MAPEH
(Music)
Week 2 – Quarter 1:
Music of Medieval, Renaissance and Baroque Periods
ARNOLD RUBIATO

(SUPPORT MATERIAL FOR INDEPENDENT LEARNING ENGAGEMENT)
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Music
Quarter 1, - Module 2
Performance Practices of Medieval, Renaissance and Baroque Periods

This instructional material was collaboratively developed and reviewed by educators from public and private schools, colleges, and or/universities. We encourage teachers and other education stakeholders to email their feedback, comments, and recommendations to the Department of Education at action@deped.gov.ph.

We value your feedback and recommendations.
What I Need to Know

OBJECTIVES:

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

➢ Explain the performance practice (setting, composition, role of composers/performers and audience) during the Medieval, Renaissance and Baroque Periods.

What I Know

PRE-TEST
“A, E, I, O, or YOU?”
Instructions:
Supply the missing vowels to create the words that would best describe the performance setting of the Medieval, Renaissance and Baroque Periods. Write the letter on the space provided.

1. M __ N N __ S __ N G __ R S
2. S __ C __ L ___ R M __ S __ C
3. T R __ __ B __ D ___ R S
4. S __ C R ___ D M __ S __ C
5. __ N S T R __ M __ N T __ L
6. D __ N C __ S ___ T __
7. C H ___ R
8. __ R C H __ S T R __
9. H __ R P S __ C H __ R D
10. T __ N __ L __ T __
Performance Practices of Medieval, Renaissance and Baroque Periods

What’s In

PROCESS QUESTIONS:

1. Were you familiar with the words in the PRE-ASSESSMENT? Do you know the meaning of Sacred and Secular Music?
2. Based on the series of activities on our previous module, what were your ideas about the performance practice of Medieval, Renaissance and Baroque periods
3. In connection to the previous activity, what is the relevance of the word INSTRUMENTAL? How? And why?

What’s New

ACTIVITY 1. “STOP, LOOK AND LISTEN!” – VIDEO PRESENTATION (optional)

https://www.youtube.com/watch?v=_4k8d-Jp3tw

List down all the things you observe in each period (Medieval, Renaissance and Baroque)

What Is It

MEDIEVAL PERIOD

SACRED MUSIC
• Often accompanied by instruments and its rhythmic character was marked but the sung prayers were often unaccompanied.
• Exclusion of women, elevation of unison singing and exclusion of instruments served to establish a clear differentiation between the musical performance on the synagogue and that of the street.
• Choir – group of singers, composed solely of men and boys who assumed the musical role of answering and contrasting the solo singing of the priest

SECULAR MUSIC
• Several groups of Medieval performers developed literary and musical genres based on vernacular texts (Jongleurs)
• Travelling performers in Western Europe sang, did tricks and danced to earn their living
• Troubadours in the south of France, Trouvere in the North and Minnesingers (a class of Artist-Knights) sang love songs with religious fervour.
RENAISSANCE PERIOD

• Invention of Music Printing helped in the concept improvisation within the performance practice
• Printed descriptions of instruments and their discussions of tuning and technique supplied the needs of professional and non-professional musicians
• Instrumental, vocal and combined performance both on Sacred and Secular Music
• Dissemination of Chansons, Motets and Masses of polyphonic practice into the fluid style
• Churches and aristocratic courts hired musicians as composers, performers and teachers
• Composers found ways to make vocal music more expressive of the texts they were setting
• Secular music absorbed techniques from Sacred music and vice versa

BAROQUE PERIOD

• Common-practice tonality (Harmony, Rhythm and Duration)
• Composers experimented with finding a fuller sound for each instrumental part (Orchestra)
• Orchestra consists of Strings, Woodwinds, Brass, Keyboards and Percussions (Harpsichord, Organ, Recorder, Cello, Cornett, Timpani, Tambourine, etc)

What’s More

ACTIVITY 2

PROCESS QUESTIONS:
1. Explain briefly the performance practice of the Medieval, Renaissance and Baroque Periods? What did you observe in the video in terms of setting? Composition? Role of composers or performers?
2. What was the difference between Sacred and Secular Music during the Medieval period?
3. What was the role of the composers during the Baroque period? Are you familiar with the instruments used in the sample music of the Baroque period? Explain briefly.
4. Which of the three periods did you enjoy and want to explore more? Why?

What I Have Learned / What I Can Do

GROUP ACTIVITY. “PERIOD MO, I-PATROL MO!!”

Instructions: Minute NEWS REPORT about Medieval, Renaissance and Baroque Periods through a written presentation. The report should indicate and explain the performance practice during the period.
## EVALUATION RUBRICS (NEWS REPORT)

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>FAIR / BELOW AVERAGE (2 POINTS)</th>
<th>GOOD / AVERAGE (3 POINTS)</th>
<th>VERY GOOD / ABOVE AVERAGE (4 POINTS)</th>
<th>EXCELLENT / OUTSTANDING (5 POINTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Accuracy of Facts</strong></td>
<td>Facts were slightly not reported accurately and purpose was a bit difficult to figure out in the newscast.</td>
<td>Facts were reported accurately but purpose was a bit difficult to figure out in the newscast.</td>
<td>Facts were reported accurately and the purpose was good enough and easy to figure out in the newscast.</td>
<td>Facts were excellently and accurately reported and the purpose was superb and easy to figure out in the newscast.</td>
</tr>
<tr>
<td><strong>Creativity and Style</strong></td>
<td>The group attempted to incorporate creativity and style but it was slightly off with the assigned period in their newscast.</td>
<td>The group attempted to incorporate creativity and style but somehow did not sustain the theme of the assigned period throughout their newscast.</td>
<td>The group attempted to incorporate creativity and style and sustained the theme of the assigned period throughout their newscast.</td>
<td>The group excellently incorporated creativity and style and sustained the theme of the assigned period throughout their newscast.</td>
</tr>
</tbody>
</table>
Assessment: (Post-Test)

PART I. “A, E, I, O, or YOU?”

Instructions:
Supply the missing vowels to create the words that would best describe the performance setting of the Medieval, Renaissance and Baroque Periods. Write the letter on the space provided.

1. M __ N N __ S __ N G __ R S
2. S __ C __ L ___ R M __ S __ C
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5. __ N S T R __ M __ N T __ L
6. D __ N C __ S ___ T __
7. C H __ __ R
8. __ R C H __ S T R __
9. H __ R P S __ C H __ R D
10. T __ N __ L __ T __
Key to Answers

PRE-TEST / POST TEST

PART I. “A, E, I, O or YOU”

1. MINNESINGERS
2. SECULAR MUSIC
3. TROUBADOURS
4. SACRED MUSIC
5. INSTRUMENTAL
6. DANCE SUITE
7. CHOIR
8. ORCHESTRA
9. HARPSCIHORD
10. TONALITY

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

https://www.youtube.com/watch?v=_4k8d-Jp3tw

D. CLIP ARTS AND IMAGES

https://www.thinglink.com/scene/703974778779729922

https://aethelmearcgazette.files.wordpress.com/2016/02/gitarrenbrevier_de_.jpg


http://www.diabolus.co.uk/kits/kits.htm

https://en.wikipedia.org/wiki/Bagpipes

https://commons.wikimedia.org/wiki/File:Andrea_Solario_-_The_Lute_Player_-_WGA21604.jpg
https://www.pinterest.ph/loganjoconnell/dulcian/

https://commons.wikimedia.org/wiki/File:The_Concert_A22894.jpg

https://www msmnyc.edu/performances/harpsichord-class-recital-2/

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https://clipartstation.com/perahu-clipart-9/