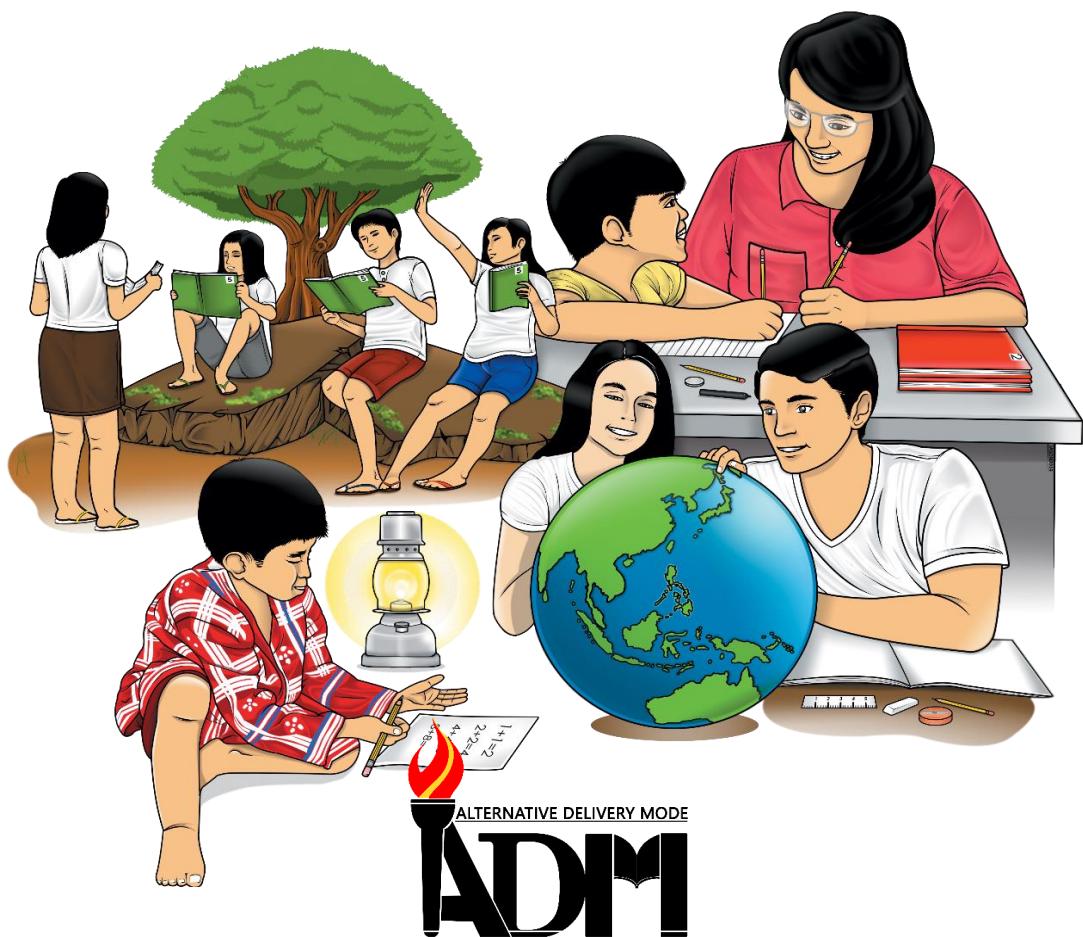


# Music

## Quarter 3 – Module 6

### Relating Romantic Music to Other Art Forms



**Music – Grade 9**

**Alternative Delivery Mode**

**Quarter 3 – Module 6: Relating Romantic Music to Other Art Forms**

**First Edition, 2020**

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**Development Team of the Module**

<b>Writers:</b>	Angelita L. Abala, Althea Mae B. Bongcawil
<b>Editor:</b>	Lyle Jireh Sapida
<b>Reviewers:</b>	Roy Angelo E. Gazo
<b>Illustrator:</b>	Shirley Venenos-Rabor
<b>Layout Artist:</b>	Shirley V. Rabor, Louie J. Cortez
<b>Management Team:</b>	Arturo B. Bayocot Mala Epra B. Magnaong Marie Emerald A. Cabigas Bienvenido U. Tagolimot Roy Angelo E. Gazo Nimfa R. Lago Henry B. Abueva Sherlita L. Daguisan Meriam S. Otarra Charlotte D. Quidlat

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**Department of Education – Region X**

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

Telefax No.: (088)-856-3932

E-mail Address: [region10@deped.gov.ph](mailto:region10@deped.gov.ph)

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# **Music**

**Quarter 3 – Module 7**  
**Relating Romantic Music to**  
**Other Art Forms**

# **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***

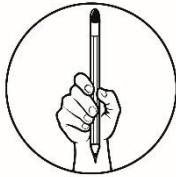
This module was designed and written with you in mind. It is here that you will be assisted in learning about Relating Romantic Music to Other Art Forms. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of learners. The lessons are arranged to follow the standard sequence of the course. However, the order in which you read them can be changed to correspond with the textbook you are now using.

This module contains:

- Module 7 – Improvises Appropriate Accompaniment to Selected Music from Romantic Period

After going through this module, you are able to:

1. *Relates Romantic music to other art forms and its history within the era*  
**(MU9MRB -Ic-f-3)**



## What I Know

**Directions:** Choose the letter of the correct answer. Write your answer on a separate sheet of paper.

1. Frederic Chopin wrote most of his music for this instrument. What instrument is this?  
A. Flute      B. Orchestra      C. Piano      D. Violin
  
2. What does the term “Nationalism” mean in relation to music during the Romantic period/era?  
A. being patriotic  
B. having a strong feeling for one’s nation  
C. pride in one’s own composition  
D. using folk songs, dances, legends from the composer’s homeland to the compositions
  
3. Name the composer who bridged the Classical period to the Romantic Period.  
A. Bach      B. Beethoven      C. Berlioz      D. Bruckner
  
4. Which of these is **NOT** a characteristic of the Romantic Period?  
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B. Music is related to other art form especially literature  
C. Forms are more expansive and is freely treated  
D. None of the above
  
5. Which of the following is **NOT** a type of Program music?  
A. Song cycle      C. Concert overture  
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6. It is an instrumental composition that conveys the images, scenes, a story without text or lyrics. What kind of Romantic music is this?  
A. Violin and string Music      C. Program Music  
B. Piano Music      D. Instrumental Music
  
7. Who among the following composers is regarded as the "Poet of the Piano"?  
A. Peter Ilyich Tchaikovsky      C. Hector Berlioz  
B. Frederic Chopin      D. Robert Schumann

8. Which of the following is a characteristic of a romantic music?
- A. It appreciates the artworks.
  - B. It develops the skill of the composers.
  - C. It enriches the knowledge of the musician.
  - D. It portrays literature, history, emotional, and nature
9. What period of music refers to the cultural movement that stressed emotion, imagination, individualism, and freedom of expression?
- A. Music of Classical Period
  - B. Music of Medieval Period
  - C. Music of Romantic Period
  - D. Music of Baroque Period
10. What kind of music is “Symphonie Fantastique”?
- A. Program music
  - B. String Music
  - C. Piano Music
  - D. Violin Music

# **Lesson 1**

## **Improvises Appropriate Accompaniment to Selected Music from Romantic Period**



### ***What's In***

Based on your previous lesson, how will you distinguish the romantic music from classical music. What are the differences between the two periods of music in terms of its style of performance and characteristics? Write your answer in your activity notebook.

<b>Classical Music</b>	<b>Romantic Music</b>



## What's New

When you hear romantic music what comes to your mind? Which of the following words can best describe a Romantic music? Choose and write your answer in your activity notebook.

passionate

art

literature

Love song

Play

Freedom of expression

Stressed emotion

Birthday song

feelings

Showing nationalism

Emotional expression

Imagination

Nowadays, people listen to current and new musical genres such as pop rock, R&B, and other 20<sup>th</sup> century music and are unaware of the music of the past. Let us listen to some selected music of the Romantic Period.



## What is It

Music of the Romantic Period is described as a cultural movement that stressed emotion, imagination, individualism, and freedom of expression. These characteristics are evident in music, visual art, and literature of the era.

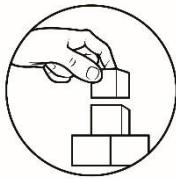
An important political movement during this period is **nationalism** which has also influenced the arts. The visual arts of the Romantic Era reflected the tension and nationalism, war and revolution that swept across Europe from the French revolution (1789) through the mid-century revolutions. Examples of this include the sculpture "Departure of the Volunteers" on the façade of Arc de Triomphe, Paris, France which alludes to soldiers both of the French Revolution and the Napoleonic

Wars, and Spanish painter Francisco Goya's painting depicting Spanish resistance to Napoleon. **Nationalism in music** was expressed when composers included in their work their homeland's folk songs, dances, legends, and other materials depicting their national identity. An example of this is Frederic Chopin's "Polonaise in Ab Major opus 53" <https://www.youtube.com/watch?v=aZYYoDDmg8M>. A polonaise is a slow, stylized Polish dance.

At this core, the composers of the Romantic Era saw music as a means of individual and emotional expression. Indeed, they considered music the art form most capable of expressing the full range of human emotion. As a result, romantic composers broadened the scope of emotional content. Music was expected to communicate to the audience, often by using a narrative form that told distinct stories. Ludwig van Beethoven's third symphony later named Heroic Symphony was an example of a composition based on politics and contemporary events. Like Gericault's "*The Raft of the Medusa*", the music of this symphony involves intense expressions of emotion, changing from lighthearted cheerfulness to pained anguish in seconds. Other Romantic composers were inspired by this musical style that they started to prioritize the emotional or narrative content of the music above its form. This change in musical form also paved the way for expanding the orchestra by adding large amount of percussion instruments, like the triangle, as well as the tuba, concert harp, and celesta, a piano-like instrument that has a sound that is similar to a music box. With this rich orchestral palate, composers were able to create intensely emotional music. Some historians argue over the start and end dates of the Romantic Period. Some date it as the 19th century while others place it in the late 18th century. This is true for Romantic literature Works like William Blake's Songs of Innocence (1789) and Samuel Coleridge's Kublai khan (1797) are considered examples of early Romantic poetry. The Romantic Era hit its stride in the middle 1800s, encompassing all the arts and popular though of the time various instrumentation.

The Romantic period emphasis on individual self-expression grew out of the political ideas of individualism born during the Age of Enlightenment. However, the Romantic rejected that age's emphasis on logic and rationality. These ideas were as constraining as the rules regarding Classical music forms.

Musical forms such as the opera, ballets, symphonic poem, and piano music are just among works of arts that flourish during this time. The Romantic Period (1820-1900) in music brought the musicians closer to discover their inner self that let them experienced a personal form of arts. Romantic music was used in different art forms like Tchaikovsky's ballets: Nutcracker, Swan Lake and Sleeping Beauty and his 1812 Overture to commemorate the *Battle of Borodino*.



## What's More

The following Art Form can be related to the Music of the Romantic period. Research about the following art forms that has tied up with a famous work of a composer during the Romantic period. Write your answers in your activity notebook.

**Ballet:** ballet became a marriage of dynamic technique and dramatic storytelling. This was the birth of the story ballet.

The Romantic Era was a time of fantasy, supernaturalism, and exoticism. The stories of the time dealt with issues of good vs. evil, man vs. nature and society vs. the supernatural. Women became the superstars of the ballet with the introduction of pointe work, a style of dancing on the tip of the toes which gave the illusion of floating.



### WHAT ARE SOME FAMOUS BALLET WORKS DURING THE ROMANTIC ERA?

Swan Lake was Tchaikovsky's first ballet score. Considering its success today, it is hard to believe that it was not an immediate hit – but the story of Odette, a princess turned into a swan by an evil sorcerer's curse, was an initial box office failure. Here is Act II: Dance of the Little Swans from Tchaikovsky's "Swan Lake"  
<https://www.youtube.com/watch?v=Xd2nTXsivHs>

Enumerate some Ballet music of P.I. Tchaikovsky

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Another important composition by Tchaikovsky was the Overture 1812.

Composed to commemorate the Battle of Borodino, fought in September 1812

Tchaikovsky called his own work “very loud and noisy and completely without artistic

merit, obviously written without warmth or love”. Here is a YouTube link to the Finale of “1812 Overture” <https://www.youtube.com/watch?v=u2W1Wi2U9sQ>

## MUSIC AND LITERATURE

One of the ways Romantic composers did this was by writing pieces inspired by literature. This method gave a composition with both a narrative and emotional framework for the composer.

Example:

1. Mendelssohn's scherzo from *A Midsummer Night's Dream*

**<https://www.youtube.com/watch?v=hHTV3GFyHfM>**

Mendelsohn became familiar with Shakespeare by reading German translations as a boy, and in 1827, at age 17, he was inspired to write a piece capturing the atmosphere of Shakespeare's comedy

2. Dvorák's *The Golden Spinning Wheel* is a work based on a Czech poem that tells the story of doomed love and murderous women.

**<https://www.youtube.com/watch?v=sMQzeUflOk4&t=1137s>**



## **What I Have Learned**

### **Individual Activity:**

Listen and relate to the following art forms. Write your works in the activity notebook.

1. Describe how the ballerina dance with the music in Swan Lake.

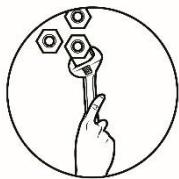
<https://www.youtube.com/watch?v=9rJoB7y6Ncs>

2. What are the emotions conveyed in "The Erlking" by Franz Schubert?

"The Erlking"- Franz Schubert

[https://www.youtube.com/watch?v=x3IM4pU05\\_g](https://www.youtube.com/watch?v=x3IM4pU05_g)

3. What piano composition of Frederic Chopin shows nationalism? Why were these compositions regarded as nationalist music?



## **What I Can Do**

### **DIFFERENTIATED ACTIVITY**

Group the class into 3. Each group will be given a task to do listed below.

<b>Group 1 DANCE PRESENTATION</b>	<b>Group 2 SPEECH CHOIR</b>	<b>Group 3 COMIC STRIP</b>
Create a dance movement using one of Frederic Chopin's piano composition. You may choose from any mazurka or polonaise that Chopin composed	Search on the internet the poem entitled "Lines a Few Miles above Tintern Abbey" Reflect and emphasize on how this poem relates to music of the Romantic period.	Recreate the animated version of Schubert's Erkling by creating your modern version of the story in a Comic Strip/ Anime strip

### DANCE PRESENTATION RUBRIC

CRITERIA	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT	TOTAL SCORE
<b>ORIGINALITY &amp; MASTERY OF THE STEPS</b>  Dance steps were original and appropriate to the music memory of the routine and execution of the moves looks true to the moves that were choreographed.	<b>20PTS</b>  Demonstrates excellent knowledge of choreography and performs movement free of errors.	<b>18PTS</b>  Demonstrates knowledge of movement and performs with few errors.	<b>16PTS</b>  Demonstrates some knowledge of movement, and performance has many errors.	<b>14PTS</b>  Demonstrates few knowledge of the steps/ movements and tries, but looks lost and out of sync	
<b>RHYTHM/TEMPO</b>  Staying on count and with the beats of the music.	<b>15PTS</b>  Shows a complete understanding of tempo and beat and stays on rhythm throughout the dance.	<b>13PTS</b>  Generally accurate in beat, tempo, rhythms of dance sequences most of the time.	<b>11PTS</b>  Shows a basic understanding of tempo and beat, but falls behind and/or speeds up in places or makes errors in rhythm.	<b>9PTS</b>  Attempts to keep a rhythm, but gets off beat and speeds up or falls behind often. Doesn't follow beat in music.	
<b>STAGE PRESENCE</b>  Projection of eye contact and cheerful facial expressions with the judges. The dancer is confident with movements.	<b>10PTS</b>  Dancer uses their face and body to fully express the intent of the movement.	<b>8PTS</b>  Dancer uses facial and body expressions when performing.	<b>6PTS</b>  Dancer uses little face and body expressions when performing the movement.	<b>4PTS</b>  Dancer uses no facial and/or body expressions.	

### COMIC STRIP Rubric

CRITERIA	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1	TOTAL SCORE 12PTS
<b>Originality &amp; Appearance</b>	Presentation shows considerable originality and inventiveness, and show alignment to the topic.	Presentation shows some originality and inventiveness, Good use of graphics and background...	Presentation shows an attempts at originality and inventiveness. Fair use of graphics and background.	Presentation is a reduced attempts at originality and inventiveness. reduced use of graphics and background	
<b>Content</b>	Information is detailed, varied and extensive	Includes important interesting information.	Includes some important and interesting information.	Minimal Content	
<b>Creativity/ Quality</b>	Provides relevant examples/illustrations from the film to back-up the reviewer's opinion about the film's effectiveness.	Provides some examples of action/dialogue from the film that supports the opinion.	Includes no examples of action or dialogue from the film.	Less effective to the viewer	
<b>Total</b>					

## SPEECH CHOIR

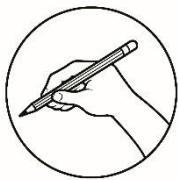
CRITERIA	2	3	4	5	POINTS
<b>VOICE</b>	Weak and dull voice	Modulated voices but others are lip syncing	Well - modulated voices and blend harmoniously	Well - modulated voices and compelling	
<b>DELIVERY</b>	Chaotic and confusing	Understandable speech but some syllables are not properly enunciated	There is fluidity of movements, understandable speech and lines are clearly enunciated	Well synchronized and fluidity of movements, using remarkable accents	
<b>FACIAL EXPRESSION</b>	Facial expression does not fit the presentation	Presenters does not have uniformity in facial expression	Facial expressions display emotions fit for the expression	Remarkable facial expressions	

## Summary

This module contains the following concept about how Romantic Music is related to other art form and its history within the era. Romantic Music is described as a cultural movement that stressed emotion, imagination, individualism, and freedom of expression and shows nationalism. These characteristics are evident in music, art, and literature of the era.

Composers were inspired by this musical freedom that they started to prioritize the emotional or narrative content of the music above its form. This change in musical form also paved the way for expanding the orchestra as the composers explored various instrumentation. The Romantic Period (1820-1900) in music brought the musicians closer to discover their inner self that let them experienced a personal form of arts.

Romantic music is closely related to the other arts, particularly to literature. A good example of this is Franz Schubert's "The Erlking" which was based on a poem written by Johann Wolfgang von Goethe.

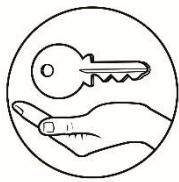


## Assessment

**Directions:** Choose the letter of the correct answer. Write your answer on a separate sheet of paper.

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A. Flute      B. Orchestra      C. Piano      D. Violin
  
2. What does the term “Nationalism” mean in relation to music during the Romantic period/era?  
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10. What kind of music is “Symphonie Fantastique”?
- A. Program music
  - B. String Music
  - C. Piano Music
  - D. Violin Music



## Answer Key

WHAT I KNOW / ASSESSMENT	
1.	C
2.	A/B
3.	D
4.	E
5.	A
6.	C
7.	B
8.	A
9.	C
10.	A

Classical Music	Romantic Music
Designed to expressed amusement	as a means of expressing their emotion and individuality
Interest and inspiration	Showimg nationalism
Having contrast in mood	Stressed motion and feeling

## WHAT'S IN

WHAT'S NEW	
1.	Chopin-piano concerto No.14 passionate ,love song ,imagination emotional expression ,literature ,arts
2.	Ballet freedom expression, showing nationalism
3.	Symphonic poem leading of the people
4.	Painting ( Liberty sculpture )

WHAT'S MORE	
1.	Volunteer ) department of the
2.	orchestra people )
3.	painting ( Liberty sculpture )
4.	leading of the people )
5.	orchestra people )
6.	painting ( Liberty sculpture )

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**For inquiries or feedback, please write or call:**

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](mailto:blr.lrqad@deped.gov.ph) \* [blr.lrpq@deped.gov.ph](mailto:blr.lrpq@deped.gov.ph)