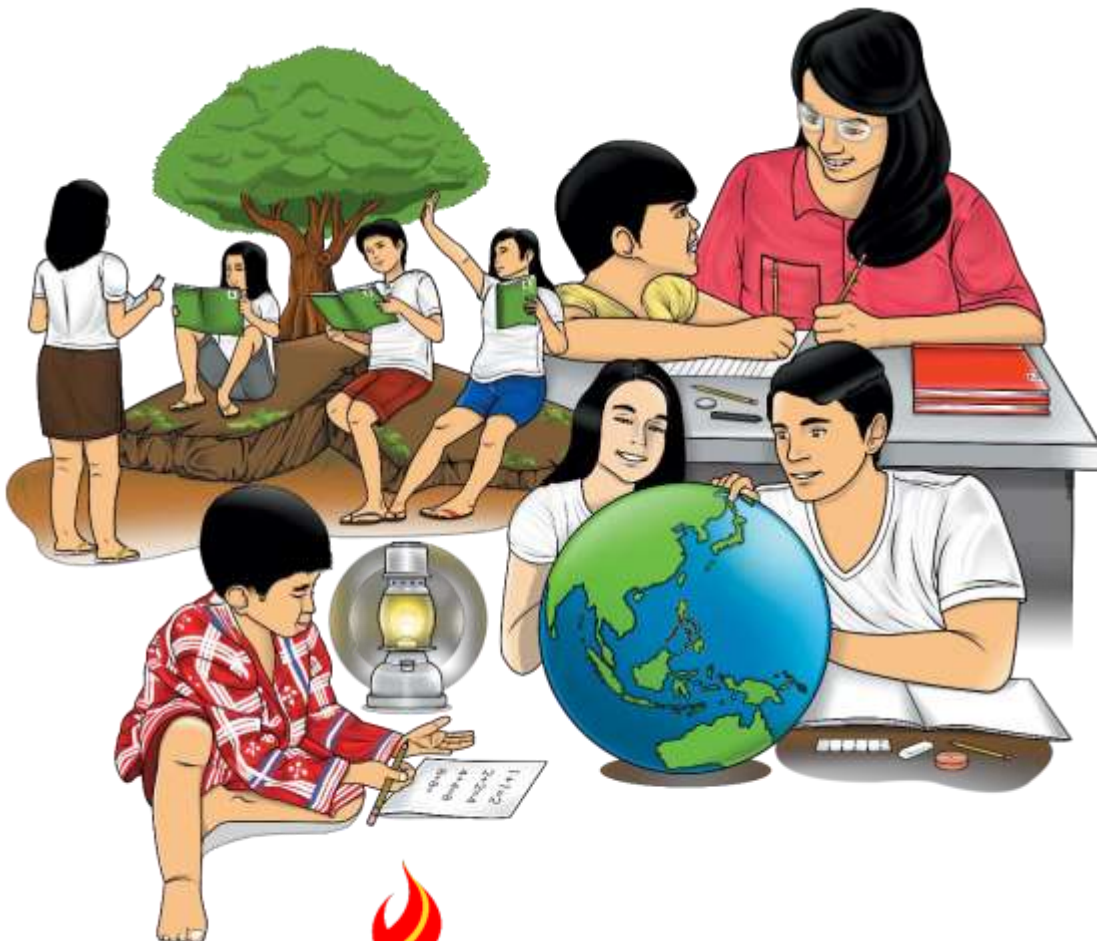


Music

Quarter 1 – Module 1: Music of the 20th Century



Music – Grade 10
Alternative Delivery Mode
Quarter 1 – Module 1: Music of the 20th Century
First Edition, 2020

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10

Music

Quarter 1 – Module 1:
Music of the 20th Century

Introductory Message

For the Facilitator:

Welcome to the Music 10 Alternative Delivery Mode (ADM) Module on the Music of the 20th Century. This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you or the teacher in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into 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.

In addition to the material in the main text, you will also see this box in the body of the module:



Notes to the Teacher

This module is a self-directed module intended for the learner to study at his most convenient time and place. This is a complete package of three lessons that contain learning competencies, pre-assessment, lesson proper, post-assessment, summary of learning, key answers, and references.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the Learner:

Welcome to the Music 10 Alternative Delivery Mode (ADM) Module on the Music of the 20th Century.

The hand is one of the most symbolized parts of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner are capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instructions carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and in checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are done with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and increase understanding of the relevant competencies. You can do it!



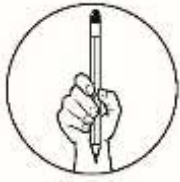
What I Need to Know

This module provides you the foundation of Music in the 20th century. In your journey through the discussions and different tasks, you are expected to:

1. describe distinctive musical elements of given pieces in 20th century styles; (MU10TC Ia-h-2)
2. explain the performance practice (setting, composition, role of composers/performers, and audience) of 20th century music; (MU10TC Ib-g-4)
3. relate 20th Century music to other art forms and media during the same time period; (MU10TC Ia-g-3)
4. perform music sample from the 20th century; (MU10TC Ib-5) and
5. evaluate music and music performances using guided rubrics.

The module is divided into 3 lessons, namely:

- Lesson 1 – Impressionism
- Lesson 2 – Expressionism
- Lesson 3 – 20th Century Musical Styles



What I Know

Read the statements carefully and identify what is being described. Choose the letter that represents your best answer. Write your answer on a separate sheet of paper.

1. His technique in composition is the use of semi-tone scale.
 - a. Cage
 - b. Debussy
 - c. Glass
 - d. Schoenberg

2. It is the mark of the beginning of the Contemporary Period.
 - a. Chance Music
 - b. Expressionism
 - c. Impressionism
 - d. Jazz

3. This composer believes that “Because there is little sense of goal-directed motion, music does not seem to move from one place to another.”
 - a. Cage
 - b. Debussy
 - c. Glass
 - d. Schoenberg

4. Schoenberg experienced Triskaidekaphobia which is the fear of the number _.
 - a. 11
 - b. 12
 - c. 13
 - d. 14

5. It is also known as Aleatory Music.
 - a. Chance Music
 - b. Expressionism
 - c. Impressionism
 - d. Jazz

6. It tends to make more use of dissonance and more uncommon scales such as the whole tone scale.
 - a. Chance Music
 - b. Expressionism
 - c. Impressionism
 - d. Jazz

7. It is a modern contemporary piano piece in Impressionism.
 - a. Claire De Lune
 - b. Für Elise
 - c. La Mer
 - d. Sunrise

8. It is an experimental or downtown music originated in the US.
- Chance Music
 - Expressionism
 - Jazz
 - Minimalism
9. Following are characteristics of Minimalism except _____.
- Minimal Time
 - Reiteration of Motifs
 - Slow Transformation
 - Steady Pulse
10. He is known as one of the 20th century composers with the widest array of sounds in his works.
- Cage
 - Debussy
 - Glass
 - Schoenberg
11. Alea in the word Aleatory means _____.
- Cube
 - Dice
 - Improvise
 - Play
12. He is the Father of Modern Music.
- Cage
 - Debussy
 - Glass
 - Schoenberg
13. He was the primary exponent of the impressionist movement and the focal point for other impressionist composers.
- Cage
 - Debussy
 - Glass
 - Schoenberg
14. It is equal to a twelfth of an octave or a half tone. It is a half-step stone.
- Chromatic Scale
 - Dissonant
 - Semi Tone Scale
 - Whole Tone Scale
15. Music that uses the tape recorder is called _____.
- Musique concrete
 - Music saving
 - Record tape
 - Save Music

Lesson

1

Impressionism

What music do you usually listen to? Are you into Rock? Pop? Or Hip-hop music? I'm sure that you enjoy listening to these genres of music. Like any other products of modernization, these songs have gone through several phases of development. Come, let's go down the memory lane and discover the roots of today's music.

The styles of modern songs can be traced back from the 20th Century. The innovative and experimental styles of the 20th Century Music are the influences of the genius composers such as Claude Debussy, Maurice Ravel, Arnold Schoenberg, Bela Bartok, Igor Stravinsky, Sergei Prokofieff, and George Gershwin. Coming from different nations such as France, Austria, Hungary, Russia, and the United States, these composers clearly reflect the growing globalization of musical styles in the 20th century.



What's In

When you were in Grade 9, you learned about Western Music and its history from Middle Ages to the Romantic Period. Let us go back to those eras of Music. Try to recall the characteristics of music in the following periods:

1. Middle Ages _____
2. Renaissance _____
3. Baroque Period _____
4. Classical Period _____
5. Romantic Period _____



Notes to the Teacher

Please check the answers of the learner. If all answers are correct, the learner will proceed to the next part of this module. Otherwise, assist the learner to recall facts about the abovementioned periods for better understanding of the next lessons.

As you continue your journey through the ages of music, you will get a view of how music has developed into what it is today. The First Quarter covers Music of the 20th Century which is also known as Contemporary Music. You will discover different movements in this period, meet the different composers and observe their distinct techniques and styles.



What's New

IMPRESSIONISM

As the world entered the 20th century, a new era in music was introduced and impressionism was one of the earliest musical forms that paved way to this modern era. Impressionism is a French movement in the late 19th and early 20th century. The sentimental melodies and dramatic emotionalism of the preceding Romantic Period whose themes and melody are easy to recognize and enjoy, were being replaced in favor of moods and impressions. Features of Impressionism music are as follows:

- The use of "color", or in musical terms, timbre, which can be achieved through orchestration, harmonic usage, texture, etc. (Timbre is known as the tone color or tone quality)
- New combinations of extended chords, harmonies, whole tone, chromatic scales, and pentatonic scales emerged.
- Impressionism was an attempt not to depict reality, but merely to suggest it.

CLAUDE DEBUSSY (1862–1918)



Image from
melhoresmusicasclassicas.c
m in Sunico, et.al, 2015, p.5.

Claude Debussy was one of the most influential and leading composers of the 20th century. He was the principal exponent of the impressionist movement and the inspiration for other impressionist composers. He reformed the course of musical development by eradicating traditional rules and conventions into a new language of possibilities in harmony, rhythm, form, texture, and color.

He was born on August 22, 1862 in a small town called St. Germain-en-Laye in France.

He composed a total of more or less 227 masterpieces which include orchestral music, chamber music, piano music, operas, ballets, songs, and other vocal music.

He was known as the “Father of the Modern School of Composition” and made his impact in the styles of the later 20th century composer like Igor Stravinsky. Debussy’s mature creative period was exemplified by the following works:

- String Quartet
- La Mer (1905)-a highly imaginative and atmospheric symphonic work for orchestra about the sea
- Première Arabesque
- Claire de Lune (Moonlight)-The third and most famous movement of *Suite bergamasque*.

In the field of visual arts, Debussy was influenced by Monet, Pissaro, Manet, Degas, and Renoir; and from the literary arts, by Mallarme, Verlaine and Rimbaud. Most of his close friends were painters and poets who significantly influenced his works. On March 25, 1918, he died of cancer at the height of the First World War in Paris.



What I Can Do

The most remarkable composition of Debussy is Claire De Lune. Have you watched the Hollywood movie hit Twilight Saga? Try to recall its sentimental sound tracks. One of them is Claire De Lune! Would you like to listen to it once again? Play from the accompanying CD Track 1 (Claire de Lune) or you can access it at https://www.youtube.com/watch?v=CvFH_6DNRCY.

While listening to the track, answer the following guide questions. Use a separate sheet of paper.

- What musical instrument is being played?
- How did the music affect your mood or feelings in terms of the general atmosphere of the piece?

MAURICE RAVEL (1875–1937)

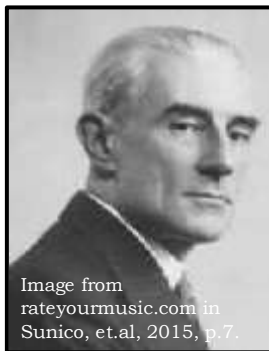


Image from
rateyourmusic.com in
Sunico, et.al, 2015, p.7.

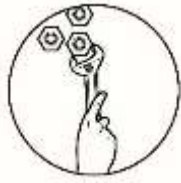
Joseph Maurice Ravel was born in Ciboure, France to a Basque mother and a Swiss father. At age 14, he entered the Paris Conservatory where he was musically nurtured by a prominent French composer, Gabriel Faure. The compositional style of Ravel is mainly characterized by its distinctively innovative but not atonal style (music that is written in a way that is not based on any particular key) of harmonic treatment.

His works are defined with intricate and sometimes modal melodies and extended chordal components. It demands considerable technical virtuosity from the performer which is the character, ability, or skill of a virtuoso—a person who is exemplary in musical technique or execution.

Ravel's works include the following:

- Pavane for a Dead Princess (1899)
- String Quartet (1903)
- Sonatine for Piano (c.1904)
- Rhapsodie Espagnole
- Bolero

Ravel was a perfectionist and every bit a musical craftsman. He strongly adhered to the classical form, specifically its ternary structure. A strong advocate of Russian music, he also admired the music of Chopin, Liszt, Schubert, and Mendelssohn. He died in Paris in 1937.



What I Can Do

Ravel's defining composition is "Bolero." Bolero is a one-movement orchestral piece which was premiered in 1928. Play from the accompanying CD Track 2 (Bolero) or you can access it at <https://www.youtube.com/watch?v=b5V31O8ll14>

While listening, answer the following guide questions on a separate sheet of paper:

- What specific dance form can be performed with Bolero as music?
- What feelings or emotions does the music evoke?



What's More

COMPOSERS' TABLE ACTIVITY. Fill out the table below by indicating the name of the artists and their works during the Impressionism Era and answer the question that follows. Please use a separate sheet of paper for your answers.

Artists	Works/Composition

WRITING ACTIVITY. Which among the compositions of Impressionism inspired you most? Why?

MUSIC LISTENING ACTIVITY. Play from the accompanying CD track 1 and write a 3-4 stanza poem inspired by the musical piece Claire de Lune.

Lesson

2

Expressionism



What's In

It was an interesting start, right? Let's continue to a more exciting journey in the world of music!

In Lesson 1, you have learned that Impressionism was the first movement to be introduced during the 20th century. You also studied the life and works of some of the impressionist composers. Remember that the most distinctive feature of impressionism is the use of "color," or timbre in musical term which can be achieved through orchestration, harmonic usage, texture, etc. Impressionism reigned supreme for years until it was superseded by another style which is Expressionism.



What's New

The term "Expressionism" was originally used in visual and literary arts and was probably first applied to music in 1918, especially to Schoenberg because like the painter Wassily Kandinsky (1866–1944), he veered away from "traditional forms of beauty" to convey powerful feelings in his music. Features of expressionism music are as follows:

- a high degree of dissonance (dissonance is the quality of sounds that seems unstable)
- extreme contrasts of dynamics (from pianissimo to fortissimo, very soft to very loud)
- constant changing of textures
- "distorted" melodies and harmonies
- angular melodies with wide leaps

ARNOLD SCHOENBERG (1874–1951)



Image from
blog.dataphilemusic.com in
Sunico, et.al, 2015, p.9.

Arnold Schoenberg was born on September 13, 1874 in a working-class suburb of Vienna, Austria. He taught himself music theory but took lessons in counterpoint. His works was greatly influenced by the German composer Richard Wagner as evident in his symphonic poem *Pelleas et Melisande*, Op. 5 (1903), a counterpoint of Debussy's opera of the same title.

Schoenberg's style in music reformed from time to time. From the early influences of Wagner, his tonal preference gradually revolved to something dissonant and atonal, as he explored the use of chromatic harmonies. He was responsible for the establishment of the twelve-tone system.

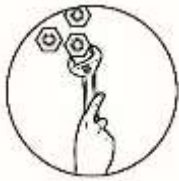


Twelve-tone system

His works include the following:

- Verklarte Nacht
- Three Pieces for Piano, op. 11
- Pierrot Lunaire
- Violin Concerto
- Skandalkonzert, a concert of the Wiener Konzertverein.

Although full of melodic and lyrical interest, his music was also extremely complex, creating heavy demands on the listener. He experienced Triskaidekaphobia (fear of number 13). Schoenberg died on July 13, 1951 in Los Angeles, California, USA where he had settled since 1934.



What I Can Do

One of the most significant compositions of Schoenberg is Three Piano Pieces, Op. 11. This musical piece was the first composition ever to dispense completely with “tonal” (counterpart of atonal) means of organization. Play from the accompanying CD Track 3 (Three Piano Pieces). Alternatively, you can access it at <https://www.youtube.com/watch?v=xrjg3jzP2uI>

While listening, answer the following guide questions on a separate sheet of paper:

- What genre of movie can this music be used?
- What particular moment in your life does this music remind you of?

IGOR STRAVINSKY (1882–1971)



Image from 8notes.com in Sunico, et.al. 2015, p.11.

He was born in Oranienbaum (now Lomonosov), Russia on June 17, 1882. Stravinsky's early music reflected the influence of his teacher, the Russian composer Nikolai Rimsky-Korsakov. But in his first notable composition “The Firebird Suite (1910)” which was composed for Diaghilev's Russian Ballet, his skillful handling of material and rhythmic inventiveness went beyond anything written by his Russian predecessors. He added a new ingredient to his nationalistic musical style. The Rite of Spring (1913) was another outstanding work showcasing his new technique.

Other acclaimed works by Stravinsky includes:

- Ballet Petrouchka (1911), featuring shifting rhythms and polytonality, a signature device of the composer
- The Nightingale (1914)
- Three Tales for Children (1917)
- Duo Concertant (1932)
- The Rake's Progress (1951), a full-length opera

Stravinsky wrote approximately 127 works, including concerti, orchestral music, instrumental music, operas, ballets, solo vocal, and choral music. Concerti or concerto is a musical composition for a solo instrument or instruments accompanied by an orchestra, especially one conceived on a relatively large scale. He died in New York City on April 6, 1971.



What's More

MUSIC LISTENING ACTIVITY. From the CD, play track 4 (Petrouchka by Stravinsky) or access it at <https://www.youtube.com/watch?v=OJRflmhtjq4>. After listening to the track, create an artwork inspired by Petrouchka using any contemporary medium of arts. Use any paper available for your artwork.

WORD HUNT. Encircle the words that are related to expressionist music in the grid below. The words run horizontally, vertically and diagonally.

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

Lesson

3

20th Century Musical Styles

Now that you are familiar with Impressionism and Expressionism, you are ready to explore the very interesting musical forms of the 20th Century. Let's discover the techniques and styles of Electronic and Chance Music.



What's In

Expressionism is a style of music where composers seek to express emotional experience. For the next lesson, we will discuss the several musical styles that developed in the modern era. Some of these were short-lived, being experimental and too radical in nature, while others found an active blend between the old and the new. New inventions and discoveries of science and technology led to continuing developments in the field of music.



What's New

Technology has been a game-changer in music. It has produced electronic music devices such as cassette tape recorders, compact discs and their variants, the video compact disc (VCD) and the digital video disc (DVD), MP3, MP4, digital music players, smart phones, karaoke players, and synthesizers. These devices are used for creating and recording music to add to or to replace acoustical sounds.

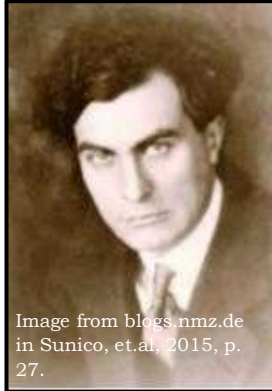
ELECTRONIC MUSIC

The ability of electronic machines such as synthesizers, amplifiers, tape recorders, and loudspeakers to produce different sounds was popularized by 20th century composers like Edgar Varese, Karlheinz Stockhausen, and Mario Davidovsky.

Music that uses the tape recorder is called musique concrete, or concrete music. The composer records different sounds that are heard in the environment such as the bustle of traffic, the sound of the wind, the barking of dogs, the strumming of a guitar, or the cry of an infant. These sounds are arranged by the composer in different ways like playing the tape recorder in its fastest mode or in reverse. In musique concrete, the composer is able to experiment with different sounds that cannot be produced by regular musical instruments such as the piano or the violin.

The first electronic devices for performing music were developed at the end of the 19th century, and shortly afterwards, Italian futurists explored sounds that had not been considered musical.

EDGARD VARÈSE (1883–1965)

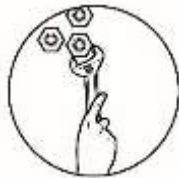


Born on December 22, 1883, Edgard (also spelled Edgar) Varèse was considered an “innovative French-born composer.” However, he spent his life and career mostly in the United States where he pioneered and created new sounds that bordered between music and noise.

His musical compositions are characterized by:

- an emphasis on timbre and rhythm; and
- “organized sound” (certain timbres and rhythms can be grouped together in order to capture a whole new definition of sound).

Varèse’s use of new instruments and electronic resources made him the “Father of Electronic Music” and he was also dubbed as the “Stratospheric Colossus of Sound.” He died on November 6, 1965.



What I Can Do

Varèse’s *Poème Électronique* is one of the first compositions that was created through the use of technology. It’s an 8-minute piece written in 1958. Varèse composed the piece with the intention of creating a liberation between sounds and as a result uses noises not usually considered “musical” throughout the piece. Play from the accompanying CD Track 5 (*Poème Électronique*) or access it at <https://www.youtube.com/watch?v=bEkjC76oSNk>.

While listening, answer the following guide questions on a separate sheet of paper:

- Can you guess the materials used to create the different types of noise used in the piece? Name at least 5.
- How does the piece affect your current mood or emotion? Describe.

KARLHEINZ STOCKHAUSEN (1928– 2007)



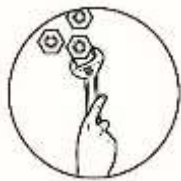
Karlheinz Stockhausen is a central figure in the realm of electronic music. Born in Cologne, Germany, he had the opportunity to work with Messiaen, Schoenberg, and Webern, the principal innovators at the time. Together with Pierre Boulez, Stockhausen drew inspiration from these composers as he developed his style of total serialism.

Stockhausen’s music was initially met with resistance due to its heavily atonal content with practically no clear melodic or rhythmic sense. Still, he continued to experiment with *musique concrète*.

Some of his works include:

- Gruppen (1957), a piece for three orchestras that moved music through time and space;
- Kontakte (1960), a work that pushed the tape machine to its limits; and
- Hymnen (1965), an ambitious two-hour work of 40 juxtaposed songs and anthems from around the world
- Licht (Light), a seven-part opera (one for each day of the week) for a gigantic ensemble of solo voices, solo instruments, solo dancers, choirs, orchestras, mimes, and electronics.

It has led him to dream of concert halls in which the sound attacks the listener from every direction. Stockhausen's works total around 31.



What I Can Do

Another popular electronic music composition is *Studie II* by Karlheinz Stockhausen. Play from the accompanying CD Track 6 (*Studie II*) or access https://www.youtube.com/watch?v=_qi4hgT_d0o.

While listening, answer the following guide questions on a separate sheet of paper:

- Where do you imagine yourself to be in while listening to the music? Why?
- What makes this track distinct from the other musical excerpts which you have heard so far?

CHANCE MUSIC

Chance music also known as Aleatoric music refers to a style which the piece always sounds differently at every performance because of the random techniques of production, including the use of ring modulators or natural elements that become a part of the music. Most of the sounds emanate from the surroundings, both natural and man-made, such as honking cars, rustling leaves, blowing wind, dripping water, or a ringing phone.

An example of Chance music is John Cage's Four Minutes and Thirty-Three Seconds (4'33") where the pianist merely opens the piano lid and keeps silent for the duration of the piece. The audience hears a variety of noises inside and outside the concert hall amidst the seeming silence.

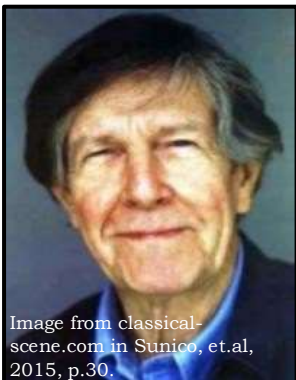


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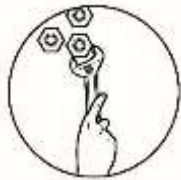
JOHN CAGE (1912–1992)

John Cage was known as one of the 20th century composers with the broadest array of sounds in his works. He was born in Los Angeles, California, USA on September 5, 1912 and became one of the most original composers in the history of western music.

He challenged the very idea of music by manipulating musical instruments in order to attain new sounds. He experimented with what came to be known as "chance music."

In one instance, Cage created a “prepared” piano, where screws and pieces of wood or paper were inserted between the piano strings to produce different percussive possibilities.

He became notable for his work *The Four Minutes and 33 Seconds* (4’33”), a chance musical work that instructed the pianist to merely open the piano lid and remain silent for the length of time indicated by the title.



What I Can Do

The popularity of televisions started during the 20th Century. TV shows became a huge part in the lives of the people and music played a vital role in its flourishing. *Water Walk* by John Cage was one of the compositions used in TV shows. Watch a video clip #1 (*Water Walk*) at <https://youtu.be/gXOIkT1-QWY>

After watching, answer the following guide questions on a separate sheet of paper:

- What characteristics of Chance music can be deduced from the video clip?
- Aside from the objects used in the video, what other objects can you use to create sounds which are similar to the piece?



What's More

Directions. In each item, encircle the word that doesn't belong to the 20th Century Music and identify the classification of the remaining words. (You are given 1 point for the encircled word and 1 point for the classification.)

EXAMPLE	Piano	Guitar	Violin	BOOK	<u>MUSICAL INSTRUMENT</u>
1. 4’33”	Prepared Piano	Zen Buddhism	Study II	_____	
2. Gruppen	Kontakte	Stratospheric	Study II	_____	
3. Varèse	Debussy	Stockhausen	Glass	_____	
4. Germany	France	USA	India	_____	
5. Harpsichord	Mp3 Player	Mobile Phones	Mp4	_____	



What I Have Learned

The new musical styles created by 20th century classical composers were truly distinct and innovative. They experimented with the elements of rhythm, melody, harmony, tempo, and timbre in daring ways that were never attempted before. Some even used electronic devices such as synthesizers, tape recorders, amplifiers, and the like to introduce and enhance sounds created by traditional instruments.



What I Can Do

ACTIVITY 1 - Perform an experiment creating 20th Century Music System. Choose one from the activities below.

1. Chance Music – Ask 3 family members to join you in this activity and do the following:
 - a. Prepare a dice or draw lots with 6 numbers.
 - b. Roll the dice 4 times or draw a number 4 times and record the numbers that will appear. Out of these numbers, prepare a rhythmic pattern in each number.
 - c. From the rhythmic pattern, randomly choose any materials available in your house like plastic bottle, books, paper, pen, etc.
 - d. Assign a number to every material. Organize all the materials with corresponding rhythmic pattern.
 - e. Record your performance in your cellphone.

2. Electronic Music – Create a short electronic music piece using your knowledge of 20th century musical styles. Save in mp3 format with the file name in this manner: (ELECTRONIC MUSIC) (YOUR COMPLETE NAME). Example: ELECTRONIC MUSIC JUAN DELA CRUZ.

Below is the rubric to be used in evaluating your performance.

CRITERIA	Very Good (4)	Good (3)	Fair (2)	Poor (1)
Instructions	All of the instructions were followed.	Majority of the instructions were followed.	Some of the instructions were followed.	None of the instructions were followed.
Performance	Performs with great amount of energy, focus, intensity and conviction	Performs with adequate energy, focus, intensity and confidence	Performs with some energy, focus, intensity and confidence	Performs with little energy, focus, intensity and confidence
Style/ Interpretation	The performance is very clear and perfectly executed.	The performance is generally clear and well executed.	The performance is fairly executed with some inconsistencies.	The performance is not clear and not well executed.
Improvisation	Creates a highly effective and innovative improvisation	Creates an effective improvisation	Creates an acceptable improvisation	Lacks improvisation



Assessment

- I. Multiple Choice. Identify what is being described in the following statements. Encircle the correct answer.
1. He is one of the most important and influential composers of the 20th century.
 - a. Ravel
 - b. Debussy
 - c. Beethoven
 - d. Schoenberg
 2. He changed the course of musical development by dissolving traditional rules and conventions into a new language of possibilities in harmony, rhythm, form, texture, and color.
 - a. Ravel
 - b. Debussy
 - c. Beethoven
 - d. Schoenberg
 3. He was an Austrian-born American composer and a music theorist.
 - a. Schoenberg
 - b. Stravinsky
 - c. Debussy
 - d. Bartok
 4. His skillful handling of material and rhythmic inventiveness went beyond anything composed by his Russian predecessors.
 - a. Schoenberg
 - b. Stravinsky
 - c. Debussy
 - d. Bartok
 5. He was acknowledged for establishing the twelve-tone system.
 - a. Schoenberg
 - b. Stravinsky
 - c. Debussy
 - d. Bartok
 6. His works were met with extreme reactions, either strong hostility from the general public or enthusiastic acclaim from his supporters.
 - a. Schoenberg
 - b. Stravinsky
 - c. Debussy
 - d. Bartok

7. It is a music that uses the tape recorder.
 - a. Musique Concrete
 - b. Cassette Disk
 - c. Magnetic Tape
 - d. Cassette Deck
8. He is an “innovative French-born composer.”
 - a. Edgard Varèse
 - b. Karlheinz Stockhausen
 - c. John Cage
 - d. Mario Davidovsky
9. He is a central figure in the realm of electronic music.
 - a. Edgard Varèse
 - b. Karlheinz Stockhausen
 - c. John Cage
 - d. Mario Davidovsky
10. His music was initially met with resistance due to its heavy atonal content with no clear melodic or rhythmic sense.
 - a. Edgard Varèse
 - b. Karlheinz Stockhausen
 - c. John Cage
 - d. Mario Davidovsky

II. Essay. Below are statements about 20th Century Music. Choose one from the following statements and express your ideas about it.

- Music during the 20th Century became readily available to the masses because of technology.
- Musical styles that were prohibited during the earlier times became accepted in the 20th Century.
- 20th Century is an era of varied musical styles.



Answer Key

1. Pope Gregory I
2. Monteverdi
3. Handel
4. Chofin, Mozart, Beethoven
5. Tchaikovsky, Brahms

LESSON 1 WHAT'S IN

1. d
2. c
3. d
4. c
5. a
6. a
7. a
8. d
9. a
10. b

WHAT I KNOW

LESSON 1 WHAT IS IT (5 EACH COMPOSER)

Debussy: Arctes Oubliees, Prelude to the Afternoon of a Faun, String Quartet, Pelleas et Melisande, La Mer, Suite Bergamasque, Estampes and Claire de Lune.

Ravel: Pavane for a Dead Princess, Jeux d'Eau or Water Fountains, String Quartet, Sonatine for Piano, Miroirs, Gaspard de la Nuit, Valses Nobles et Sentimentales, Le Tombeau de Couperin, Rhapsodie Espagnole and Bolero

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

LESSON 2 WHAT IS IT (10 WORDS)

Composition of Philip Glass
 Composition of Stockhausen
 Composers of Electronic and Chance Music
 Birth countries of the composers
 Electronic devices

1. Study II
 2. Stratospheric
 3. Debussy
 4. India
 5. Harpsichord

LESSON 3 WHAT IS IT

1. B
 2. A
 3. A
 4. B
 5. A
 6. A
 7. A
 8. A
 9. C
 10. B

ASSESSMENT

Holistic Rubric for the Essay (5 points)

- 5 points – The main idea is well-focused and properly developed by relevant, accurate and substantial evidence.
- 4 points – The main idea is clearly presented with relevant and accurate supporting evidences.
- 3 points – The main idea is understandable but with minimal supporting evidences
- 2 points – The main idea is present but not well expressed with slightly inconsistent evidences
- 1 point – There is no clear main idea which the essay revolves on and the supporting ideas are inconsistent.

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