MAPEH 9 (Music)
Quarter 1– Week 3
Vocal and Instrumental Music of Medieval, Renaissance and Baroque Periods

Arnold Rubiato

SUPPORT MATERIAL FOR INDEPENDENT LEARNING ENGAGEMENT

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Printed in the Philippines by

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What i need to know

OBJECTIVES:

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

➢ Listen perceptively to selected vocal and instrumental music of Medieval, Renaissance and Baroque music.

What I Know

PRE-TEST
To assess what you know about the vocal and instrumental music of the Medieval, Renaissance and Baroque Periods, answer the following:

IDENTIFICATION

DIRECTION: Write the correct answer on the space provided before the number.

____________________ 1. Monophonic plainchant named after Pope Gregory I.
____________________ 2. French word which means Rebirth, Revival or Rediscovery.
____________________ 3. Travelling secular performers from North of France.
____________________ 4. Portuguese word which means Pearl of Irregular Shape.
____________________ 5. A period known as Middle Ages or Dark Ages.
____________________ 6. A period known as the Golden Age of A Capella music.
____________________ 7. Prominent instrument during the Renaissance Period.
____________________ 8. Famous composer of the Medieval Period.
____________________ 9. Give at least one famous composer of the Renaissance Period.
____________________ 10. Give at least one famous composer of the Baroque Period.
In this module, you will be learning and listening perceptively to select vocal and instrumental music of Medieval, Renaissance and Baroque Periods, particularly the compositions and sample music of the composers in these periods. Medieval Period’s Adam De La Halle, Renaissance Period’s Giovanni Pierluigi Da Palestrina and Thomas Morley and Baroque Period’s Johann Sebastian Bach, Antonio Vivaldi and George Friedrich Handel, respectively.

ACTIVITY 2. “YOU GOT ME FEELING EMOTIONS” – LISTENING ACTIVITY

Instructions: The teacher will play sample music from the Medieval, Renaissance and Baroque Periods. The learners will then identify the mood of the song or how they feel about each of the songs. The teacher will encourage the learners to give as many adjectives to describe how they feel about it.

SONG 1: Deum Verum – Gregorian Chant
https://www.youtube.com/watch?v=kK5AohCMX0U&t=26s

SONG 2: Brandenburg Concerto No. 3 – Johann Sebastian Bach
https://www.youtube.com/watch?v=Xq2WTXiKurk

SONG 3: Spring – Antonio Vivaldi
https://www.youtube.com/watch?v=mFWOqxXM_b8

REFLECTION:
1. Which music were you familiar with? Where did you hear it before?
2. How were you able to come up with the words that describe the song just by listening to it?
What Is It

MUSIC OF THE MEDIEVAL PERIOD (700-1400)

The Medieval period was also known as Middle Ages or “Dark Ages” which started with the fall of the Roman Empire. During this era, the Christian Church was greatly influenced by Europe’s culture and political affairs.

A monophonic plainchant known as Gregorian Chant was named after Pope Gregory I, who made this an approved music of the Catholic Church. Pope Gregory’s action made these monophonic plainchants popular during the period.

https://upload.wikimedia.org/wikipedia/commons/1/1e/Pope_Gregory_I_illustration.jpg

MUSIC OF THE RENAISSANCE PERIOD (1400 – 1600)

The term Renaissance came from the word renaitre which means “rebirth”, “revival”, and “rediscovery”.

With the emergence of the bourgeois class, renaissance music became more popular as entertainment and activity for amateurs and the educated. Though sacred music was still of great importance, secular music became more popular in this period. Renaissance period was also known as the “golden age” of a capella choral music.

https://commons.wikimedia.org/wiki/File:Bartolomeo_Veneto_Woman_playing_a_lute.jpg

MUSIC OF THE BAROQUE PERIOD (1685 – 1750)

Composers during this period were George Friedrich Handel, Johann Sebastian Bach, Claudio Monteverdi, and Antonio Vivaldi.

During this time, the arts highlighted grandiose and elaborate ornamentation which were clearly seen in the musical compositions created by Baroque composers.

New instrumental techniques, changes in musical notation and the major and minor tonality were also applied in this era. A lot of the musical terms and concepts that evolved in this era are still used in music of today.


PROCESS QUESTIONS:

1. What was the relevance of Pope Gregory I during the Medieval period? How was the music being presented in the period?
2. What happened during the Renaissance period? How was the music like in the period?
3. What was the role of the composers during the Baroque period? How was the music evolved in the era?
What’s More

ACTIVITY 3. “HOW FAR DO YOU KNOW” – LISTENING ACTIVITY

Instructions: Given the distinct characters of the music of the Medieval, Renaissance and Baroque periods in the discussion, the teacher will test the listening skills of the learners. Using the same songs in the previous activity, the teacher will randomly play a song from each period. The learners will then try to identify or recognise whether the song is from Medieval, Renaissance or Baroque period.

REFLECTION:
1. How were you able to identify which period does each song represent?
2. What other characteristics were you able to recognize while listening to the sample music of each period?
3. Which of the periods do you like most? Why?

What I Have Learned

Activity 1: “Describe Me”

Instruction: Based on the vocal and instrumental music you have listened, describe the musical characteristics of Medieval, Renaissance and Baroque music.

<table>
<thead>
<tr>
<th>Period</th>
<th>Vocal</th>
<th>Instrumental</th>
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<tbody>
<tr>
<td>Medieval</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Renaissance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baroque</td>
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What I Can Do

ACTIVITY 5. “PAINT ME HOW YOU FEEL”

Instructions: The learners will listen to a sample music of Vivaldi’s “Spring”. Listen perceptively and try to feel the emotions of the song. Listen to the song repeatedly and create an artwork inspired by the sample music and paint or draw and color how you feel.

MATERIALS: Pencil for sketching, Long Bond Paper, Coloring Materials (crayons, color pencil, coloring pen, etc.)

NOTE:
For ONLINE Learners, click the link below for your Individual Assessment https://www.youtube.com/watch?v=mFWQxXM_b8
For OFFLINE Learners, click the link above and download the song on your phone or save it in a USB to do the activity. Or you can arrange with your teacher to have the song listened repeatedly so you can brainstorm ahead and be able do the activity at home.
Summary

The first three periods of Western Music History are classified as Medieval, Renaissance, and Baroque. Each period has its distinctive characteristics, historical and cultural background.

A type of music from the Medieval Era is 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 with man’s constant quest for growth and development.
Assessment: (Post-Test)

IDENTIFICATION.

Write the correct answer on the space provided before the number.

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____________________ 7. Prominent instrument during the Renaissance Period.
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____________________ 10. Give at least one famous composer of the Baroque Period.
Answer Key

ACTIVITY 3: "How Far Do You Know?"

1. Medievil
2. Baroque
3. Renaissance
4. Baroque
5. Medievil
6. Renaissance
7. Line
8. De La Halle
9. Vivaldi
10. Bach, Violin or Handel

IDENTIFICATION
Pre-Test/Post Test

ACTIVITY 4: "Check Please!"

SONG

MEDIEVIL

Renaissance
References

A. BOOKS
MUSIC & ARTS Learner’s Material for Music and Arts (Grade 9) First Edition
2014 – Department of Education, Philippines

B. WEBSITE
https://www.britannica.com/art/musical-performance

C. SUGGESTED LISTENING RESOURCES
Etienne de Liege, Deum Verum – Gregorian Chant
https://www.youtube.com/watch?v=kK5AohCMX0U&t=26s
Thomas Morley, Fire, Fire, My Heart
https://www.youtube.com/watch?v=_ydX12STA9s
Thomas Morley, April Is In My Mistress Face
https://www.youtube.com/watch?v=OiOWQzRHmbI
J.S. Bach, Brandenburg Concerto No. 3
https://www.youtube.com/watch?v=Xq2WTXtKurk
A. Vivaldi, Spring
https://www.youtube.com/watch?v=mFWQgxXM_b8
G.F. Handel, Hallelujah Chorus
https://www.youtube.com/watch?v=usfiAsWR4qU
J.S. Bach, Fugue In G Minor
https://www.youtube.com/watch?v=PhRa3REdozw

D. CLIP ARTS AND IMAGES
https://bnhstheatre1.files.wordpress.com/2013/02/adam-de-la-halle.jpg
https://www.thinglink.com/scene/713018751536070657
https://upload.wikimedia.org/wikipedia/commons/6/6a/Johann_Sebastian_Bach.jpg
https://www.britannica.com/biography/Antonio-Vivaldi
https://www.onthisday.com/people/george-frideric-handel
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https://freesvg.org/musical-notes-vector-illustration10628
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