5. form

4. shape

3. value

2. color

1. line

Part I.

(What I Know)

Lesson 1

(answers may vary)

Activities 1 and 2:

Activity 3:

5. A

4. R

3. S

2. R

1. S

(answers may vary)

Activities 4-7:

(answers may vary)

Activities 4-7:

Test II:

5. D

4. D

3. A

2. B

1. C

5. Proportion

4. Unity

3. Rhythm

2. Balance

1. Emphasis

Test I:

6. Neoclassical

5. Neoclassical

4. Romantic

3. Romantic

2. Romantic

1. Neoclassical

Lesson 2

(answers may vary)

Activities 1-5:

Test III.

1. Neoclassical

2. Romantic

3. Romantic

4. Romantic

5. Neoclassical

References

A. Book: Teacher's Guide for Music and Arts Grade 9, DepEd

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https://www2.palomar.edu/users/mhudelson/StudyGuides/NeoCvsRomant_WA.html

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Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph * blr.lrpd@deped.gov.ph