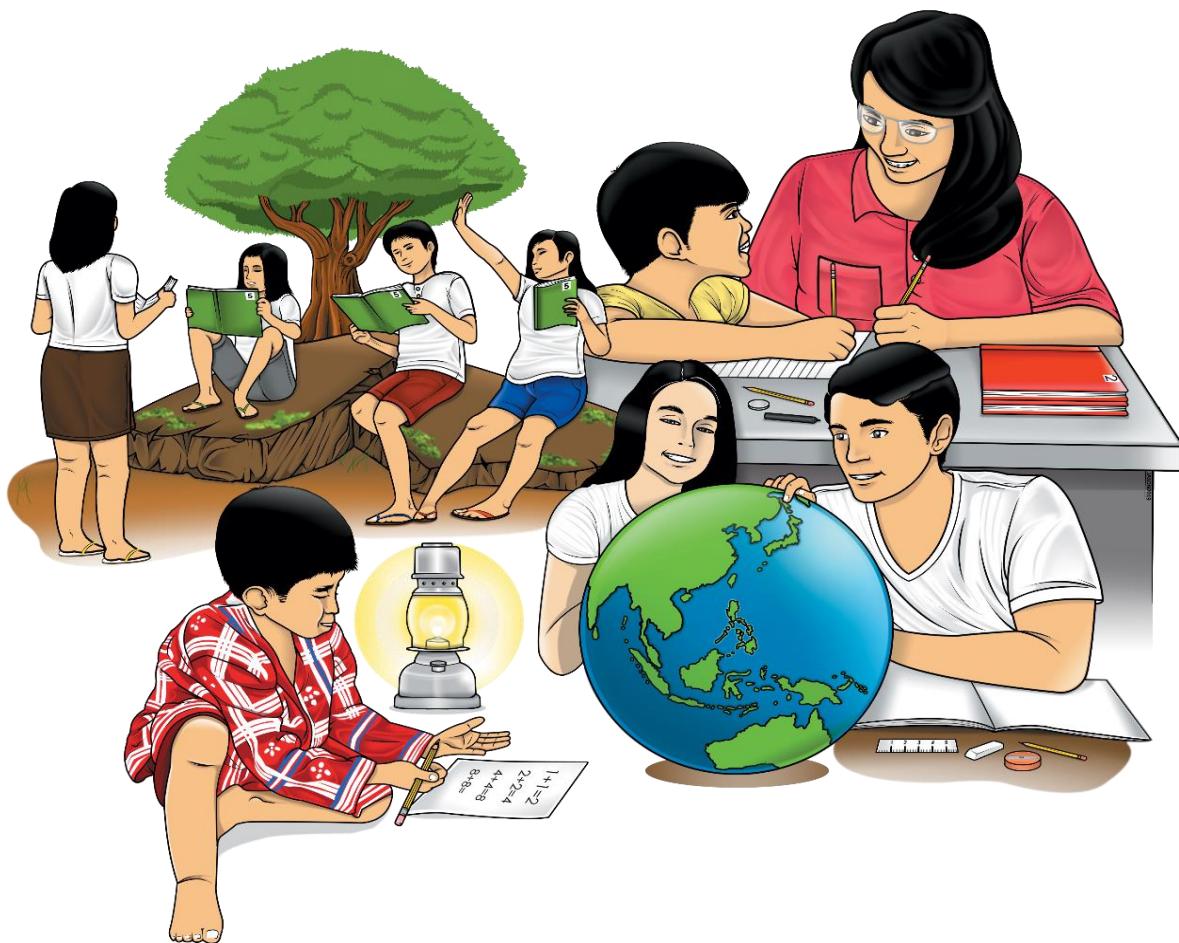


Music

Quarter 4 – Module 3: Melodic Fragments of Vocal Music from the Romantic Period



Music- Grade 9

Alternative Delivery Mode

Quarter 4 - Module 3: Melodic Fragments of Vocal Music from the Romantic Period

First Edition, 2020

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Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by

Department of Education – Region X

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

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Music

Quarter 4 – Module 3

Melodic Fragments of Vocal Music from the Romantic Period

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

Have you been in love? How do you express your feelings and sentiments? People are born filled with emotions. Many express themselves in songs, dance, and acting. The exceptionally best way to express our thoughts and sentiments is through singing.

Vocal Music is the most common method of expressing our emotions. In this time of pandemic that we are confronted with, our actions and spaces have become limited. Face to face schooling and social gatherings were not allowed to control the uprise of the infection brought by the COVID19 virus. In this unprecedeted case, it is singing that leads us to appreciate ourselves and strengthen family relation.

To completely get it and appreciate vocal music of the Romantic Period, this unit will let you encounter the social advancements and creative shapes of expression of the period. It will also encourage students to perform the different activities that suit their needs.

This module contains:

Module 3: Melodic Fragments of Vocal Music from the Romantic Period

CONTENT STANDARD

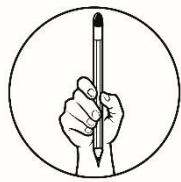
The learner demonstrates understanding of characteristics features of vocal music of the Romantic Period.

PERFORMANCE STANDARD

The learner sings and performs themes of selected songs from the Romantic Period

LEARNING COMPETENCIES

Sing themes or melodic fragments of given selected songs.



What I Know

PRE- ASSESSMENT

Loop- a- word

Directions: Encircle 10 words that are connected to the vocal music of the Romantic Period.

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

Reflection:

Write down what you want to know at the end of this module:

I would like to know about _____.

I would like to demonstrate understanding of _____.

I would like to sing _____.

Lesson

1

Melodic Fragments of Vocal Music from the Romantic Period



What's In

The word “romanticism” was first used to describe the artistic and literary new ideas that started in the second half of the 18th century. Musicians later taken up this word to describe changes in the musical style. Unlike Classical composers who had to follow standards in creating music, Romantic composers tried creating songs that could express emotions and reveal their innermost thoughts and feelings using richer harmonies, denser textures and wider ranges of pitch.

One of the most distinctive forms in romantic music is the *art song*, a composition for solo voice and piano. Poetry and music are intimately fused in the art song. The German word *Lied (song)* is commonly used for a song with German text; its plural is *Lieder*.

Links are given below as your guide on how to pronounce the word *Lied* and *Lieder*:

https://www.youtube.com/watch?v=_jK9nqCa1ec&list=RDCMUCSpVHeDGr9UbREhRca0qwsA&start_radio=1&rv=_jK9nqCa1ec&t=7

<https://www.youtube.com/watch?v=UDhrHBDNfd4>

When a poem has several stanzas, the musical setting must accommodate their total emotional impact. There are two forms:

1. Strophic – repeating the same music for each stanza of the poem.
2. Through-composed – new and different music for each stanza. The voice and words fit very closely together (reflect each other.) This form allows music to reflect a poem’s changing moods.

<https://www.youtube.com/watch?v=firHRhLsprc> sample of strophic form

<https://www.youtube.com/watch?v=axAtWjn3MfI> sample of through-composed form

The piano is more than just an accompaniment in these compositions, it is a partner to the voice part. Schubert is the greatest composer of German lieder, he wrote over 600 art songs including The Earl King, The Trout, To Sylvia. Other composers of this style were Schumann, Brahms, Wolf and Richard Strauss. Sometimes, a composer sets a whole

group of poems linked to the same idea, and even sketch a story like Schubert's Winter Journey.

Romantic vocal forms like art songs and operas were about fantasy, supernatural, romance and nature as mirrors of the human heart. Singers and instrumentalists are expected to be virtuoso performers. One singer sometimes sounds like several characters by using different vocal registers.

This module will assist and direct you in choosing the melody that you will perform. Sit back and unwind with your voice filled with energy as you go ahead in this module.



What's New

Melodic compositions such as the art songs were composed for solo voice and piano. Like all program music, art song has its motivation from verse in this period. Temperament is frequently set at the start with brief piano presentation and concluded with a piano section called postlude.

Vocal music in this period requires artists to perform a more noteworthy run of tone color, flow, and pitch. The birth of opera houses happened and musical drama got to be an imperative source of melodic expression. It was the “put” where all the expressions met: not as if it was music alone, but verse, portrayal, design and movement as well.

Activity 1: Sing that Song

Directions: You have to pay attention to the lyrics of the song below. Study it by searching its title or the link provided. Sing the song and after, answer the questions that follow.

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

Libiamo Ne' Lieti Calici from Giuseppe Verdi's La Traviata

Listening part: 0:21– 0:40

Libiamo, libiamo ne'leti calici
che la bellezza infiora.
E la fuggevol, fuggevol ora
s'inebrii a voluttà

1. In your observation, what could be his voice classification?
2. What is the general texture of the music?
3. What is your overall impression of the music?

Activity 2: This is the Voice!

You will now watch short video performances of Romantic operas. After watching, describe the voice quality of the opera singer. Write your answer on the space provided below.

Performance	Link	Description
1. Zuñiga from George Bizet's Carmen	https://www.youtube.com/watch?v=Vr8sc4EjsTQ	
2. Carmen from George Bizet's Carmen	https://www.youtube.com/watch?v=KJ_HHRJf0xg	

Reflection:

1. How did the singer use their vocal quality?
2. What did you feel? What emotions were expressed in the music?
3. What was your overall opinion of the performance?



What is It

ROMANTIC OPERA

Opera became popular during the Romantic period. It is a stage drama set to music and it is entirely made up of vocal pieces with instrument accompaniment usually with orchestral overtures and interludes. The English word, OPERA is an abbreviation of the Italian phrase *opera in musica* or “work in music”.

Melodies were long and lyrical with irregular phrases; wide somewhat angular skips, and a variety of melodic ideas within one movement.

The harmony was expanded with more dissonance chords to produce an effect of action or tension.

There are frequent changes in the tempo and time signature.

The tuba, saxophone, and celeste were new instruments added to the orchestra.

OPERA COMPOSER OF THE ROMANTIC PERIOD

Franz Schubert

Link on how to pronounce the name

<https://www.youtube.com/watch?v=2Pm7maleSgk>



An Austrian composer who was born on January 31, 1797, in Himmelpfortgrund, near Vienna, died November 19, 1828, Vienna. He was the one who bridged the worlds of Classical and Romantic music. Melody and harmony were noted in his songs (*Lieder*) and chamber music. Among other works are *Symphony No. 9 in C Major (The Great; 1828)*, *Symphony in B Minor (Unfinished; 1822)*, masses, and piano works.

Suggested resources for Schubert's work:

<https://www.youtube.com/watch?v=ao8DGnCBApw>

Giuseppe Verdi

Link on how to pronounce the name:

<https://www.youtube.com/watch?v=aKbg9xDT93s>



A leading Italian composer of opera in the 19th century who was born on October 10, 1813, in Roncole, near Busseto, duchy of Parma, died on January 27, 1901, Milan, Italy. He was noted for operas such as *Rigoletto* (1851), *Il trovatore* (1853) *La traviata* (1853), *Don Carlos* (1867), *Aida* (1871), *Otello* (1887), and *Falstaff* (1893), and for his *Requiem Mass* (1874).

Suggested resources for Verdi's work:

<https://www.youtube.com/watch?v=fYDI6MWkCW8>

Richard Wagner

Link on how to pronounce the name:

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



Wilhelm Richard Wagner was born on May 22, 1813, Leipzig Germany, died on February 13, 1883 at Venice, Italy. He was a German dramatic composer and theorist whose operas and music had a revolutionary influence on the course of Western music, either by extension of his discoveries or reaction against them. Among his major works are *The Flying Dutchman* (1843), *Tannhäuser* (1845), *Lohengrin* (1850), *Tristan und Isolde* (1865), *Parsifal* (1882), and his great tetralogy, *The Ring of the Nibelung* (1869-76).

Suggested resources for Wagner's work:

<https://www.youtube.com/watch?v=5NvUyCdKAxM>

Giacomo Puccini

Link on how to pronounce the name:

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



Giacomo Antonio Domenico Michele Secondo Maria Puccini

Maria Puccini, was born on December 22, 1858 at Lucca, Tuscany Italy, died on November 29, 1924 at Brussels, Belgium. He was an Italian composer whose one of the greatest exponents of operatic realism, who virtually brought the history of Italian opera to an end. His mature operas included *La Bohème* (1896), *Tosca* (1900), *Madama Butterfly* (1904), and *Turandot* (left incomplete).

Suggested resources for Puccini's work:

https://www.youtube.com/watch?v=C4ZfMxE_8Og

George Bizet

Link on how to pronounce the name:

<https://www.youtube.com/watch?v=I7TUh-nGObQ>



Alexandre-César-Léopold Bizet

Bizet was born on October 25, 1838, Paris, France, died on June 3, 1875 at Bougival, near Paris. He was a French composer best remembered for his opera *Carmen* (1875). His realistic approach influenced the *verismo* school of opera at the end of the 19th century.

Suggested resources for Puccini's work:

https://www.youtube.com/watch?v=KJ_HHRJf0xg

Voice Classifications:

Male

1. Tenor – the highest male voice

E.g Don José, a corporal of Dragoons character in Carmen

Sample link: <https://www.youtube.com/watch?v=bEbXrxPm9UI>

2. Baritone- middle male voice. It is the common male voice between the bass and the tenor.

E.g Escamillo , a matador character in Carmen

Sample link: <https://www.youtube.com/watch?v=5wGg3qlsn6M>

3. Bass- lowest male voice

E.g Zuniga, a captain in Carmen

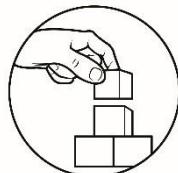
Sample link: https://www.youtube.com/watch?v=7Caj_1LmgPk

Female

1. Soprano – highest female voice
e.g. Micaëla, a peasant girl
Sample link: https://www.youtube.com/watch?v=bRrYwTxxQ_g
2. Mezzo- Soprano- most common female voice; strong middle voice, tone is darker or deeper than soprano
e.g. Mercédès, a gypsy friend of Carmen
Sample link: <https://www.youtube.com/watch?v=ur7Qxd8h8SE>
3. Contralto- lowest female voice
e.g. French Contralto Jeanne Gervielle-Réache ~ Carmen (1910 & 1909)
Sample link: https://www.youtube.com/watch?v=Oy9d9-rZegc&list=RDOy9d9-rZegc&start_radio=1&rv=Oy9d9-rZegc&t=43

Reflection:

1. How were the singers able to relay the message of the music?
2. What is your overall impression of the Romantic vocal music?



What's More

Activity 3: Let's Breathe

In this activity you are going to perform Breathing Exercises in preparation for your next activity. You may refer to the link below.

https://www.youtube.com/results?search_query=breathing+exercises+for+singing

Breathing Exercises for Singing:

- Inhale from your chest for 5 seconds and slowly exhale, control the release of the air (When You Inhale, You Shouldn't see upward motion)
- Take your hands wrap around your ribcage then take a breath like got surprise then exhale/collapse.
- Hissing exercise 35 to 45 seconds (Take a breath, control expansion)
- Pant like a Dog (relax your abdominal muscles from slow to fast)
- Produce sound While Panting (Ha ha ha ha ha ha) Make sure you're feeling the power come from your Diaphragm
- Do scales on Panting

Reflection:

1. How do you feel while doing the exercises?
2. Did you find the exercise easy and simple? Yes or No? Why?
3. Which of the steps give you a hard time doing? What makes it difficult to execute?
4. What should you do to improve your breathing capacity for singing?



What I Have Learned

Directions: Pay attention to the lyrics of the song below. Study it by searching its title or the link provided. Sing the song and after, answer the questions that follow. Below is a minus one link that you will be using for your performance. Take note of the rubric below on how you will be graded: May send you're minus one performance thru messenger. https://www.youtube.com/watch?v=KJ_HHRJf0xg

Carmen by George Bizet

Listening part: 0:38-0:50

L'amour! L'amour! L'amour!
L'amour!

Listening part : 0:51-1:05

L'amour est enfant de Bohême,
Il n'a jamais jamais connu de loi.
Si tou ne m'aimes pas, je t'aime.
Si je t'aime, prends garde à toi!

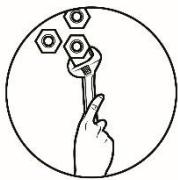
Minus one link: <https://www.youtube.com/watch?v=T4c6wergVuE> (0:42 – 1:15)

Reflection:

1. Which of the following musical fragments best fits your voice? Why?
2. Singing these music fragments, were you able to classify your own voice?
3. What is your voice classification?
4. Is it important to know your voice classification in choosing your song?
Why?

RUBRICS FOR SINGING PERFORMANCE:

CRITERIA	5	4	3	2
PRESENTATION	Sing with Excellent Confidence	Sing with very good confidence	Sing with good confidence	Sing with less confidence
FACIAL EXPRESSION	Excellent	Very good	Good	Fair
TONE QUALITY	Singing is clear	Volume is very good	Poor breath support	Will not sing
PRONUNCIATION	Excellent	Very Good	Good	Fair
LYRICS	The song lyrics are outstanding	The song lyrics are good	The song lyrics are somewhat coherent	The song lyrics are not coherent
TOTAL POINTS				



What I Can Do

Individual Activity: I Can See Your Voice

This is your time to showcase your talent and hear your voice out loud. You will choose a melody from the previously discussed musical fragments of songs of Romantic operas. Create lyrics that tell you of ways on how to maintain good health in this time of pandemic. Perform it in front of the camera in an A cappella. Take note of the rubric below on how you will be graded:

Criteria for Grading:

CRITERIA	10	8	6	4
CHOICE OF MUSIC FRAGMENTS	Excellent	Good	Satisfactory	Fair
PRONUNCIATION & INTERPRETATION	Sing with Excellent Confidence and correct pronunciation	Sing with very good confidence and correct pronunciation	Sing with good confidence and correct pronunciation	Sing with less confidence and less pronunciation
VOICE QUALITY	Singing is clear	Volume is very good	Poor breath support	Will not sing
TOTAL POINTS				

Summary

The Romantic period began around 1830 and ended round 1900, as compositions have become an increasing number of expressive and inventive. Expansive symphonies, virtuoso piano music, dramatic operas, and passionate songs took idea from artwork and literature. The music is very emotional, deriving its quality from huge powers and distinctive orchestration.

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.

The real achievements of Romantics in the theatre were in opera. Romantic operatic voice is trained to be full and rich, powerful enough to fill an opera house in the days before electronic amplification.

LET'S SEE WHAT YOU HAVE LEARNED



Assessment

Post-Test

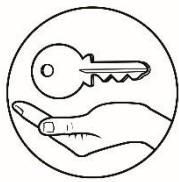
Summative Test

- I. Multiple Choice:** Encircle the letter of the correct answer.
1. It is a stage drama set to music and it is entirely made up of vocal pieces with instrument accompaniment usually with orchestral overtures and interludes.
a. fragments b. opera c. strophic d. vocal music
 2. Who is the greatest composer of German *lieder*?
a. Schubert b. Puccini c. Berlioz d. Bizet
 3. What do you call the common male voice?
a. Counter Tenor b. Baritone c. Dramatic d. Aria
 4. What do you call if a singer sings without instrumental accompaniment?
a. acapella b. falsetto c. passagio d. tessitura
 5. A French composer best remembered for his opera Carmen.
a. Wagner b. Puccini c. Verdi d. Bizet

II. Essay

1. In what ways does vocal music help you despite this pandemic?
2. What have you learned about the lesson?

Congratulations!



Answer Key

Pre- Test

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

Post -Test

II. ESSAY (Answers may vary)

5. D
4. A
3. B
2. A
1. B

I. Multiple Choice

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