

9 MAPEH

Music

Quarter 1



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This module is a resource of information and guide in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as worksheets/activity sheets provided by schools and/or Schools Division Offices and thru other learning delivery modalities including radio-based and TV-based instruction (RB/TVI).

CLMD CALABARZON

Music

Grade 9

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Music Grade 9
PIVOT IV-A Learner's Material
Quarter 1
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Guide in Using PIVOT Learner's Material

For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide the information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) for Music as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the child in the tasks and ensure the learner's mastery of the subject matter. Be reminded that **learners have to answer all the activities in their own notebook.**

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to **answer all activities on separate sheets of paper** and submit the outputs to your respective teachers on the time and date agreed upon.

PARTS OF PIVOT LEARNER'S MATERIAL

	Parts of the LM	Description
Introduction	What I need to know	The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson
	What is new	
Development	What I know	The teacher presents activities, tasks , contents of value and interest to the learners. This shall expose the learners on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved around the concepts to develop and master the skills or the MELC.
	What is in	
	What is it	
Engagement	What is more	The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	The teacher brings the learners to a process where they shall demonstrate ideas, interpretation , mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.
	What I can achieve	

Musical Elements during the Medieval, Renaissance, and Baroque Periods

Lesson

This lesson contains a series of learnings of Music from Medieval, Renaissance, and Baroque Period for Grade 9 students. This set of instructional materials is based on the philosophy, objectives, and list of learning competencies of the K to 12 curricula by the Department of Education.

The first topic of Western classical music history as understood traditionally begins with plainchant (also called "Gregorian" chant), the vocal religious practice of the Roman Catholic Church from the Medieval Period.

The Renaissance's grandest, most highly valued works of vocal music were polyphonic settings of the 'Ordinary of the Mass'. The Ordinary Mass is composed of five texts--Kyrie, Gloria, Credo, Sanctus, and Agnus Dei (the first words of the texts) that were included in every Mass, not only in Masses that celebrated special occasions.

The Baroque era of Western classical music is usually defined as the period from 1600 to 1750. Two stylistic tendencies that partially define the Baroque where there is an increased interest in the solo voice and a rise in the status of instruments and instrumental music.

Learning Task 1: Classify the following pictures according Medieval, Renaissance or Baroque as it belong. Write your answers in your notebook.



D

Learning Task 2: There are 10 words present in the puzzle that are related to the musical elements of selected vocal and instrumental music of the Medieval, Renaissance and Baroque music. Encircle all the words related to these 3 eras and write them down on the table of classification provided below the puzzle.

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

MEDIEVAL	RENAISSANCE	BAROQUE

Music of Medieval Period

- Medieval music was both sacred and secular .
- Monody or Monophonic Music meaning one sound or single line melodies
- Plainsong or plainchant is a monophonic consisting of one or unaccompanied single melody.
- Gregorian Chant— a monophonic or unison, liturgical music in Roman Catholic Church.
- Lute—one of the early music
- Later Middle Ages it gradually yielded to polyphony

Suggested Music: Listen to the link that features a Gregorian chant of the Medi-eval Period. <https://youtu.be/VqZ3kwdqtVY>

Music of Renaissance Music

The three basic purpose of Renaissance Music

1. Worship in both Catholic and burgeoning Protestant Churches
2. Music for the entertainment and edification of the courts and courtly life.
3. Dance Music

Characteristics of Renaissance Music

1. The birth of polyphonic “Golden Age of Polyphony”, vocal polyphony reaches a high degree of perfection with four or more voices of equal importance.
2. Imitation among voices are common
3. Melodic lines move in a flowing manner
4. Express in moderate, balanced way, with no extreme contrast of dynamics, tone color or rhythm
5. Bass register was used for the first time.
6. Rhythm is more gentle flow than a sharply defined beat
7. Clarity, balance, euphony within well-regulated limits prevails
8. Modality (the use of church mode) still prevails in both sacred and secular.

Madrigal – a form of secular vocal polyphonic music composition which originated from Italy. It was written and expressed in poetic text and sung during courtly social gatherings. It is the most important secular form during the Re-naissance period.

A. Characteristics of Madrigal

Polyphonic

Sung acapella

Through – composed

Number of voices varies from 2 to 8 and Frequently from 3 to 6

Suggested Music: Listen to April Is in My Mistress Face by Thomas Morley <https://youtu.be/OiOWQzRHmb1>

Guide Questions: Which music are you familiar with? Why?

Which songs can you relate to?

Sacred or secular music? Why?

Mass – is a form of sacred musical composition that sets texts of the Eucharistic liturgy into music.

A. Characteristic of the Mass

1. Polyphonic

2. Maybe sung acapella or with orchestral accompaniment

3. Text may be syllabic (one note to each syllable), neumatic (few notes to one syllable), or melismatic (many notes to one syllable).

Motet— is a polyphonic choral works in Latin text. It can be used in any service of the churches and usually in acapella. Sound smoothing and imitative in nature.

Music of the Baroque Period

The word baroque can be traced from the ancient Portuguese noun *barocco* – a pearl that is not round but of unpredictable and elaborate shape or pearl of irregular shape .

Baroque became popular and successful because the Roman Catholic Church encouraged its development. The Catholic Church decided at the time of the council of Trent that the arts communicate religious themes through man s direct and emotional involvement.

Characteristics Baroque Music

1. Melodies sound elaborate and ornamental
2. Primarily contrapuntal textures with some homophony
3. Dynamic contrast– alteration between loud and soft , also known as Terrace Dynamics
4. Music genres—operas, oratorio, suites, tocatas, concerto grosso, fugue
 - a. Opera—a dramatic work or genre of classical time
 - b. Oratorio—a religious narrative large scale work for orchestra and voices performed without costume, scenery or action.
 - c. Suite— a set of instrumental compositions for dance style.
 - d. Concerto Grosso—instrumental form for small group of soloist and full orchestra
 - e. Fugue— contrapuntal composition in which a short melody is introduced by one part and successively taken up by others and developed by interweaving the part.
5. Harpsicord and organ are the keyboard instruments that are commonly used.
6. Orchestra consists of strings and continuo

Learning Task 3: Compare the three (3) Eras according to their distinct characteristics (Medieval, Renaissance, Baroque).

Category	Medieval	Renaissance	Baroque
Vocal Music			
Instrumental Music			
Melody			
Texture			
Dynamics			
Rhythm			

E

Learning Activity 4: Seek the assistance of your parents or any elders within the family. List 3 songs that are commonly sung during religious event/church service or worship. Sing one song from the list with your any members of the family. Do it in your notebook

B. Answer the following analogy on a piece of paper. Find your answers on the box below and write your answer on a piece of paper.

1. Baroque: barocco; Renaissance: _____
2. Liturgical music: _____; Secular music: Nonreligious
3. Renaissance: Golden Age; Medieval: _____
4. Harpsicord: _____; Lute: Renaissance
5. Motet: Medieval; _____: Renaissance
6. Imitation of Voices: _____; Dynamic Contrast: Baroque
7. _____: Monophonic; Renaissance: Polyphonic
8. Mass: Eucharistic Liturgy; _____: Poetic text
9. Medieval: Churches; Renaissance: _____
10. _____: Group of Singers; Instrumental Music: Voice with Instrument Accompaniment

BAROQUE

SACRED

MASS

CHORAL MUSIC/CHANT

COURTS

RENAISSANCE

MEDIEVAL

RENAITRE

DARK AGES

MADRIGAL

A

- The first three periods of Western Music History are classified as Medieval, Renaissance, and Baroque. Each period has its distinctive characteristic, istorical, and cultural backgrounds.
- A type of music from the Medieval Era is the Gregorian Chant, which was mainly used in the early Christian Church.
- Music during the Renaissance Period became an important leisure activity. Members of the upper-class were expected to have received musical training. Imitative polyphony is the distinctive characteristic of Renaissance Music.
- The Baroque Period is characterized by grand and elaborate ornamentation of sculptures, theaters, arts, and music. The music genres which flourished during the Baroque Period were the concerto, the fugue, the oratorio, and the chorale
- Music evolved alongside man's constant quest for growth and development.

Learning Task 5: Read and carefully analyze each statement. Choose the letter of the best answer on a separate sheet of paper. (15 points)

1. The following are the characteristics of the Renaissance music except:
 - a. Mostly monophony
 - b. Imitation among voices is common
 - c. Use of word painting in texts and music
 - d. Melodic lines move in a flowing manner
2. It is known as non-religious music.
 - a. Concerto
 - b. Sacred music
 - c. Secular music
3. It is an alteration between loud and soft sounds
 - a. Dynamic contrast
 - b. Melodic lines
 - c. Primarily contrapuntal
4. Harpsichord and organ are the keyboard instruments that are commonly used during this period.
 - a. Baroque Period
 - b. Medieval period
 - c. Renaissance Period
5. It was the most prominent instrument of the Renaissance Era.
 - a. Keyboard
 - b. Harpsichord
 - c. Lute

Music of the Medieval, Renaissance, and Baroque Periods

I

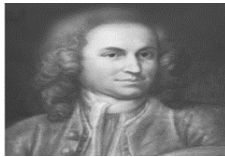
Lesson

This lesson contains the second part of study of Music from the Medieval, Renaissance, and Baroque Period for Grade 9 students. This set of instructional materials is aligned on the philosophy, objectives, and list of learning competencies of the K to 12 curriculum by the Department of Education.

- The lesson is focused on the performance practice of Music based on the Medieval Period, the Renaissance period, and the Baroque Period.
- The concepts are presented through interactive approaches in music. In this module, you will learn another important concept in the history of Western Music. We will be discussing the performance practice (setting, composition, role of composers, performers, and audience) of the Medieval, Renaissance, and Baroque period, identifying known composers, and we will also know about the role of music in people's lives back then.

Music in the three different eras (Medieval, baroque and Renaissance) were directly associated to the other forms of arts and history of the time, proving more that musical styles are related to the historical background of every period.

Learning Task 1: Name each composer from the Medieval, Renaissance and Baroque Period, found on the next page. Identify from what period/era they belong. Write your answers in your notebook.



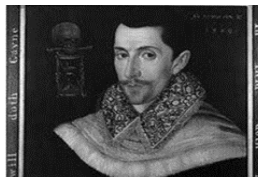




- **MEDIEVAL***







D

Learning Task 2 : Read and carefully analyze each statement. Choose the letter of the best answer on a separate sheet of paper. (15 points)

1. It was during this period that secular music became popular.
A. Medieval period B. Renaissance Period C. Baroque Period
2. It is a piece for several voices set to a short poem, usually about love, and it is used in its vernacular language.
A. Mass B. Madrigal C. Motet
3. It is considered as the golden age of a Capella music.
A. Medieval Period B. Renaissance Period C. Baroque Perio
4. He was a prolific composer who wrote the most famous oratorio, *The Messiah*.
A. Vivaldi B. J.S. Bach C. G. F. Handel
5. The monophonic melodies of its music, to which improvised accompaniment may have been added were often lively.
A. Medieval Period B. Renaissance Period C. Baroque Period

Prominent Composers of the Eras

Adam de la Halle, was a French-born trouvère, musician, and poet. He was also known as **Adam le Bossu (Adam the Hunchback)**. He made history in the world of music during the medieval Period. He is known for his uniqueness and versatility.

He was a self-proclaimed genius, often describing himself as Maistre (Master) because of his completion of some advanced studies. He also explored and mastered the monophonic composition and its more complex form-the motet. He died in Italy 1285.

Giovanni Pierluigi Da Palestrina an Italian Renaissance composer of sacred music and the best known 16th-century representative of the Roman School of musical composition. He composed more than 100 mass settings and over 250 motets. Before he achieved his goals, he was an organist and a choirmaster. He performed both at the Sistine and the St. Peter Chapels.

THOMAS MORLEY is another famous composer of the Renaissance Era. He was also an organist at St. Paul's Cathedral. Together with Robert Johnson, they are the only composers who survived contemporary setting of verse by Shakespeare.

The Baroque period was generally a time of newfound ideas. From major innovations in science to vivid changes in geography, people were exploring the world around them. The music of the Baroque Period was just as extreme as the new changes. Many of the illustrations personalities from the early part of the Baroque Period such as **Antonio Vivaldi** and **Claudio Monteverdi** came from Italy. Later, composers from Germany, like the famous **Bach** and **Handel**, began to take center stage in Baroque music composition.

The first great oratorios surfaced in the early 18th century. The works were made public as concert presentations with solo performers, chorus, and orchestra. **George Friedrich Handel** was the most prolific composer of this style and wrote many works such as *Israel in Egypt*, *Saul*, *Samson*, and the most famous among all - the *Messiah*. One of the most well-known **chorus** in the *Messiah* is **Hallelujah Chorus** where the audience is being stand up while it is being sung.

Performance Practices during Medieval, Renaissance and Baroque Period

Early Christian Chant—it consisted of psalm, hymn, and some sacred song that were not part of the liturgy or formal church service. The chant could be sung by a single chorus: antiphonally, by two alternating choirs or responsorial, by a soloist alternating with a choir.

Gregorian Chant— an important part in consolidating the liturgy and music of the Roman Church. It usually implies a special branch of plainsong that constitutes the greatest body of pure melody known to man.

Madrigal— The madrigal of Renaissance is a piece of vocal chamber music set for four to six voices part of equal importance. The text usually deals with sentimental or love interest. Madrigals were sung in all sorts of courtly social gatherings.

Motet— a style of vocal composition that can be a secular works for solo and instrumental accompaniment, with or without a choir.

Dramatic Music of Baroque Period

Oratorio—a religious narrative large scale work for orchestra and voices performed without costume, scenery or action. Oratorio makes uses of a narrator, vocal soloists, chorus and orchestra.

Cantata— similar to oratorio except that it is a short, lyrical form. It deals varied subjects matter, either religious or secular. It is also written for a small number of performer, often limited to soloist with few accompanying instruments.

Suite— a set of instrumental compositions for dance style. Consist of a series of dances derived from social or court dances of the time.
(Allemande, Courante, Sarabande, Gigue)

E

Learning Task 3: Fill in the table with Performance Practices of the Eras according to the category. (Secular or Sacred).

Secular Music	Sacred Music

Cantata Madrigal	Early Christian Motet	Chant Oratorio	Gregorian Chant Suite
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Many music was not bound by Catholic traditions emerged and most of the music were performed across Europe by groups of musician called *Troubadours*.

Troubadour Music—usually monophonic

- Sometimes with improvised accompaniment
- Tells of chivalry and courtly love



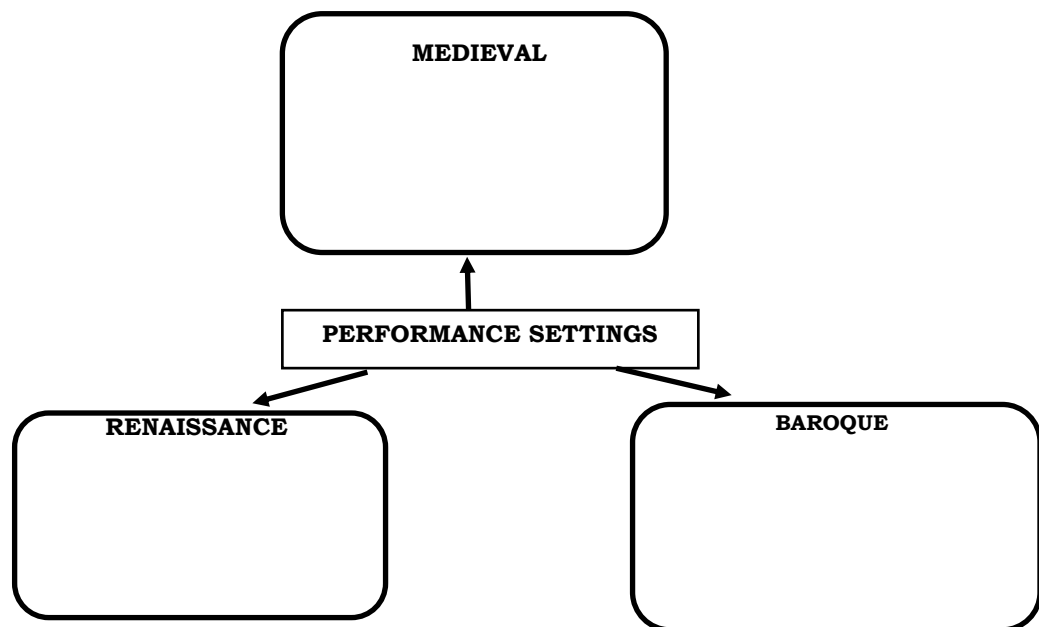
The Music of the Medieval period, like any other kind of music, expressed feelings that are difficult to put into words, and words that cannot remain silent.

One of the most famous trouveres is *Adam dela Halle*, who was the composer of one of the oldest secular music theater pieces known in the West, “*Le Jeu de Robin et Marian*”.

The Renaissance may be described as the age of human creativity- the time where the brilliant and great artist and composers were born like Giovanni Pierluigi da Palestrina.

Music is an essential part of civic, religious, and courtly life in this period. It is also a form of prayer as the Mass served as one of the most important and sacred form of music, while the text of many of these Madrigals however centered on themes of spurned love, which are commonly sad but pleasing to the senses.

Learning Task 4 :Complete the concept map of performance settings below by writing the things you learned about musicians/composers, setting, audience, performers, and themes of Medieval, Renaissance and Baroque Period. Do this in your notebook.



Relates Medieval, Renaissance, and Baroque Music to Other Art Forms

Lesson

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This lesson contains the study of Music from the Medieval, Renaissance, and Baroque Period for Grade 9 students. This set of instructional materials is aligned on the philosophy, objectives, and list of learning competencies of the K to 12 curriculum by the Department of Education.

This lesson is focused on the relationship of music based on the Medieval Period, the Renaissance Period, and the Baroque period to other art forms and its history within the era.

Learning Task 1: Use the table below to locate the following events according to their period. Do this in your notebook.

Important events during the Medieval, Renaissance, and Baroque period relates to other art forms and in history within the era.
Identify to which period the following historical events, or art form/s being described below.

Monarchy	Invention of the printing press
Invention of telescope	Greek vases provide evidence in music
Invention of the compass	Operas became evident during this period
Martin Luther s Protestant Reformation	
architects built increasingly tall and imposing cathedrals for worship	
Geniuses offered unique perspectives through their art	
Poets and musicians were attached to the courts	
Copernicus s discovery of the actual position of the earth in the Solar system	

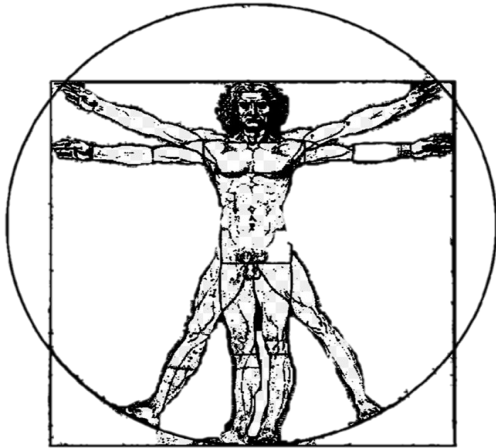
D

Learning Task 2 : Read and understand each item carefully. Identify the following historical ideas or art form if it is **TRUE** or **FALSE**. Write your answers on a separate sheet of paper.

1. The Greek word *musicka* referred to music alone.
2. The single, most important achievement of Baroque music is the invention of Cantata.
3. Images of people singing and playing instruments, such as those found on Greek vases provide evidence that music was used.
4. The invention of the printing press during the Renaissance era allowed the disbursement of knowledge in an unprecedented manner.
5. Cantata came from the Italian word *cantare* which means to sing .

Music of the Medieval, Renaissance, and Baroque periods has a relation with other forms of art and in the history and lives of people in those times.

What period may be gleaned from the visuals below? Identify if it is Medieval, Renaissance, or Baroque Period. Write your answers on a separate sheet.



1. Vitruvian Man



3. David



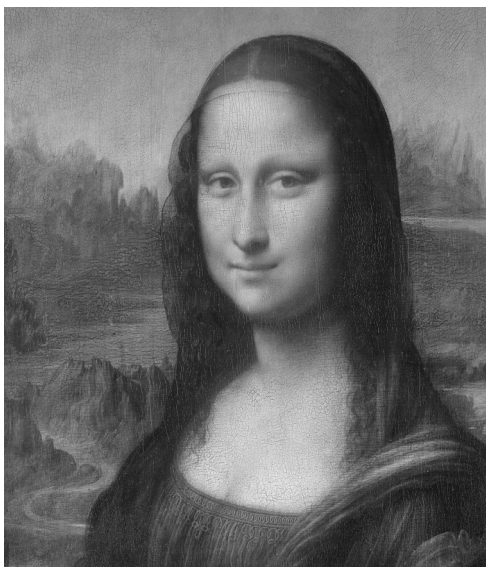
2. Chorale



4. School of Athens



5. Ecstasy of St. Theresa



6. Monalisa



7. Byzantine monumental

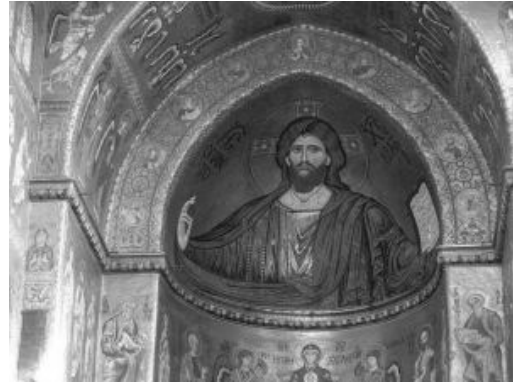


8. A performance of Lully's opera *Armide* in the Salle du Palais-Royal in 1761

- Images of people singing and playing instruments, such as those found on the Greek vases provides evidence that music was used for ancient theater, dance, and worship.
- *Pythagoras* might be thought of as a father of the modern study of acoustics due to his experimentation with bars of iron and strings of different lengths.

Renaissance Period

- Byzantine Monumental Church mosaics are one of the greatest achievements of medieval art. These are from Monreale in Sicily from the late 12th century.



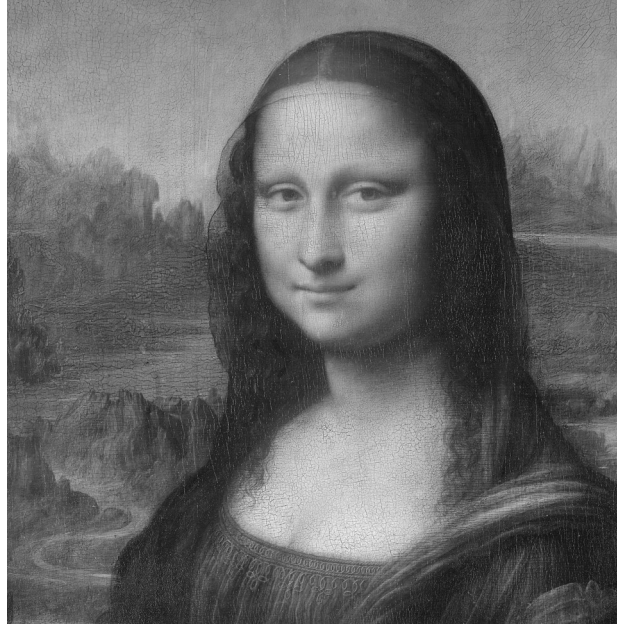
Medieval Stained Glass

- Chartres Cathedral - Composed of 167 stained glass windows built in 1190-1220 CE



- Literally meaning rebirth, as a revival of interest in ancient Greek and Roman culture.
- This was the time when man discovered that the world is round.
- The invention of the printing press allowed the disbursement of this knowledge in an unprecedented manner.
- The invention of the compass permitted the navigation of the world's oceans and the subsequent discovery of lands far removed from the European continent.
- Prominent personalities in science were Galileo and Copernicus, in arts, this was the time of Michaelangelo, Leonardo da Vinci and Raphael.
- Copernicus discovery of the actual positions of the earth in the solar system.
- Martin Luther's Protestant Reformation, the Catholic Church lost its grip on society and a humanist spirit was born
- This spirit manifested itself in the painting and sculpture of Michelangelo, the plays of Shakespeare, and in both the sacred and the secular dance and vocal music of the greatest composers of the era.

The following are the examples of visual arts during the Renaissance period.



Monalisa
by Leonardo da Vinci



St. George and the
Dragon by Raphael
Dragon by Raphael



Madona and Child by Michelangelo

Baroque Period

- Baroque art forms reflected with aspects of grandeur, expansiveness, theatricality, ornamentation, and rhythmic vitality.
- Baroque is an era of absolute monarchy. The ruler of France was King Louis XIV, Cromwell ruled England and Peter the Great governed Russia.
- The aristocracy has a different culture from the middle class.
- Opera was created as new form and performed for the public on a lavish scale little known today.
- Great thinkers like Descartes, Hobbes, Spinoza, and Locke tackled the big questions of existence. Geniuses like Rubens, Rembrandt, and Shakespeare offered perspectives through their art.
- First half of 17th century was dominated in Germany by the religious, political wars known as the “Thirty Years War.” (Protestant-Catholic).
- Advances in technology, such as the invention of the telescope, made what was believed to be finite seem infinite.



Here is an example of Baroque art:

La lattaia (The Milkmaid) by Vermeer

Guide Question: Let's think and reflect by answering the following questions.

- What pieces of evidence showed that music was used during Medieval times in many ways?
- Why was the Renaissance period called the period of discoveries and new beginnings?

E

Learning Activity 3: Relate the different art forms from the picture to the music of their eras according to elements and its function.



Medieval Period



Renaissance Period



Baroque Period

Learning Task 4: Fill in the table by writing the word on each column corresponding to eras . Do this in your notebook.

	History/ Event	Music Function	Arts Forms
Baroque			
Renaissance			
Medieval			

exaggerated	Gregorian Chant	fugue	Mona Lisa
Pythagoras	rebirth	stained glass	



Learning Task 5 : List down your realization and personal perspectives regarding the significant relationship of music of Medieval, Renaissance and Baroque with their history and other form of arts. Translate your output to any of the following:

- a. 1-2 stanza poem
- b. Simple jingle (adopt melody from any medieval, renaissance or Baroque music)
- c. Visual art using any medium
- d. Instrumental playing interpretation of any adopted eras.

Output A or B may be written directly in your notebook, while if you choose output C, you may use a short bond paper/ cardboard/ illustration board.

Improvisation of Appropriate Accompaniment to Selected Music from the Medieval, Renaissance, and Baroque Period

WEEKS

4-5

I

Lesson

This lesson gives an overview of the importance of improvisation of music from the Medieval, Renaissance, and Baroque Period. These concepts and lessons aligned with the K-12 Program of the Department of Education in Music. This invites you to interact creatively with nature or with the things that surround us. With all of these things, you can be able to create or either relate with the music from the Western Classical Period. In this lesson you are expected to improvise an appropriate accompaniment to selected music in Western Music. Thus, deeper appreciation with Medieval, Renaissance, and Baroque music. You are expected to give the meaning of musical improvisation and its importance, identify some musical instruments used during Medieval, Renaissance, and Baroque Periods, create musical accompaniment to selected music in Medieval, Renaissance, and Baroque periods using improvise instruments.

Learning Task 1: Musical improvisation was visibly applied with the Western Classical Music. Identify some of the important terminologies with the musical improvisation described. Write your answers in a separate sheet of paper.

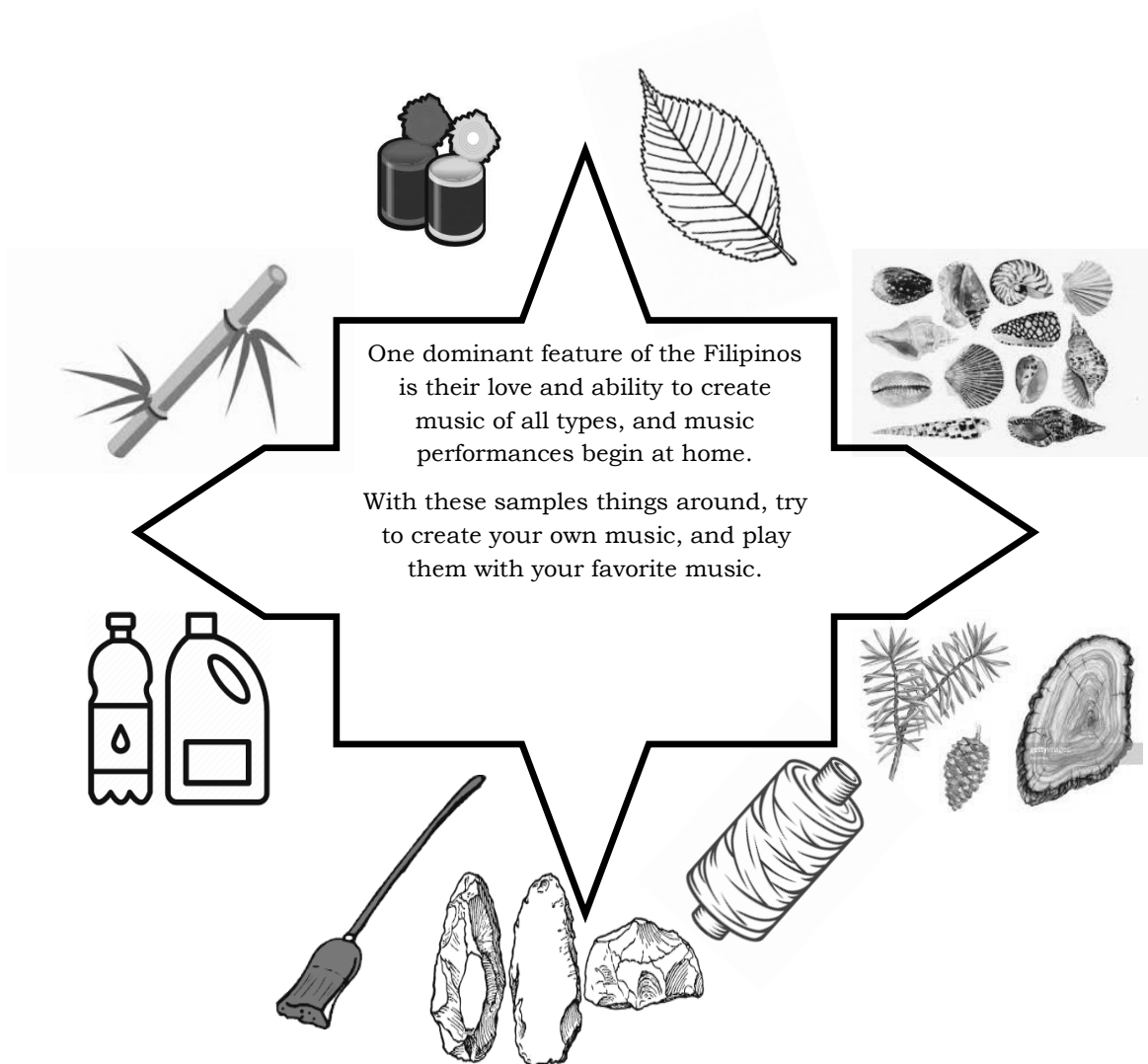
1. It is a creative invention, fusion, or advancement in music that plays an important role during the Western Classical times.
2. It is a period wherein melodic improvisation was an important factor in European music.
3. It is a tubular wind instrument in general or various specific wind instruments.
4. It is a period wherein composers were more open to musical experimentation.
5. These are evergreen perennial flowering plants in the subfamily Bambusoideae of the grass family Poaceae that can be used as a musical instrument.
6. It is the smallest and highest-pitched of the string instrument family, it is also an important instrument during the Renaissance period.
7. Musicians or minstrels who traveled used musical instruments as they performed on street corners or courts. minstrels

8. It is the period wherein more detailed documentation of improvisational practice, is in the form of published instruction manuals.
9. It is a musical device created or adapted to make musical sounds. In principle, any object that produces sound.
10. It is a keyboard instrument in which the strings are plucked, rather than hit with a hammer.

D

Learning Task 2: Read and understand each item carefully. Then fill in the missing word or phrase to make the idea complete. Choose your answer in the box and write it on a separate sheet of paper.

1. Musical improvisation is the creative activity of immediate musical composition, which combines performance with communication of emotions and _____.
2. Melodic improvisation was an important factor in _____ music from the earliest times.
3. The first detailed information on improvisation technique appears in ninth-century treatises instructing singers on how to add another melody to a pre-existent liturgical chant, in a style called _____.
4. Following the invention of music printing, there is a more detailed documentation of improvisational practice, in the form of _____ instruction manuals.
5. Improvised counterpoint over a cantus firmus constituted a part of every musician's education, and is regarded as the most important kind _____.



Musical improvisation (also known as **musical extemporization**) is the creative activity of immediate musical composition, which combines performance with communication of emotions and instrumental technique as well as a spontaneous response to other musicians. Sometimes, musical ideas in improvisation are spontaneous but may be based on chord changes in classical music and many other kinds of music. One definition is a "performance given extempore without planning or preparation." Another definition is to "play or sing (music) extemporaneously, by inventing variations on a melody or creating new melodies, rhythms, and harmonies." *Encyclopædia Britannica* defines it as

"the extemporaneous composition or free performance of a musical passage, usually in a manner conforming to certain stylistic norms but unfettered by the prescriptive features of a specific musical text. Improvisation is often done within (or based on) a pre-existing harmonic framework or chord progression. Improvisation is a major part of some types of 20th-century music, such as blues, rock music, jazz, and jazz fusion, in which instrumental performers improvise

Medieval period

Although melodic improvisation was an important factor in European music, from the earliest times, the first detailed information on improvisation technique appears in ninth-century treatises instructing singers on how to add another melody to a pre-existent liturgical chant, in a style called organum. Throughout the Middle Ages and Renaissance, improvised counterpoint over a *cantus firmus* (a practice found both in church music and in popular dance music) constituted a part of every musician's education and is regarded as the most important kind of unwritten music before the Baroque period.

Renaissance period

Following the invention of music printing at the beginning of the sixteenth century, there is a more detailed documentation of improvisational practice, in the form of published instruction manuals, mainly in Italy. In addition to improvising counterpoint over a *cantus firmus*, singers and instrumentalists improvised melodies over ostinato chord patterns made elaborate embellishments of melodic lines and invented music extemporaneously without any predetermined schemata. Keyboard players likewise performed extempore, freely formed pieces.

Baroque period

The kinds of improvisation practiced during the Renaissance—principally either the embellishing of an existing part or the creation of an entirely new part or parts—continued into the early Baroque, though important modifications were introduced. Ornamentation began to be brought more under the control of composers, in some cases by writing out embellishments, and more broadly by introducing symbols or abbreviations for certain ornamental patterns.

In the Baroque era, performers improvised ornaments, and basso continuo keyboard players improvised chord voicings based on figured bass notation. However, in the 20th and early 21st century, as "common practice" Western art music performance became institutionalized in symphony orchestras, opera houses and ballets, improvisation has played a smaller role. At the same time, some contemporary composers from the 20th and 21st centuries have increasingly included improvisation in their creative work.

Instruments Used in Medieval, Renaissance, and Baroque Music

In the Middle Ages, mostly the music was vocal and unaccompanied. The church always wants to remain the music as pure and solemnly nor it was less distracting. Later on, musical instruments were allowed in the church such as bells and organs, for it was mainly used only to observe important days in the Liturgical times. Musicians or minstrels who traveled used musical instruments as they performed on street corners or courts. These include fiddles, harps, and lutes. The lute is a pear-shaped string instrument with a fretted fingerboard.

Examples of Instruments used in **Medieval, Renaissance, and Baroque Music.**

- Church Bell
- Lute
- Organ

During the Renaissance era, the musical activities shifted from the church to the courts. Composers were more open to experimentation. Based on these, more composers used musical instruments in their compositions. For instruments that produced softer and less bright, sounds were preferred for indoor events. While louder and more brilliant-sounding instruments were preferred for outdoor events.

Musical instruments used during this period include the cornett, harpsichord, and recorder. A musical instrument called shawm was used for dance music and outdoor events. The shawm is the predecessor of the oboe.

String instruments such as the lute, violin, viola, cello, and double bass. Brass instruments like the trumpet, horn, and sackbut were used. Popular wind instruments included the recorder, flute, oboe, and bassoon. Baroque keyboard music was often composed for the organ or harpsichord. Occasionally, baroque composers utilized other unique and lesser-known instruments which have since become obscure.

At present times, people were born with gifted with a strong sense of musicality, individuals turn to music to express their emotions, Every song they sing, every instrument they play, every musical piece they create is a reflection of themselves, that is why people create neither nor improvise music which is available in the surroundings.

E

Learning Task 3: Read and understand each item carefully. Identify the following correct ideas with **YES**, then **NO**, if it is not. Write your answer on a separate sheet of paper.

- _____ 1. Baroque instrumental music was often composed for the organ or harpsichord.
- _____ 2. During the Renaissance era, the musical activities shifted from the church to public places.
- _____ 3. Musicians or minstrels who traveled used musical instruments as they performed on street corners or courts.
- _____ 4. The first detailed information on improvisation technique appears in ninth century treatises instructing singers on how to add another melody to a pre-existent liturgical chant, in a style called organum.
- _____ 5. In the Middle Ages, mostly the music was written and unaccompanied.

A

Learning Task 4: Take your time to think and reflect about the whole lesson and answer this 3-2-1 statements.

3- Things you've learned.

2- Thing's you find interesting

1- question you still have

Performs Music of the Medieval, Renaissance, and Baroque Periods

Lesson

I

This lesson gives you an overview of performing music from the Medieval, Renaissance, and Baroque Period. It helps the learners to study and create performances of any Medieval, Renaissance, and Baroque music that they want with their deeper appreciation, you are expected to perform Western Music. Thus, rubrics are also presented as a basis for an evaluation of how one should be rated. You are also expected to review concepts of Medieval, Renaissance, and Baroque music.

Learning Task 1: Classify the following words or phrases to which period it belongs; copy the table below on your answer sheet or on your activity notebook.

Imitation of pitch and or voices
Musical Genres
Madrigal
Gregorian chant
Mass
Choral Music

Liturgical music
Polyphonic music
Performance of many instruments
Opera
Monophonic music
Cantata

MEDIEVAL MUSIC	RENAISSANCE MUSIC	BAROQUE MUSIC

D

Learning Task 2: Read and understand the following statements. If the statement is correct, write **TRUE** and **FALSE** if otherwise. Answer on a piece of paper or on your activity notebook.

1. Western music started by the fall of the Roman Empire.
2. Monophony is a vocal music which has several melodies sung at the same time.
3. Some musical terms developed during the baroque period was still used today.
4. A Capella music came from an Italian term which means "in the manner of the chapel".
5. Instrumental music includes the use of instruments only.
6. During the 16th century, instrumental music flourished rapidly and several techniques were made.
7. Liturgical music of the Medieval period is secular music.
8. At the beginning of the middle age of western music, there were so many instruments.
9. Madrigal is the secular music of the Renaissance period.
10. Acapella uses human voices and also instruments.

The middle age of Western music developed in Europe as we know started by the fall of the Roman empire. By this time, Christian Church became a prominent influence on Europe's culture, politics, and also in music with which give birth to many vocal and instrumental music. These influence in music flourished not only during this time but still flourished by the next era by adding and changing some practices and theories. Furthermore, these musical practices and theories became the backbone of the music that we have until this modern day.

The western vocal music that was developed in Europe was Monophonic music and Polyphonic music. Monophonic music has a single line of melody and on the other hand, Polyphonic music has several melodies that are sung at the same time. Another term that we are most familiar with was Acapella music, this is an Italian term which means "in the manner of the chapel". This is the kind of music that uses human voices without any accompaniment of musical instruments in the background.

Acapella can be done with a single person or a group of people who harmonize their voices. Vocal music for a group of people is also called choral music, in this music, people are divided into different voice ranges, such as bass, tenor, alto, and soprano.

At the beginning of the middle age of western music, there were only a few instruments and their primary usage then was to double or to substitute for voices in vocal polyphonic music or to provide music for dancing. Then during the 16th century, instrumental music flourished rapidly, and techniques were made like such as strongly accented intervallic skips, wide ranges, long, sustained tones and phrases, and much melodic ornamentation.

This era consists of liturgical music (sacred music) and secular music (non-religious music). It includes vocal music, such as Gregorian Chant and choral music, and instrumental music, which uses both instruments and voice.

Among the music during this era, Gregorian Chant became popular. As we all know, this chant is monophonic vocal works and is historically performed during various Roman Catholic ceremonies. The chant performance ranges from a lone soloist to a large choir. In some cases, chant performance may alternate between groups, or between a group and soloist.

The development of polyphonic music also started during this era but mostly furnished during the Renaissance period.



Learning Task 3: Read carefully the following questions. Write your answers in a separate sheet of paper.

1. After listening with the suggested music, were you able to identify Vocal from Instrumental music? How?

2. What is the difference between instrumental and vocal music?

3. What are the different types of instrumental music presented?

B. Listen to any popular Medieval, Renaissance, and Baroque music. Study and perform it either in Acapella or with any accompaniment (can be improvised or with musical instrument if you have). Let your family members watch and grade your performance with the rubric below.

CRITERIA	EXCELLENT 4 points	AVERAGE 3 points	FAIR 2 points	POOR 1 point
Intonation	Sings the whole song in tune.	Sings in tune.	Sings out of tune most of the time.	Sings the song out of tune.
Rhythmic Accuracy	Confidently performs all rhythm correctly	Most of the rhythms are performed correctly	Some basic rhythms are performed correctly	Most rhythms are performed incorrectly
Musician-ship	Performs the piece with correct dynamics and phrasings.	Most dynamics and phrasings were performed correctly.	Some dynamics and phrasings were performed.	No Dynamics and phrasing were performed.

E

Learning Task 4: During the Renaissance times, one of the main purposes of music was to accompany dancing. And by that, dancing was also an important social activity of the nobility and the small but growing middle class. Likewise, now, the music of the country dances of common folk was likely still improvised by self-taught local musicians.

1. Choose one Renaissance or Baroque piece. Listen to it.
2. With a friend or family member, create simple steps (basic folk dancing) with accompanying music from Renaissance or Baroque music.
3. Perform it with your peer, or family members. Let some members rate your performance.

RUBRIC	PERCENTAGE
Choreography	35%
Timing and Basic Rhythm	35%
Posture	15%
Mastery	15%
Total	100%



Learning Task 5: Listen to the different music performance of different period (Medieval, Renaissance, and Baroque) and answer the following questions:

1. What can you say about the performance?

2. Which performance suits your taste in music and why?

Learning Task 6: Watch from one of the instrumental/vocal music of Medieval, Renaissance, and Baroque Period from the YouTube (ex. Concerto, cantata, oratorio, etc.,)

Together with friends or family members, create a mini concert singing and performing music, with or without (either improvised) musical accompaniment.

Ask a friend or neighbor to rate your performance.



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