

Grade 9

ARTS

Teacher's Guide

Unit I

WESTERN CLASSICAL ART TRADITIONS

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LEARNING AREA STANDARD

The learner demonstrates an understanding of basic concepts and processes in music and art through appreciation, analysis and performance for his/her self-development, celebration of his/her Filipino cultural identity and diversity, and expansion of his/her world vision.

KEY - STAGE STANDARD

The learner demonstrates understanding of **salient features of music and arts of the Philippines and the world**, through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.

GRADE LEVEL STANDARD

The learner demonstrates understanding of salient features of Western music and the arts from different historical periods, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.

CONTENT STANDARDS

The Learner:

- demonstrates understanding of art elements and processes by synthesizing and applying prior knowledge and skills
- demonstrates understanding that the arts are integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences and other external phenomenon

PERFORMANCE STANDARDS

The Learner:

- performs/ participates completely in a presentation of a creative impression (verbal/ nonverbal) of a particular artistic period

- recognizes the difference and uniqueness of the art styles of the different periods (techniques, process, elements and principles of art)

INTRODUCTION

In this module you will learn that:

Even before humans learned to read and write they were already artists as manifested by the different archeological discoveries from the different parts of the world.

Each and every civilization of the world has its distinct art forms depending on its aesthetic and utilitarian needs.

Pre-historic art is classified into three periods such as; Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age) Eras.

Egyptian civilization was one of the early civilizations that have greatly contributed in the development of art, religion, science, and technology of the world. Egyptian art is primarily religious in nature.

Ancient Greek art depicts naturalism. They portray human forms in a realistic and anatomically correct manner. Their art has a conservative form with a very complex detail.

Roman art developed as a new source of artistic creativity much more progressive than the conservative Greek art. The diversity of its form and its variety inspired the modern attitude in art.

Byzantine art was purposely made to glorify the Christian religion and to express its mystery. It is filled with spiritual symbolism, illustrates a love of splendor. It was a combination of Eastern (decorative art forms) and classical Western art (naturalistic art).

Romanesque art was characterized by its very vigorous style in painting and sculpture, lavishly decorated manuscripts, and retained many basic features of Roman architectural styles. It was also greatly influenced by Byzantine art with a highly innovative and coherent style.

The basic characteristics of Gothic art styles reinforce symbolic meanings. The church symbolizes the transcendence of the soul, and the underlying philosophy is to create buildings of height and light.

Different eras different styles, different characteristics and functions of the arts occurred but all of those contributed in the development and establishing the importance of arts in our lives today.

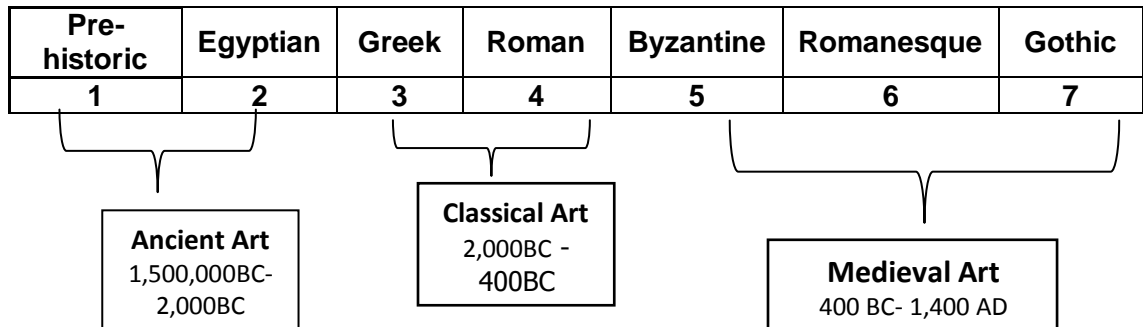
OBJECTIVES:

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


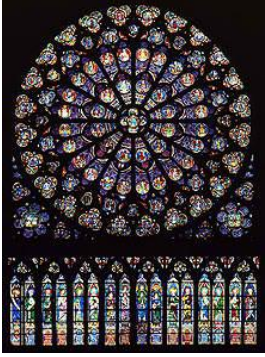


- analyze art elements and principles in the production of work following the style of Ancient art (Pre-historic and Egyptian Art), Classical Art (Greek and Roman Art), Medieval Art (Byzantine, Romanesque, Gothic)
- identify distinct characteristics of arts during the different art periods.
- identify representative artists from various art periods
- reflect on and derive the mood, idea or message emanating from selected artworks
- determine the effectiveness of artworks by evaluating its utilization and combination of art elements and principles
- use artworks to derive the tradition/history of an art period
- compare the characteristics of artworks produced in the different art periods
- create artworks guided by techniques and styles from different art periods
- describe the influence of iconic artists belonging to western Classical art on the evolution of art forms
- apply different media techniques and processes to communicate ideas, experiences and stories showing the characteristics of Western Classical art traditions
- evaluate works of art in terms of artistic concepts and ideas using criteria from the Western Classical art tradition
- show the influence of Western Classical art traditions to Philippine art form
- mount an exhibit using computed Western Classical art traditions

PRE-ASSESSMENT:

From the choices below, write the letters corresponding to the pictures on the Eras where they should belong.

Timeline Photo:**Choices:**

			
a. Cave of Lascaux	b. Calyx-crater (mixing bowl)	c. Enthroned Madonna and Child	d. Hieroglyphics

			
e. Venus of Willendorf	f. Rose window	g. The Morgan Leaf	h. Aphrodite (fresco)

Things to ponder:

1. How did you classify the different artworks into their respective periods?
2. What was your basis of classification?

DRAFT as of April 7, 2014

WHAT TO KNOW:

In this lesson, you will learn about the different characteristics, functions and types of art forms (painting, sculpture, architecture) from Pre-Historic (including ancient Egyptian art forms), Classical (Greek and Roman) up to Medieval era (Baroque and Romanesque art forms.) Try to analyze each art form and discover how they develop in every period.

PREHISTORIC ERA

Pre-historic includes all human existence before the emergence of writing. Their art is of interest not only to the art historians but also to archeologist and anthropologist, for whom the art is only one clue- along with fossils, pollens and other finds to an understanding of early human life and culture.

Paintings from the Pre-historic Era

Their paintings were found inside the caves which may have been their way of communicating with each other. It may also be for religious or ceremonial purposes.

These paintings may be more an artifact of the archeological evidence than a true picture of humans' first created art.

Prehistoric drawings of animals were usually correct in proportion.

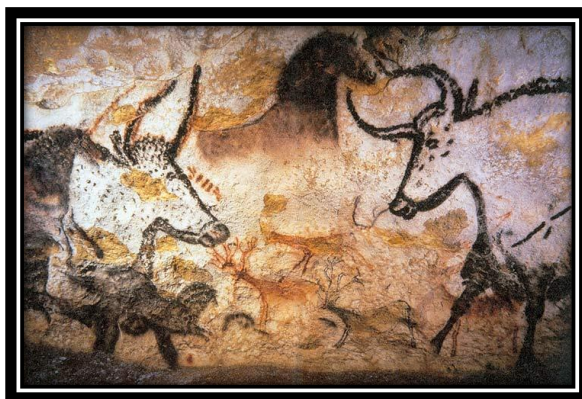


Image from Treasures of the World, 1961 CCP Library

Cave of Lascaux, 15000-10000 B.C. – Stone Age

The dominant features in the painting were large animals native in the region. It was discovered on 12 September 1940 and given statutory historic monument protection. The painting has nearly 2,000 figures composed mainly of animals, human figures and abstract design. Some sections have been

identified inside the cave such as: The Great Hall of the Bulls, The Lateral Passage, The Shaft of the Dead man, The Chamber of Engravings, The Painted Gallery, and the Chamber of Felines

Paintings from Ancient Egypt

The purpose of Egyptian paintings is to make the deceased afterlife place pleasant. With this in mind, themes include journey to the underworld introducing the deceased to the gods of the underworld by their protective deities.

It emphasizes the importance of life after death and the preservation of the knowledge of the past.

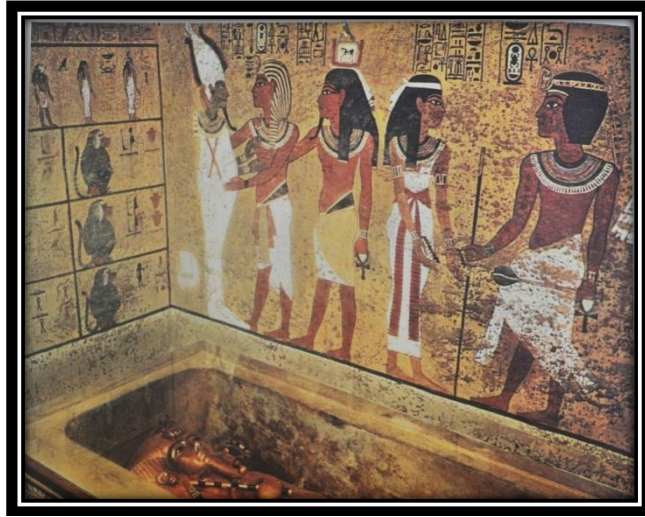
Most paintings were highly stylized, symbolic, and shows profile view of an animal or a person. The main colors used were red, black, blue, gold and green taken derived from mineral pigments that can withstand strong sunlight without fading.

Paintings from Sarcophagus of Tutankhamen

XVIII dynasty, 1362 A.D.- 1253 BC

(Images from Treasures of the World, 1961 CCP Library)





The paintings of the walls on the tomb shows events of the life of the king while he was still on earth and the scenes he expects to encounter in the underworld after his death.

Paintings from Classical Greek Era

Paintings during the classical era were most commonly found in vases, panels and tomb. It depicts natural figures with dynamic compositions. Most of the subjects were battle scenes, mythological figures, and everyday scenes. It reveals a grasp of linear perspective and naturalist representation.

Most common methods of Greek painting:

1. **Fresco**- method of painting water-based pigments on a freshly applied plaster usually on a wall surfaces. Colors are made with grind powder pigments in pure water, dry and set with a plaster to become a permanent part of the wall. Ideal for murals, durable and has a matte style.
2. **Encaustic**— developed to use by Greek ship builders, who used the hot wax to fill the cracks of the ship. Soon pigments (colors) was added and used to paint a wax hull.



**Judgement of Paris
(370-330B.C.)**

(Image from Treasures of the World, 1961 CCP Library)

Vase painting

Kerch Style also referred to as Kerch Vases are red-figured pottery named after the place where it was found.

Shapes commonly found are:

1. *pelike* (wine container)
2. *lekanis* (a low bowl with two horizontal handles and a low broad foot)
3. *lebes gamikos* (with high handles and lid use to carry bridal bath)
4. *krater* (bowl use for mixing wine and water)

Most common motifs were mostly scenes from the life of women (often exaggeratedly idyllic), mythological beings that were popular among the people of the black sea, or a scene from mythical story or event. It used a technique

called polychromy, combination of different colors specially the brilliant one in an artistic manner.

Panel Painting

There are paintings on flat panels of wood. It can be either a small, single piece or several panels joined together. Most of the panel paintings no longer exist because of its organic composition.

The earliest known panel painting is the:



Pitsa Panel (Archaic Period between 540 and 530 B.C.E.)

(Image from Treasures of the World, 1961 CCP Library)

Tomb / Wall Painting

Tomb or wall painting was very popular during the classical period. It uses the method frescos either **tempera** (water-base) or **encaustic** (wax). It has a sharp, flatly outlined style of painting and because it uses water-based materials, very few samples survived.



Tomb of the Diver, Paestrum 480 BCE

Image from Treasures of the World, 1961 CCP Library

The image was painted using a true fresco technique with a limestone mortar. It depicts a symposium scene on the wall.

In tomb paintings, artists rely on the shade and hues of paint to create depth and life-like feeling.

Paintings from the Romantic Era

Most of the paintings in this era were copied or imitated from Hellenic Greek paintings. Fresco technique was used in brightly colored backgrounds; division of the wall into a multiple rectangular areas (tic-tac-toe design); multi-point perspective; and a *tropme-l'-oeil* effect.

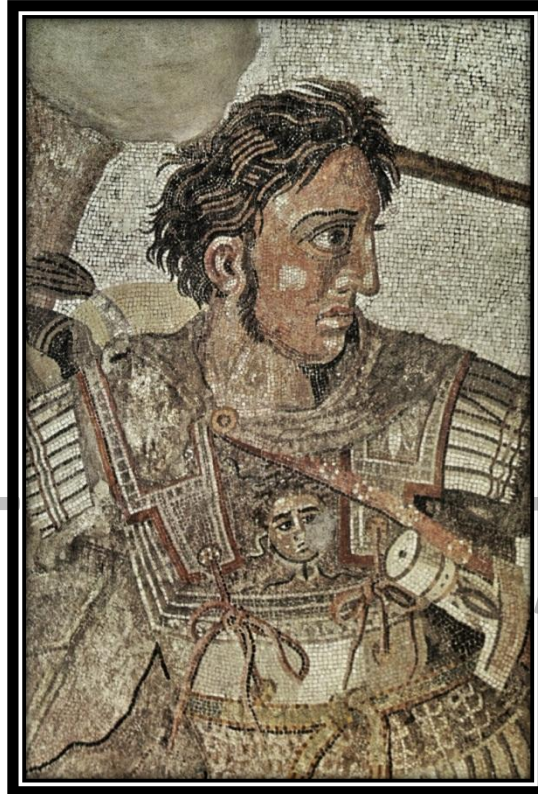
Roman paintings have a wide variety of subjects, animals, everyday life, still life, mythological subjects, portraits and landscapes.

The development of landscape painting is the main innovation of Roman painting from Greek painting.

Mosaic

It is an art process where an image is created using an assemblage of small pieces of colored glass, stones, or other materials.

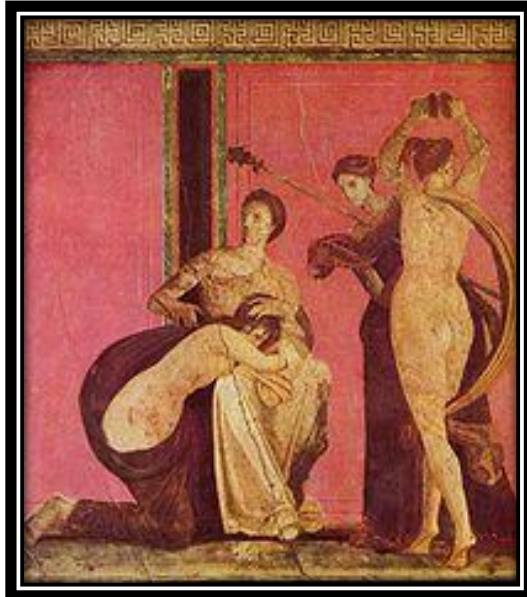
This technique is used for decorative art or interior decorations.



Head of Alexander

Image from Treasures of the World, 1961 CCP Library

The full image is a Roman floor mosaic in the House of Fun Pompei, dated 100 B.C. The whole mosaic depicts the battle between the armies of Alexander the Great and Darius III of Persia.



http://en.wikipedia.org/wiki/File:Pompejanischer_Maler_um_80_v._Chr._001.jpg

Fresco from the Villa of Mysteries, Pompeii 80 BC

This fresco painting was believed to depict ceremonial rites, either marriage or an initiation of a woman in a mystery cult.



http://en.wikipedia.org/wiki/File:Pompejanischer_Maler_um_10_20_001.jpg

Boscotrecase, Pompeii

Paintings from the Medieval Era

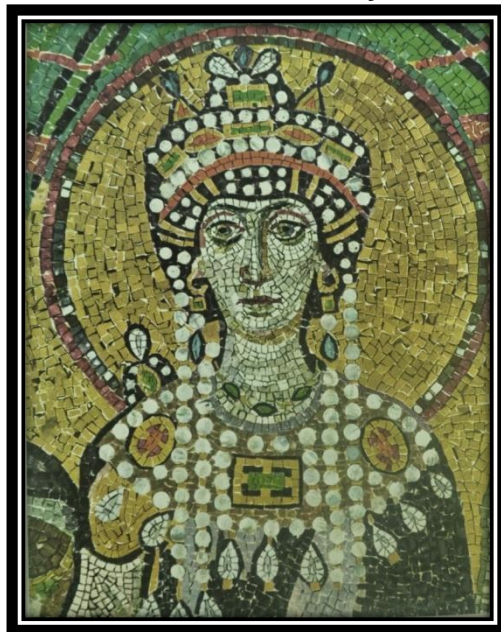
Byzantine Painting

The lively styles of paintings which had been invented in Greek and Rome lived on in Byzantium but this time for Christian subjects.

By the 11th century, the Greek and Oriental styles seem to blend together in magnificent, imposing images, which adorned the churches in large and small forms.



**The court of Empress Theodora, mosaic
6th century AD San Vitale, Ravenna**



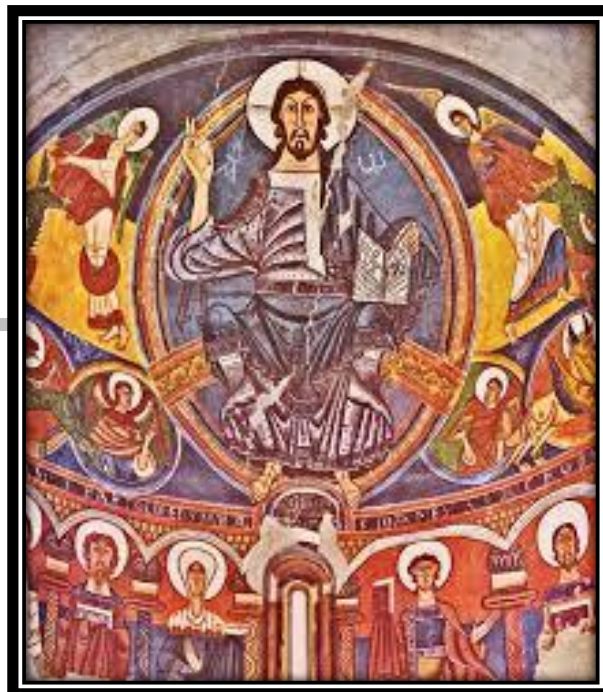
Theodora was an Asian Queen with dark eyes and hair with fierce expression;

(Images from Treasures of the World, 1961 CCP Library)

Romanesque Painting

These are largely placed mosaics on the walls of the churches that follows a strict frontal pose.

It has a remarkable variety of artistic traditions such as modeling and treatment of faces and draperies that follow Byzantine convention while the refreshingly decorative feeling comes from southern French styles. It also shows traces of *Mozarabic* influence (Arabize influence) through elongated oval faces, large staring eyes and long noses, figures against flat colored bands and heavy outlining.



Christ in Majesty, painting from the Church of Saint Clemente, Tahull, Lerida Spain, c. 1123 Musue Nacional d'Art de Catalunya, Barcelona

Image from Treasures of the World, 1961 CCP Library

Christ wears a greyish, white robe with a blue mantle. Underneath the *Mandorla* (Italian word for Almond, in painting, it is used to describe an enclosure surrounding holy figures) is a black band with white writing. Each side of the center window are three arches resting on columns of capitals in green, red and black in between of figures of Virgin Mary and five saints are columns with wavy line patterns going vertically.

This mural painting has been moved to Barcelona and replaced by a replica.

Paintings from the Gothic Era

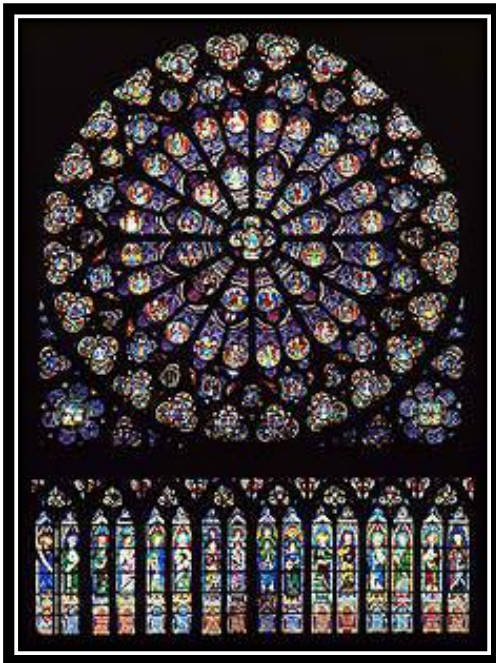
Paintings have been confined in the illumination of manuscript pages and the painting of frescoes on the walls of churches in cosmopolitan style, elegant, mannered and sophisticated.



Lady and the Unicorn tapestry, 1506- 1513

Image from Treasures of the World, 1961 CCP Library

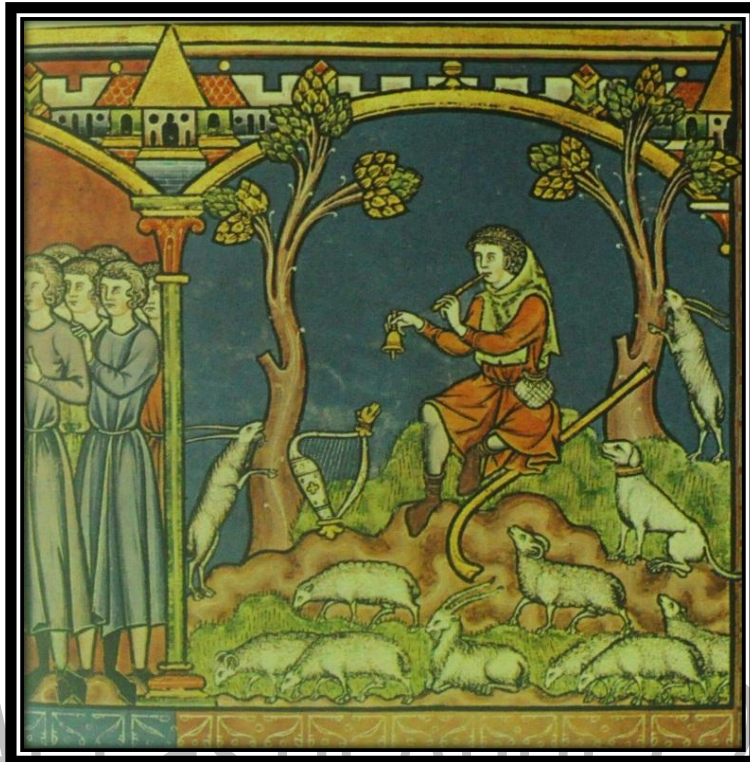
Subjects usually depicts popular legends and love stories, patterns like “mille fleur” or thousand flowers show influence which may have been due to the Crusades.



**Rose window from the North
transcept, about 1230**

Image from Treasures of the World, 1961 CCP
Library

Stained glass windows were created to transform the vast stone interiors with warm and glowing color and at the same time to instruct Christians in their faith.



The Shepherd David, 13th century, Gothic manuscript illustration
Image from Treasures of the World, 1961 CCP Library

The paintings show some realistic details and shows naïve naturalism

Individual Activity:

To know how much you have learned from the discussion about the paintings of the Early Age, fill in the box with the characteristics and functions that would best describe the painting in every era/period.

Period/Era	Characteristics	Functions
Ancient Paintings 1. Pre-historic 2. Egyptian		
Classical Paintings 1. Greek 2. Roman		
Medieval Paintings 1. Byzantine 2. Romanesque 3. Gothic		

Sculptures from the Early Age

Pre-Historic Sculptures

Materials used in sculptures vary according to region and locality. Archeologists believed that their sculpture is a result of natural erosion and not of human artistry.

Frequently carving may have mythological or religious significance.



Venus of Willendorf

28,000 B.C.E. – 25,000 B.C.E

Image from Treasures of the World, 1961
CCP Library

It is carved from limestone with excessively heavy breast and abdomen used as charm to ensure fertility.



Venus of Brassempouy

*Museed'Archéologie Nationale at
Saint-Germain-en-laye*

25,000 years old

Image from Treasures of the World, 1961
CCP Library

A sculpture of a lady with the hood. It is a fragmentary ivory figurine from the Upper Paleolithic era that realistically represents the human face and hairstyle

Sculptures from the Egyptian Era

Symbolic elements were widely used such as forms, hieroglyphics, relative size, location, materials, color, actions and gestures. Their tombs required the most extensive use of sculpture.

The most common materials used for sculptures are wood, ivory and stones.

Characteristics of the sculptures:

1. Symbolisms were heavily used to represent the gods. They were represented as composite creature with animal heads on human bodies
2. Relief compositions were arranged in horizontal lines to record an event or represent an action.
3. Most of the time the gods were shown larger than humans, the kings larger than their followers, the dead larger than the living.
4. Empty space were filled with figures or hieroglyphics
5. All individual components were all brought to the plane of representation and laid out like writing



**Queen Nefertiti, painted limestone
18th Dynasty, 1375-1357 BC**

Image from Treasures of the World, 1961 CCP Library

- Realistic, with heavy lidded eyes, slender neck, determined chin and pure profile under her heavy crown.
- Queen, refers to the Great Royal wife of the Egyptian pharaoh.



**The Pharoah Menkaure and his
Queen, stone**

4th Dynasty, 2548 - 2530 B.C.E.

Image from Treasures of the World, 1961 CCP
Library

- An example of portraits presented in rigid postures , and were simple and powerful with very little show of private emotion.

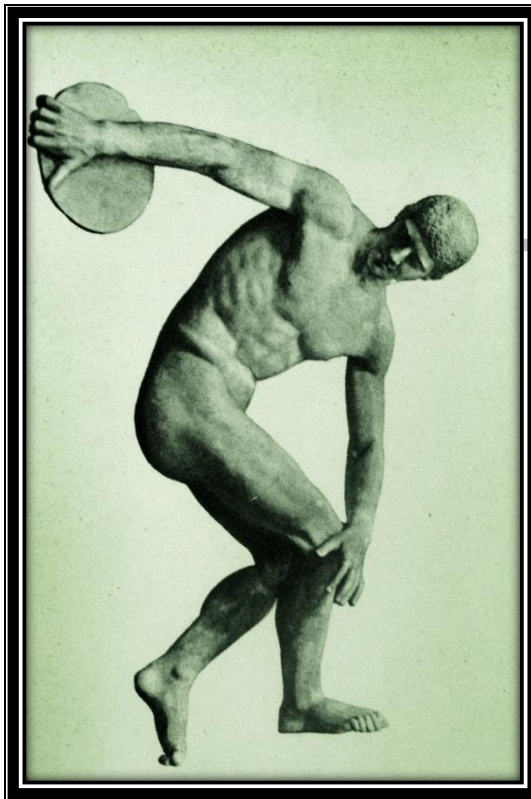
of April 7, 2014

Sculptures from the Classical Period

Greek Sculptures

Early Greek sculptures were tense and stiff, their bodies were hidden within enfolding robes. After three centuries of experiments, Greek sculptures had finally evolved and showed all the points of human anatomy and proportion.

One of the most popular styles of the greek sculptures was the Hellenistic style. Hellenistic denotes a preference in sculpture for more elaborated patterns, mannered arrangement of figures and groups, and an emphasis on the representation of movement for dramatic effects.



Myron; The Discobolus, 450 BC

Image from Treasures of the World, 1961 CCP Library

Shows an attitude of maximum tension, full of compressed energy, and about to explode an action.

April 7, 2014

Roman Sculptures

Most Roman sculptures are made of monumental terra-cotta. They did not attempt to compete with the free standing Greek works of history or mythology but rather they produced reliefs in the Great Roman triumphal columns with continuous narrative reliefs around.



The Portonaccio Sarcophagus between 180-190 BCE

Museu Nazionale Romano

Image from Treasures of the World,
1961 CCP Library

- Used for the burial of Roman General involved in the campaign of Marcus Aurelius
- The best known and most elaborate of all "sarcophagus" (It is a box-like funeral receptacle for a dead body. Comes from a Greek word "sarx" meaning flesh and "phagein" meaning "to eat")
- It depicts battle scenes between Romans and Germans
- Carved in marble



Sarcophagus, from cerveteri, c. 520 BCE, Museo Nazionale de Villa Giulia, Rome

Image from Treasures of the World, 1961 CCP Library

- Made of Terra Cotta
- length 6'7" (2.06 m)
- a husband and wife are shown reclining comfortably, as if they were on a couch

Byzantine Sculptures

The dominant themes in Byzantine sculptures are religious, everyday life scenes, and motifs from nature.

Animals were used as symbols (dove, deer, peafowl) while some had acrostic signs (form of writing in which taking the first letter; syllable or word of different lines and putting them together it can be read a message) that contained a great theological significance.



The Barberini Diptych

http://en.wikipedia.org/wiki/Barberini_Ivory

- an early example of Byzantine Ivory work

Romanesque Sculptures

Some of the famous sculptural pieces are reliquaries, altar frontals, crucifixes, and devotional images. Small individual works of art were generally made of costly materials for royal and aristocratic patrons. These lightweight devotional images were usually carried in the processions both inside and outside the churches



Last Judgement,
tympanum (an architectural element with in the arch or pediment) of the west portal, Cathedral of Saint-Lazare, Autun Burgundy France, c. 1120-35 by Gislebertus

Image from Treasures of the World, 1961 CCP Library

Gothic Sculptures

Gothic sculptures have a greater freedom of style. They no longer lay closely against the wall, but begun to project outward. Figures were given their own particular attitudes instead of being set into particular patterns and are more lively and realistic.



Resurrection of the Virgin, end of the 12th century
Cathedral Amiens

Image from Treasures of the World, 1961 CCP Library

Activity:**Compare and contrast:**

Choose two sculptures from the different era. Compare and contrast the two using the following indicators:

1. Name of Sculpture		
2. Period, and era when it was created		
3. Materials used		
4. The use of elements of arts in the sculpture (lines, shape, color, texture)		
5. The distinctive characteristic of the sculpture.		

Architecture from the Early Age**Pre-Historic Architecture**

Man has developed a form of architecture based on *megaliths* (a big rock) from the Greek word *lithos* (stone) and *megas* (big). This architecture is made of huge stone blocks which were probably intended for burial.

Megalithic monuments have always ignited man's imagination. It provided plenty of legends and superstition. During this era, stones and rocks were associated with divinity.

Three main types of megalith stones:

1. **Menhir:** a huge stone standing vertically on the ground, usually standing in the middle of the field or arranged in rows.



<http://media-cdn.tripadvisor.com/media/photo-s/01/17/bf/d9/carnac.jpg>

2. **Dolmens:** the word dolmen originated from the expression **taolmaen**, which means "stone table". These structures are in a form of table consisting of two huge standing stones supporting a horizontal giant stone. It is believed that it served as grave or as an altar.



http://images.search.yahoo.com/images/view;_ylt=A2KJkezWoIRS90YAGIKJzbkF;_ylu=X3oDMTFxa29hNzk3BHNIYwNzcgRzbGsDaW1nBG9pZAMzZTVkMGQ3N2M5OGFjn

<http://www.timeforlearning.net/wp-content/uploads/2013/07/Stonehenge2.jpg>

3. **Cromlech:** a Brythonic word where “*crom*” means bent or curved and “*llech*” which means slab or flagstones. Literally it is a circle of standing stones.

Stonehenge: best preserved megalithic site in Europe, a group of stones arranged in concentric circles, with a large external circle of *triliths* (Greek word meaning three stones), two internal circles built in a similar manner and altar-shape stone in the center. It is a temple where rituals were held. The structure and



the movement of the sun in the sky has a relationship in terms of identifying the change of the seasons which helped the primitive man on their rituals and on their agricultural practices

Egyptian Architecture

This architectural style was developed during the pre-dynastic period 4,000BC.

Characteristics of Egyptian Architecture:

1. The structure has thick sloping walls with few openings to obtain stability.
2. The exterior and interior walls along with columns and piers were covered with hieroglyphics and pictorial frescoes and carvings painted in brilliant colors.
3. Ornamentations were symbolic including scarab (sacred beetle), solar disk and vulture, common motifs (palm leaves, buds, flower of lotus, and papyrus plants)
4. Temples were aligned with astronomically significant events like *solstices* (comes from the Latin word *Sol*, meaning sun and *stitium* meaning stoppage, as the sun appears to stand still on the first day of winter) and *equinox* (a time or date when day and night are of equal length) with precise measurements required in determining the moment of that particular event.



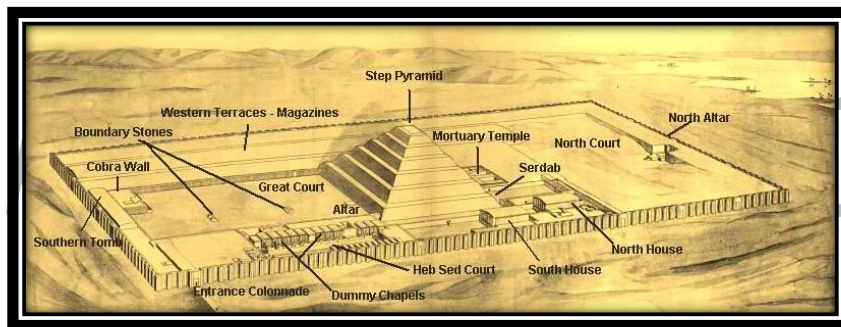
Pyramids of Giza

It is the most substantial ancient structure of the world. The three pyramids are the funerary structures of the three kings of the fourth dynasty (2575 to 2465 BC) namely:

Khufu (Cheops) whom the Great Pyramid was attributed to; *Khafa* (Chepren) whom the pyramid next to the Great Pyramid is attributed; and the

smallest is attributed to *Menkaura* (Mycerinus).

These pyramids were made highly confusing and with many tunnels to create confusion for grave robbers.



Egyptian Temples were built to serve as places of residence for the gods. They also served as key centers for economic activity. Ancient temples were made of perishable materials like wood, reed matting and mud brick. Their walls were covered with scenes that were carved onto the stone then brightly painted. Pharaoh fighting in the battles and performing rituals with the gods were the scenes found on the walls.



Mastaba

It is a type of Egyptian tomb in the form of a flat-roofed, rectangular structure with outward sloping sides. It was made of mud-bricks or stone.

Greek Architecture

Temples consisted of a central shrine or room in an aisle surrounded by rows of columns. These buildings were designed in one of three architectural style or orders:

DORIC



IONIC



CORINTHIAN



The Parthenon

447-432 BC, Athens

The Greatest Classical temple, ingeniously engineered to correct an optical illusion. The columns were slightly contorted, swollen at the center and leaning inward to correct what would otherwise have been an impression of deadness and top heaviness.



Roman Architecture

They built sturdy stone structures both for use and to perpetuate their glory.

The emperors erected huge halls and arenas for public games, baths and procession. They built them of gigantic arches of stone, bricks and concrete or with barrel vaults.

The Colosseum, AD 70-82, Rome



<http://www.colosseum.net/images/colosseum-entrance.jpg>

Byzantine Architecture

It has a lot in common with the early Christian architecture. Mosaic decoration was perfected by the Byzantines, as was the use of clerestory to bring light in from high windows. Byzantine's advancement in developing the dome created a new style in global architecture.

Hagia Sophia. Istanbul, 537 BC



Picture courtesy of planetearth 1293 blog
<http://4.bp.blogspot.com/>

Hagia Sophia means “Holy Wisdom”. It narrates how a magnificent construction transformed from being a church, into a mosque and what is now known as the *Hagia Sophia* museum. One of the biggest domes ever created with 108 feet in diameter and because of its grand size it can still be seen from miles away.

Romanesque Architecture

Romanesque architecture displayed solid masonry walls, rounded arches and masonry vaults. It is the period of great building activities in Europe, castles, churches, monasteries arose everywhere.

The doorways of Romanesque's churches are often grand sculptured portals. Wood or metal doors are surrounded by elaborate stone sculpture arranged in zones to fit architectural elements.

The groin-vaulted crypt of Worcester Cathedral



http://upload.wikimedia.org/wikipedia/commons/thumb/7/74/Worcester_cathedral_031_crop.JPG/165px-Worcester_cathedral_031_crop.JPG

Gothic Architecture

This design included two new devices: **pointed arch** which enabled builders to construct much higher ceiling vaults and **stone vaulting** borne on a network of stone ribs supported by piers and clustered pillars.

Cathedral of Chartres, also known as the *Notre dame Cathedral*
(1145- 1260)

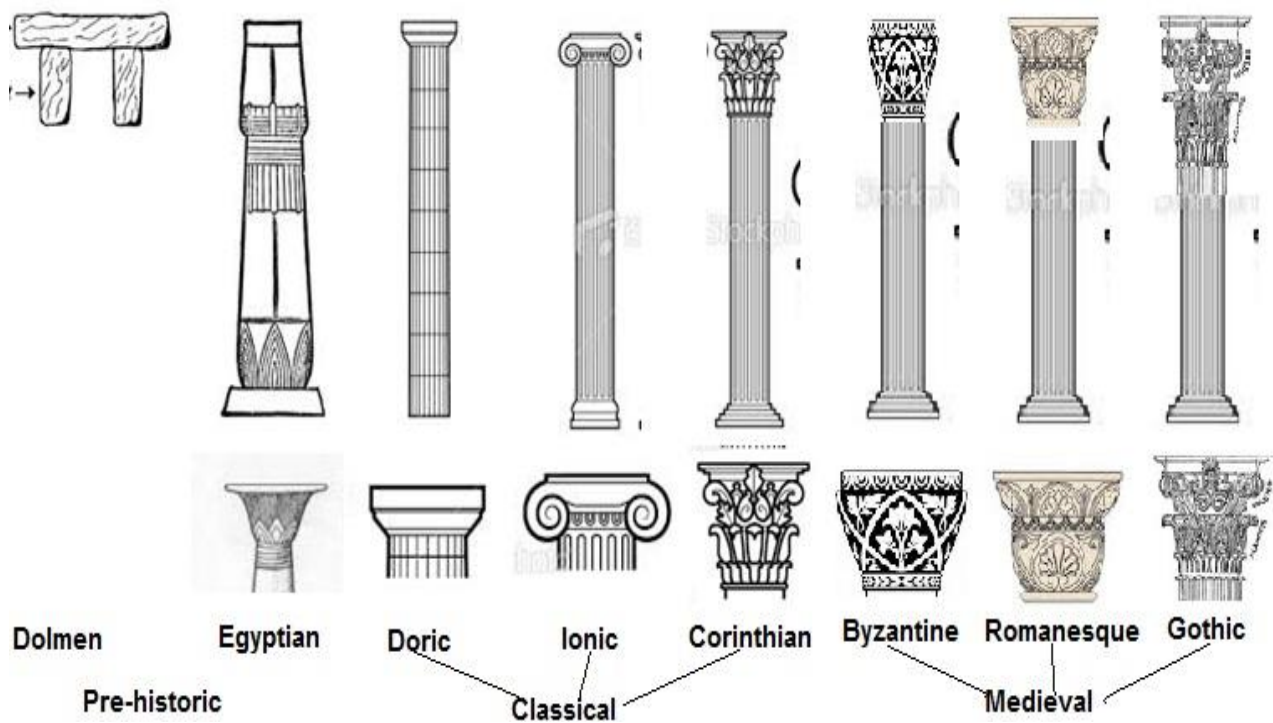
- Has rich architecture and design
- Splendid stained glass windows
- Thousands of sculptured figures



Activity:

Teacher: Ask your students to analyze the different columns of the early age architecture.

What are the distinctive characteristics of each column that shows the features of the era it was spread?



WHAT TO PROCESS:

Teacher: make your students create an example of art works that shows the influence from the different eras of the early age art forms.

Individual Activity:**“Rock my World”**

Experience how the pre-historic people were able to make an artwork all over the caves, create your own version of cave art using a stone as your canvass or working material and another stone as your medium to make your artwork.

Materials

Flat rock in any shape
Rocks with sharp edges



Procedure

1. Using the sharp edged rock, scratch the flat rock with your desired design
2. Put a varnish using a mixture of white glue diluted in water to preserve your design on the rock.
3. Design should reflect the characteristic of a pre-historic artwork.
4. You may also use the themes, motifs or patterns that show your regional identity.



RUBRIC

Criteria	5	4	3	2	1
	Excellent	Very Good	Good	Fair	Poor
1. Composition and design: - Shows the theme and motifs of medieval stained glass.					
2. Process: a. Follows the instruction in doing the activity b. Maintains cleanliness in the working area					
3. Materials used: a. Used proper materials and tools prescribed in the activity					
4. Behavior: a. Establish good relationship with classmates while doing the activity b. Shows enjoyment while doing the activity.					
5. Overall look of the artwork: -depicts a medieval look on the stained glass					
Total					

Individual Activity: “Light Me Up”

In the ancient Romans stained glass was used in their villas and palaces. During the medieval time it has been one of the prominent features of every cathedral built using the Christian themes and symbolisms.

In this activity create an example of a stained glass that has a practical use.

Materials

Big empty glass bottle
Black permanent marker
Acrylic paint
Paint brush
White glue
Water
Tee light candle



Original artwork and image by: J.C. Mendoza 2013

Procedures:

1. Choose a design for your “stained glass” bottle candle holder. It should be relevant with the medieval themes and symbolisms.

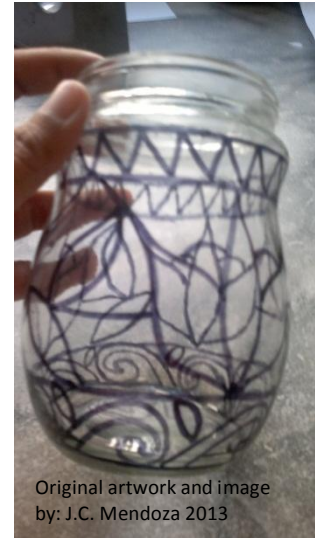
Design samples for stained glass, you may also use the themes, motifs and patterns that promotes your region.



2. Trace your design outside the bottle using the permanent black marker.
Your outline should be bold and thick.



Original artwork and image by: J.C. Mendoza 2013



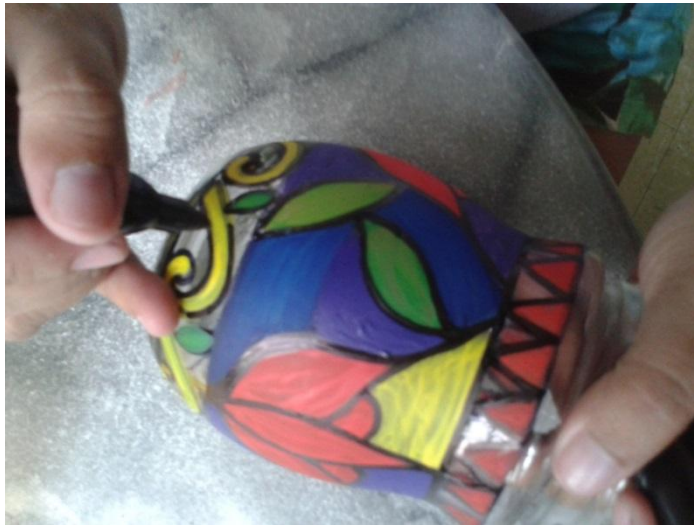
Original artwork and image by: J.C. Mendoza 2013

3. Color your design using acrylic paint.



Original artwork and image by: J.C. Mendoza 2013

4. After coloring, re- outline your design with black marker to make the outline precise and visible.



Original image by: J.C. Mendoza 2013

5. After coloring and re-outlining your design, apply a glaze composed of white glue diluted in water.

6. Place the tee light candle inside the bottle and light so you can see the stained glass effect.

RUBRIC

Criteria	5	4	3	2	1
	Excellent	Very Good	Good	Fair	Poor
6. Composition and design: - Shows the theme and motifs of medieval stained glass.					
7. Process: c. Follows the instruction in doing the activity d. Maintains cleanliness in the working area					
8. Materials used: b. Used proper materials and tools prescribed in the activity					
9. Behavior: c. Establish good relationship with classmates while doing the activity d. Shows enjoyment while doing the activity.					
10. Overall look of the artwork: -depicts a medieval look on the stained glass					
Total					

Individual Activity:**Mosaic Greeting Cards**

The ancient Greeks were the first to manufacture mosaics. It was made of pebbles usually black and white used in the floor and pathways. Typically, pebbles are triangular or square applied with mortar or other adhesive to create floor and wall mosaics.

Mosaic is the art of creating images with an assemblage of small pieces of colored glass, stone, or other materials. It is a technique of decorative art or interior decoration.

Design Samples for Mosaic Arts

Materials

Recycled candy wrapper
Scissors
Glue
Ruler
Card board

**Procedure**

1. Create your design for your greeting card mosaic.



Original image by: J.C. Mendoza 2013

2. Clean the recycled candy wrapper that you will use for your mosaic

Pictures to be inserted

3. Cut your candy wrapper into small squares, rectangles or circles.

Pictures to be inserted

DRAFT as of April 7, 2014

4. Start pasting your candy wrappers into your design.

Pictures to be inserted

RUBRIC

Criteria	5	4	3	2	1
	Excellent	Very Good	Good	Fair	Poor
11. Composition and design: - Shows the theme and motifs of medieval stained glass.					
12. Process: e. Follows the instruction in doing the activity f. Maintains cleanliness in the working area					
13. Materials used: c. Used proper materials and tools prescribed in the activity					
14. Behavior: e. Establish good relationship with classmates while doing the activity f. Shows enjoyment while doing the activity.					
15. Overall look of the artwork: -depicts a medieval look on the stained glass					
Total					

DRAFT as of April 7, 2014

Individual Activity**” Ivory Carving”**

One important Byzantine sculptures are the diptychs and boxes carved in ivory, used for the realization of objects of luxury and religious use, preferred by the elites of Constantinople and brought from places such as Egypt and India.

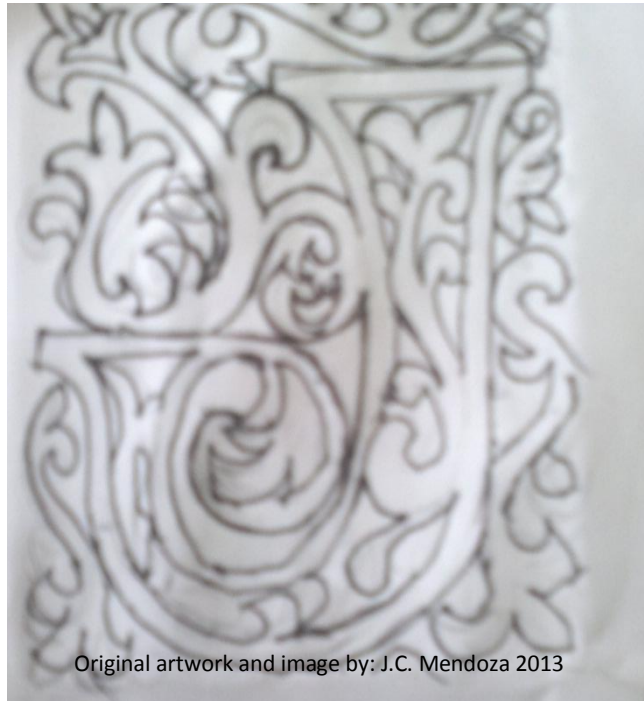
Materials

soft bar soap
sharp tools
carbon paper



Procedure:

1. Draw your design on a sheet of paper, actual size of the soap you are going to use. Use the first letter of your name as your subject and embellish your design with Byzantine motif.



- DRAFT
1. Transfer your design to the soap by tracing it with a carbon paper underneath



Original artwork and image by: J.C. Mendoza 2013

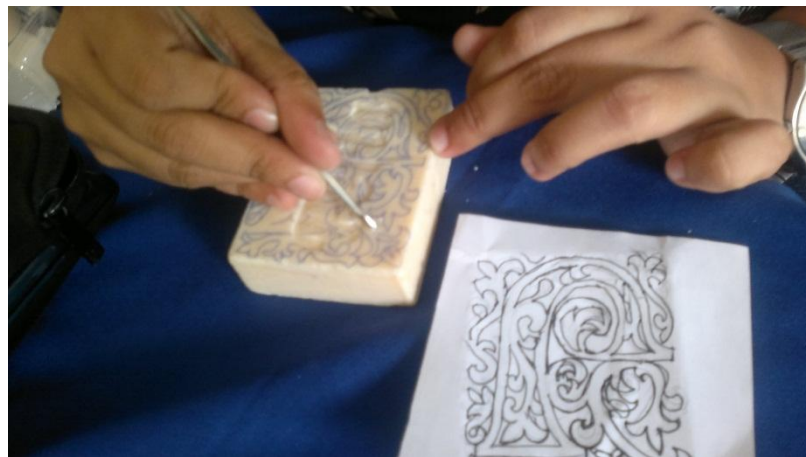
2. Make sure the carbon paper and your design are secure so that, it will not move while tracing your design



Original artwork and image by: J.C. Mendoza 2013

3. Start carving your design using sharp tools.

Note: Be careful in doing this activity



Original artwork and image by: J.C. Mendoza 2013



Original artwork and image by: J.C. Mendoza 2013

RUBRIC



Criteria	5	4	3	2	1
	Excellent	Very Good	Good	Fair	Poor
16. Composition and design: - Shows the theme and motifs of medieval stained glass.					
17. Process: g. Follows the instruction in doing the activity h. Maintains cleanliness in the working area					
18. Materials used: d. Used proper materials and tools prescribed in the activity					
19. Behavior: g. Establish good relationship with classmates while doing the activity h. Shows enjoyment while doing the activity.					
20. Overall look of the artwork: -depicts a medieval look on the stained glass					
Total					

WHAT TO UNDERSTAND:

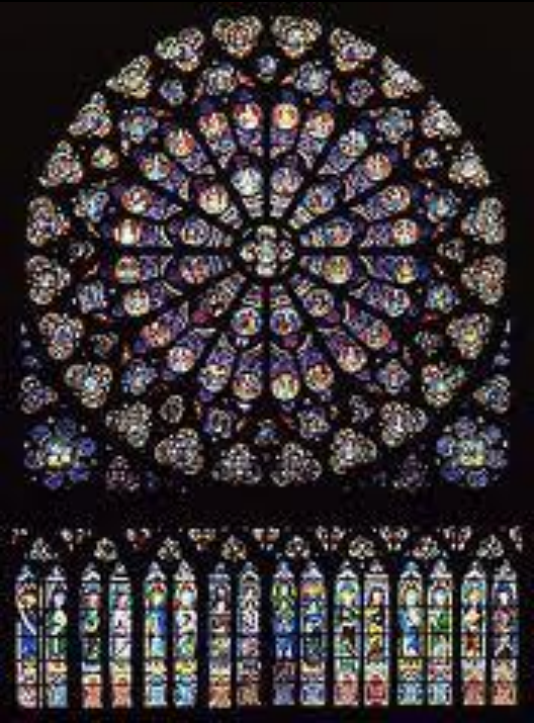

Pre historic to medieval arts has very rich characteristics, have specific functions in their lives and beliefs, very modern and accurate in their designs and become the key in understanding how the people in the early age live their lives.



Try to relate some famous artworks of the early age to some Philippine artworks and reflect how they have in common or how they can be associated with each other.

Individual Activity

Early Age Art forms	Philippine Art Forms
 <p>Tutankhamen's inner coffin from the tomb of Tutankhamen, Valley of the Kings Dynasty 18, 1336/5-1327 BCE. Gold inlaid with glass and semi-precious stones, Height 6'7 7/8" (1.85m) Egyptian Museum, Cairo</p>	 <p>Manungul Jar, 895-775 BC Manunggul Cave, Lipuun Pt., Palawan Secondary burial jar</p>
Characteristics:	
Function:	

Early Age Art forms	Philippine Art Forms
 <p>Venus of willendorf , Austria c, 22,000 -21,000 BCE limestone height 4 ¾" (11cm) Naturhistorisches Museum, Vienna Austria</p>	 <p>Bul- ol Igorot's carved wood idol used to guard their crops</p>
Characteristics:	
Function:	

Early Age Art forms	Philippine Art Forms
 <p data-bbox="188 1218 699 1332">Gothic architectural style and being divided into segments by stone mullions and tracery</p>	 <p data-bbox="767 789 1147 830">Pampanga's Capiz lantern</p>
Characteristics:	
Function:	

Early Age Art forms	Philippine Art Forms
	
Notre Dame Cathedral, France	San Sebastian Church, Philippines
Characteristics:	
Function:	

Individual Activity:My Dream House!

If you were given a chance to design your dream house, how would you like it to be? Choose from the different architectures that we discussed and use it as inspiration for your dream house.

Explain the reason for choosing that style. What are the distinctive characteristics of that architectural design that will be visible in your own dream house?

WHAT TO TRANSFER:**Group Activity:**Mount an Exhibition

- Gather all your artworks on the different activities that you had processed and mount an exhibition.
- On mounting your exhibition consider the following
 1. The theme of the exhibit (Art of the Early Age)
 2. Exhibit area
 - Location of your exhibition
 - Arrangement of your artworks
 - Decorations of the exhibit area based on the themes
 3. Information
 - Description of your art work (title, materials, technique, media)
 - Site the inspiration of your art work (Period)

Rubrics

Criteria	5	4	3	2	1
	Excellent	Very Good	Good	Fair	Poor
21. Composition and design: - Shows the theme and motifs of medieval stained glass.					
22. Process: i. Follows the instruction in doing the activity j. Maintains cleanliness in the working area					
23. Materials used: e. Used proper materials and tools prescribed in the activity					
24. Behavior: i. Establish good relationship with classmates while doing the activity j. Shows enjoyment while doing the activity.					
25. Overall look of the artwork: -depicts a medieval look on the stained glass					
Total					

SUMMARY

Pre-historic art is not easy to understand. These artworks are clues for archeologists in understanding the Stone Age civilization. Archeologists are given a peek into the minds of the primitive people through their art works and find out what they have experienced to produce those pictures.

The characteristics of Egyptian art are a combination of geometric regularity and keen observation of nature. Their art were classified into three: first art used in the home-furniture, jewelry, musical instruments and many more, second art used in the dead – tombs, masks mummy cases, and wrapping for the body, third art was created for the gods and their priest and kings-in temples, paintings, statues.

Greek art style was a taste of Western realism or “naturalism”. Artists have studied anatomy, physics and optics, as well as techniques of carving, painting, building, gold-working and ceramics.

Roman artists tried to reproduce the world around them as realistically as they could. Their architecture was designed to reflect the power of the city and to create in all people an awe of its imperial power. Roman art is a reflection of mixture of borrowed cultures fused together with local traditions to form their own styles and traditions.

Byzantine art was the meeting place for the Greek and oriental culture.

Romanesque style first evolved in the first third of the 12th century. It is a complete realization of religious and social functions and had an architectural program with a wealth of sculptural decoration subordination to the architectural frame.

SUMMATIVE TEST:

- I. Identify what art period was being described.
1. Their paintings were found inside the caves.
 2. The emphasis of their arts depicts the importance of life after death.
 3. Their sculptures shows perfect human anatomy and proportions
 4. They developed a form of architecture based on Megaliths.
 5. Temples were designed in one of the three architectural style or orders
 6. In this period emperors erected a huge halls and arenas for public games, baths and procession
 7. Their architectural design in this era depicts pointed arch, high ceiling vaults and stone vaulting borne.
 8. The Court of Empress Theodora, mosaic is an example of artwork from this period.
 9. Venus of Willendorf and Venus of Brassempouy is an sculpture that exist from this Era.
 10. The Last Judgment, *Tymapnum* of the west portal, Cathedral of Saint-Lazare is an example of sculpture from what era?
- II. Multiple Choice: Choose the correct answer
1. It is method of painting water-based pigments on a freshly applied plaster usually on a wall surfaces.
a. Encaustic b. Fresco c. Acrylic d. Tropme-l'-oeil
 2. It is a method of applying pigments mixed with beeswax and fixed with heat after its application
a. Encaustic b. Fresco c. Acrylic d. Tropme-l'-oeil
 3. An art process where you create an image using an assemblage of small pieces of colored glass, stones, or other materials
a. Stained glass b. collage c. mosaics d. Tropme-l'-oeil
 4. A stone coffin, often inscribed or decorated with sculpture
a. Tomb b. megaliths c. pyramid d. sarcophagus
 5. It is a colored glass used to form decorative or pictorial designs
a. Encaustic b. mosaics c. stained glass d. collage

III. Matching type: match column A with Column B

ARTWORKS		PERIOD/ ERA
1. Rose window	a	Pre-historic
2. Paintings Cave of Lascaux	b	Ancient Egypt
3. Pitsa Panel painting	c.	Greek Classical
4. Fresco from the Villa of Mysteries	d.	Roman Classical
5. Paintings from Sarcophagus of Tutankhamen	e	Romanesque
	f.	Byzantine
	g	Gothic

Answer Key:

I.

1. Pre-historic
2. Ancient Egypt
3. Greek Classical
4. Pre-historic
5. Greek Classical
6. Roman Classical
7. Gothic
8. Byzantine
9. Pre-historic
10. Romanesque

II.

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

III.

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

GLOSSARY OF TERMS

Ancient – dating from remote period; of great age; very old**Aristocratic** – a member of a ruling class or of the nobility**Corinthian**- elegantly or elaborately ornate**Dolmens**- consisting of two or more large, upright stones set with a space between and capped by a horizontal stone.**Doric**- one of the five classical orders of architecture, typically characterized by a flute column having as a capital convex circular molding supporting a square slab or abacus**Elaborated**- intricate and rich in details

Encaustic- a paint consist of pigment mixed with beeswax and fixed with heat after its application

Era- a period of time as reckoned from a specific date serving as the basis of its chronological system.

Fresco- a technique of painting on a wall using a moist plaster surface with colors ground up in water or a limewater mixture.

Hellenistic – relating to or a characteristic of the classical Greek Civilization from the death of Alexander the Great to the accession of Augustus

Hieroglyphics- a system of writing using picture symbols used in ancient Egypt.

Ionic- one of the five classical orders of architecture, characterized by fluted columns and capitals with scroll- like ornaments

Mastaba- an ancient Egyptian tomb with a rectangular base, sloping sides and flat roofs.

Medieval – relating to middle ages

Megaliths- a very large stones used in the pre historic architectures

Menhir- an upright monumental stone, standing by itself or in a group

Mille fleur- literally means thousand flowers

Mosaics- a design or decoration made up of small pieces of colored glass, stone etc.

Mythological figures- creatures, Gods and animals in the Mythology

Naturalism- factual or realistic representation

Outline- a line by which a figure or object is defined or bounded

Pigments- a substance used in coloring,

Pillars- a slender, freestanding, vertical support; a column

Portraits- a painting, drawing, sculpture, photography, or other likeness of an individual especially the face.

Pyramids- a massive monument of an Ancient Egypt having a rectangular base and four triangular faces culminating in a singular apex, built over around a crypt or tomb.

Realistic- relating to representation of objects, action, or social as they actually are

Sarcophagus – a stone coffin, often inscribed or decorated with sculpture

Scarab- sacred beetle

Sophisticated- complex and intricate

Stained glass- colored glass used to form decorative or pictorial designs

Stonehenge – an ancient megalithic monument in Southern England; probably used in a rituals

Symbolism- use symbols to represent ideas or qualities

Taolmaen – stone tables

Terracotta- a type of fired clay, typically of brownish red color and unglazed, used an ornamental building materials and in modeling.

Tomb- a large vault used for burying the dead.

Triliths- Greek word meaning three stones

Tropme-l'-oeil – a style of painting in which things are painted in a way that makes them look like real objects

Vaults- a roof in the form of an arch or a series of arches

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DRAFT as of April 7, 2014

Grade 9

ARTS

Teacher's Guide

Unit II

**ARTS OF THE
RENAISSANCE AND
BAROQUE PERIOD**

ARTS Unit 2

ARTS OF THE RENAISSANCE AND BAROQUE PERIODS

CONTENT STANDARDS:

The learner demonstrates:

- understanding of art elements and processes by synthesizing and applying prior knowledge and skills
- understanding that the arts are integral to the development of organizations, spiritual beliefs, historical events, scientific discoveries, natural disasters/occurrences and other external phenomenon

PERFORMANCE STANDARDS:

The learner:

- performs / participates competently in a presentation of a creative impression (verbal/non-verbal) of a particular artistic period.
- recognizes the difference and uniqueness of the art styles of the different periods (techniques, process, elements and principles of art)

Teacher: Give a short introduction about Renaissance and Baroque periods. Include the objectives and point out what they have to achieve by the end of the unit.

OBJECTIVES:

At the end of this module your students are expected to:

- analyze art elements and principles in the production of work following the style of Renaissance and Baroque arts
- identify distinct characteristics of arts during the Renaissance and Baroque periods
- identify representative artists from Renaissance and Baroque periods
- reflect on and derive the mood idea or message emanating from selected artworks of the Renaissance and Baroque Periods
- determine the effectiveness of artworks by evaluating its utilization and combination of art elements and principles
- use artworks to derive the traditions/history of Renaissance and Baroque periods
- compare the characteristics of artworks produced in Renaissance and Baroque periods

- create artworks guided by techniques and styles of Renaissance and Baroque art traditions
- describe the influences of icons belonging to Renaissance and Baroque art on the evolution of art forms
- apply different media techniques and processes to communicate ideas, experiences and stories showing the characteristics of Renaissance and Baroque art traditions
- evaluate works of art in terms of artistic concepts and ideas using criteria from the Renaissance and Baroque art traditions
- show the influences of the Renaissance and Baroque art traditions to Philippine art forms
- mount an exhibit using completed Renaissance and Baroque art traditions

INTRODUCTION:

In this module, your students will learn that:

Arts of the Renaissance Period covers artworks produced during the 14th, 15th and 16th centuries in Europe. The word “renaissance” comes from the word, “*renaitre*”, which means, “rebirth.” It pertains to arts, particularly in Italy, such as sculptures, paintings, music, architecture, and literature. The most common subject of this period is human philosophy. Famous artists of this era were Michelangelo di Lodovico Buonarroti Simoni, Leonardo di ser Piero Da Vinci, Raffaello Sanzio da Urbino and Donato de Niccolo di Betto Bardi.

The arts of the Baroque Period are more elaborate and full of emotion. They developed in Europe around the 1600’s. This type of art form was highly encouraged by the Catholic Church to propagate its dogma. Artists who were popular during this era were Amerighi da Caravaggio, Peter Paul Rubens, Diego Velasquez, Rembrandt Harmenszoon van Rijn, and Gian Lorenzo Bernini.

For better and effective understanding, different activities will be performed in this module. Viewing and listening of sample plays or operas are encouraged to promote appreciation of the culture and traditions of the western countries.

PRE-ASSESSMENT 1:

Teacher: In case your students are having a hard time identifying the artworks, provide a bigger and clearer copy. You may also ask them to identify the names of the artworks.

1. Divide your class into groups. Each group will be given a set of pictures of different art forms.
2. Identify the common characteristics of the pictures.
3. On the board or on a classroom wall, put the pictures with similar characteristics together.
4. Describe the similar characteristics.
5. Each group will have to answer the following questions:
 - What are the subjects of the art forms?
 - What are the materials used in the art forms?
 - What could be the reason why the artist made such an art?
6. Record all the answers on a sheet of paper to be submitted to the teacher.

Paintings





Sculptures



Architectures



PRE-ASSESSMENT 2:

Loop-a- word

Encircle 15 words that are connected to the Renaissance and Baroque Period.

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

WHAT TO KNOW

Teacher: Discuss the well-known artists of the Renaissance and Baroque periods. Name some of their art works and discuss its characteristics, functions, and identify if these are paintings, sculptures, or architecture.)

Renaissance Period (1400-1600)

Renaissance was the period of economic progress. The period stirred enthusiasm for the study of ancient philosophy and artistic values.

Italian Renaissance began in the late 14th century. It was an era of great artistic and intellectual achievement with the birth of secular art. The focus was on realistic and humanistic art.

Renaissance art was characterized by accurate anatomy, scientific perspective, and deeper landscape.

Renaissance painters depicted real-life figures and their **sculptures** were naturalistic portraits of human beings.

Architecture during this period was characterized by its symmetry and balance.

As the classical Greeks believed in the harmonious development of the person through a sound mind, by the practice of athletics, the Renaissance held up the ideal of the well-rounded person, knowledgeable in a number of fields such as philosophy, science, arts, including painting and music – and who applies his/her knowledge to productive and creative activity.

The Renaissance was a period of artistic experimentation. It brought people into a full view just like the human figures in Greek Art.

Renaissance art marks the transition of Europe from the medieval period to the early modern age. In many parts of Europe, Early Renaissance art was created in parallel with Late Medieval art. By 1500, the Renaissance style prevailed.

The greatest cathedral building of the age was the rebuilding of *St. Peter's Basilica* in Rome.

Famous Renaissance Artworks and Artists

Michelangelo di Lodovico Buonarroti Simoni (1475-1564)

Michelangelo was an Italian sculptor, painter, architect, and poet. He was considered the greatest living artist in his lifetime, and since then he was considered as one of the greatest artists of all time. A number of his works in paintings, sculpture, and architecture rank among the famous in existence. Among his outstanding works as sculptor were the following: *Pieta*, *Bacchus*, *Moses*, *David*, *Dying Slave*, *Dawn and Dusk*. Two of his best known works, *The Pieta* and *David*, were sculpted before he turned thirty.

He also created two of the most influential works in fresco in the history of Western art: the scenes from *Genesis* on the ceiling and the *Last Judgment* on the altar wall of the **Sistine Chapel** in Rome.



"Pieta" by Michelangelo

(Image from Treasures of the World book, by Golden Press, Inc., Copyright 1961)

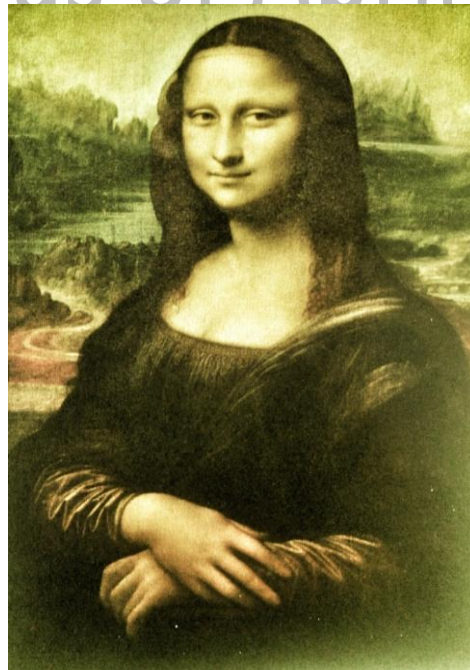
In *Pieta*, Michelangelo approached the subject which until then had been given form mostly from north of the Alps, where the portrayal of pain had always been connected with the idea of redemption as represented by the seated Madonna holding Christ's body in her arms.

Michelangelo convinces himself and his spectators of the divine quality and the significance of these figures by means of earthly and perfect beauty, but of course, these are human standards.

Leonardo di ser Piero Da Vinci (1452- 1519)

Leonardo Da Vinci was a painter, architect, scientist, and mathematician. He was popularized in present times through the novel and movie, "Da Vinci Code." He was known as the ultimate "Renaissance man" because of his intellect, interest, talent and his expression of humanist and classical values. He was also considered to be one of the greatest painters of all time and perhaps the most diversely talented person to have ever lived.

His well known works were: ***The Last Supper*** (the most reproduced religious painting of all time), and the ***Mona Lisa*** (the most famous and most parodied portrait). His other works were: ***The Vitruvian Man***, ***The Adoration of the Magi***, and the ***Virgin of the Rocks***. (Wikipedia)



"Mona Lisa" by Leonardo da Vinci
Image from CCP Library,

(Image from Treasures of the World book, by Golden Press, Inc., Copyright 1961)

“*Mona Lisa*” stems from a description by Renaissance art historian **Giorgio Vasari**, who wrote, “Leonardo undertook to paint for Francesco del Giocondo the portrait of Mona Lisa, his wife.” *Mona*, in Italian, is a polite form of address originating as Madonna- similar to Ma’am, madamme, or My Lady in English. This became *Madonna* and its contraction *Mona*. The title of the painting, though traditionally spelled “*Mona*”, is also commonly spelled in Modern Italian as “*Monna Lisa*”.

Raffaello Sanzio da Urbino (Raphael) (1483-1520)

Raphael was an Italian painter and architect of the High Renaissance period. His work was admired for its clarity of form and ease of composition and for its visual achievement of interpreting the Divine and incorporating Christian doctrines. Together with Michelangelo and Leonardo da Vinci, he formed the traditional trinity of great masters of that period. His main contributions to art were his unique draftsmanship and compositional skills. His famous works were: *The Sistine Madonna*, *The School of Athens*, and *The Transfiguration*.

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“The Transfiguration” by Raphael
Image from Artist Hideout

The Transfiguration was Raphael's last painting which he worked on up to his death. Commissioned by Cardinal Giulio de Medici, the late Pope Clement VII, the painting was conceived as an altarpiece for the *Narbonne Cathedral* in France. The painting exemplifies Raphael's development as an artist and the culmination of his career. The subject was combined with an additional episode from the Gospel in the lower part of the painting.

Donato di Niccolo di Betto Bardi (Donatello) (1386- 1466)

Donatello was one of the Italian great artists of the period. He was an early Renaissance Italian sculptor from Florence. He is known for his work in *bas-relief*, a form of shallow relief sculpture. His works included the following statues and relief: *David*, *Statue of St. George*, *Equestrian Monument of Gattamelata*, *Prophet Habacuc*, and *The Feast of Herod*.



"David" by Donatello

(Image from Treasures of the World book, by Golden Press, Inc., Copyright 1961)

"At the time it was created, it was the first known free- standing nude statue produced since ancient times"

Renaissance art is the art of calm and beauty. Its creations are perfect- they reveal nothing forced or inhibited, uneasy or agitated. Each form has been born easily, free and complete. Everything breathes satisfaction, and we are surely not mistaken in seeing in this heavenly calm and content the highest artistic expression and spirit of that age.

Baroque Art (1600-1800)

The term **Baroque** was derived from the Portuguese word “barocco” which means “*irregularly shaped pearl or stone.*” It describes a fairly complex idiom and focuses on painting, sculpture, as well as architecture.

After the idealism of Renaissance, and the slightly forced nature of “mannerism”, Baroque art above all reflects the tensions of the age notably the desire of the Catholic Church in Rome to reassert itself in the wake of the Protestant Reformation which is almost the same with Catholic- Reformation Art of the period.

Although always in conflict with the simple, clear, and geometric concepts of classicism, the Baroque existed in varying degrees of intensity, from a simple animated movement of lines and surfaces, to a rich and dynamic wealth.

Baroque was a period of artistic styles in exaggerated motion, drama, tension, and grandeur. The style started in Rome, Italy and spread to most of Europe.

The Roman Catholic Church highly encouraged the Baroque style to propagate Christianity while the aristocracy used Baroque style for architecture and arts to impress visitors, express triumph, power, and control.

Baroque painting illustrated key elements of Catholic dogma, either directly in Biblical works or indirectly in imaginary or symbolic work. The gestures are broader than *Mannerist* gestures: less ambiguous, less arcane, and mysterious.

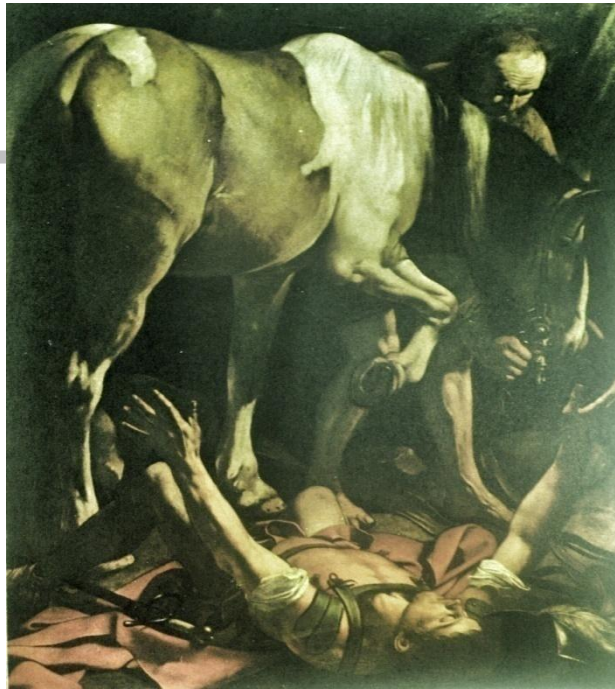
Baroque sculpture, typically larger than life size, is marked by a similar sense of dynamic movement, along with an active use of space.

Baroque architecture was designed to create spectacle and illusion. Thus the straight lines of the Renaissance were replaced with flowing curves.

Famous Baroque Artworks and Artists

Michelangelo Merisi or Amerighi da Caravaggio (1571- 1610)

He was better known as Caravaggio. He was an Italian artist who wanted to deviate from the classical masters of the Renaissance. He was an outcast in his society, because of his own actions and the lack of modesty and reverence for religious subjects in his own paintings. Perhaps he started out as a specialist in his paintings of still life, especially of fruits. Studies of single figures followed, but they are clumsier than the fruit which gives savor of originality and charm. Caravaggio's models at this period were either himself or young persons who have an air of being promising but wicked. Among his famous paintings were: *Supper at Emmaus*, *Conversion of St. Paul*, and *Entombment of Christ*.



"Conversion of St. Paul" by Caravaggio

Image from CCP Library

(Image from Treasures of the World book, by Golden Press, Inc., Copyright 1961)

Gian Lorenzo Bernini (1598-1680)

Bernini was an Italian artist and the first Baroque artist. He practiced architecture, and sculpture, painting, stage design, and was also a playwright. He was also the last in the list of the dazzling universal geniuses. As a prodigy, his first artworks date from his 8th birthday. Among his early works were: *The Goat Amalthea with the Infant Jupiter and a Faun*, *Damned Soul*, and the *Blessed Soul*. He made a sculpture of “*David*” was for **Cardinal Borghese** which is strikingly different from Michelangelo’s *David* because it shows the differences between Renaissance and the Baroque periods. He was the greatest Baroque sculptor and architect as seen in his design of the *Piazza San Pietro* in front of the Basilica. It is one of his most innovative and successful architectural designs. The famous “*Ecstasy of St. Teresa*” was his greatest achievement and the *Colonnade of the Piazza of St. Peter’s Rome*.



“Ecstasy of St. Teresa” by Bernini

Image from CCP Library

(Image from Treasures of the World book, by Golden Press, Inc., Copyright 1961)

Peter Paul Rubens (1577- 1640)

Rubens was a Flemish Baroque painter. He was well known for his paintings of mythical and figurative subjects, landscapes, portraits, and Counter- Reformation altarpieces. His commissioned works were mostly religious subjects, history paintings of magical creatures, and hunt scenes. His famous works were: *Samson and Delilah*, *Landscape with a Tower*, *Portrait of Helene Fourment*, and *The Three Graces*



"Portrait of Helene Fourment" by Rubens

Image from CCP Library

(Image from Treasures of the World book, by Golden Press, Inc., Copyright 1961)

Rembrandt Harmenszoon van Rijn (1606-1669)

Rembrandt was a brilliant Dutch realist, painter and etcher. He was generally considered as one of the greatest painters and printmakers in European art. He followed no particular faith, but was interested in spiritual values and often chooses religious subjects. Rembrandt shares with Rubens the revolution whereby painting came to depict the more personal aspects of the painter: his own home and his family. No artist has painted himself as often as did Rembrandt. His concept of himself continued to deepen in grasp and subtlety, while his technique grew more daring. His well-known work was his "Self portrait in Old Age".

Rembrandt had produced over 600 paintings, nearly 400 etchings, and 2000 drawings.



"Self-Portrait" by Rembrandt
Image from CCP Library

(Image from Treasures of the World book, by Golden Press, Inc., Copyright 1961)

Diego Velasquez (1599- 1660)

Velasquez of Spain developed out of the Baroque. He was one of the finest masters of composition and one of the most important painters of the Spanish Golden Age. He worked out solutions to pictorial problems of design that transcend the style of any period. Velasquez was the case of a painter who discovered his avocation almost at the very start of his career. The passion for still life frequently emerges in Velasquez's art. His famous works were: *The Surrender of Breda*, *Las Meninas* (*The maids of honour*), *Los Borachos* (*The Drinkers*), and *Maria Theresa*.



"Las Meninas-(The maids of honour)" by Velasquez

Image from CCP Library

(Image from Treasures of the World book, by Golden Press, Inc., Copyright 1961)

He created this work four years before his death and served as an outstanding example of the European baroque period of art. Margaret Theresa, the eldest daughter of the new Queen, appears to be the subject of *Las Meninas* but in looking at the various view points of the painting, it was unclear as to who or what was the true subject; it maybe the royal daughter or the painter himself.

Summary

Baroque aims to give an effect that wants to carry the viewers away with the force of its impact. It gives not a generally enhanced vitality, but excitement, ecstasy, and intoxication. Its impact was intended to be

momentary, while that of the Renaissance was slower but more enduring, making the viewers want to linger forever in its presence.

The Baroque required broad, heavy, massive forms. Elegant proportions disappeared and buildings tended to become heavier until sometimes the forms were almost crushed by the pressure. The grace and lightness of the Renaissance were gone; all forms became broader and heavier.

By the time St. Peter's Basilica was completed, another architectural style was developed by the architects who knew all the rules that had been so carefully recovered and chose to break them. It was during this period, that the effect was of a dynamic style of architecture in which the forms seem to take on life of their own, moving, swaying, and undulating.

Many European cathedrals have Baroque features, high altars, facades, and chapels.

Activity: Test Yourself!

Teacher: Check if your students have retained the information from the previous pages. The answers are written on the before each number.

A. Match the artworks with the artist's name. Write only the letter of the correct answer on the space provided before the number.

- | | |
|------------------------------------------------|----------------------|
| <u>A</u> 1. Equestrian Monument of Gattamelata | a. Donatello |
| <u>C</u> 2. Mona Lisa | b. Michelangelo |
| <u>D</u> 3. The Sistine Madonna | c. Leonardo da Vinci |
| <u>C</u> 4. The Last Supper | d. Raphael |
| <u>B</u> 5. Pieta | e. Bernini |

B. Choose the correct answer. Write only the letter on the space provided.

- B 1. It means "an irregular shaped pearl"
- | | | |
|----------------|------------|--------------|
| a. Renaissance | b. Baroque | c. Sculpture |
|----------------|------------|--------------|
- A 2. One of his famous works is the "Conversion of St. Paul".
- | | | |
|---------------|------------|-----------|
| a. Caravaggio | b. Bernini | c. Rubens |
|---------------|------------|-----------|
- A 3. "Ecstasy of St. Teresa" is the artwork of _____.
- | | | |
|------------|--------------|-----------|
| a. Bernini | b. Rembrandt | c. Rubens |
|------------|--------------|-----------|
- C 4. He is known as the greatest Baroque sculptor
- | | | |
|--------------|--------------|------------|
| a. Velasquez | b. Rembrandt | c. Bernini |
|--------------|--------------|------------|

A 5. "The maids of honour" is the artwork of _____.

a. Velasquez

b. Rubens

c. Bernini

Teacher: Let the students name the artworks, artists, era and describe each of the items in this activity. Use the format below.

Activity: Group of 3's
"Name It"

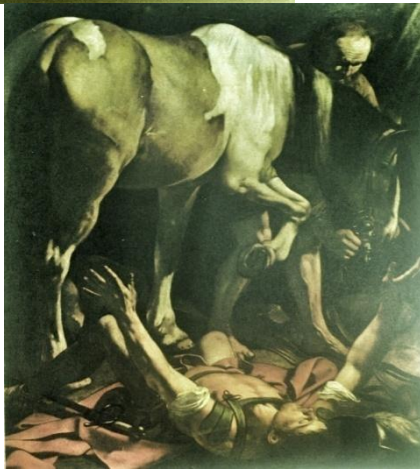
TITLE OF ARTWORK:

NAME OF ARTIST:

ERA:

DESCRIPTION:







DRAFT as of April 7,2014

WHAT TO PROCESS?

Teacher: Choose the activity that is appropriate for your students. Explain the rubrics before doing any of the activities.

By the end of the 15th century, Rome had displaced Florence as the principal center of Renaissance Art, reaching a high point under the powerful and ambitious Pope Leo X. The three great masters- Da Vinci, Michelangelo, and Raphael dominated the period known as the High Renaissance.

The Baroque Period in art history came directly after the Renaissance.

Mass and movement are the principles of the Baroque style. It did not aim for perfection or the beauty of growth, but rather focused on an event. Artworks from this era showed exaggerated emotions on the portrayed experience. Exaggeration can be seen in the forms, gesture, mass, space, color, energy, and light.

Individual Activity: “Waka Pose”

Materials: ¼ illustration board, oil pastels/coloring materials, pencil

Procedure:

1. Find a picture of your own that portrays happiness in your life or a memorable event in your life. (e.g. *hugging your parents, eating your birthday cake, you’re with your bestfriend, etc.*)
2. Paint your picture on the illustration board adding exaggerated emotions to it.
3. Apply colors on your drawing giving emphasis on light and dark colors to your work.

Reflection Questions:

1. What is the subject of your own artwork?
2. How do you find your output?
3. How do you feel while making your own baroque art design?

RUBRIC

Criteria	5	4	3	2	1
1. All instructions were followed					

2. Proper use of materials					
3. Chosen design was justified by answering all questions.					
4. Neatness of the artwork					

Individual Activity

“Scenery Spot”

Materials: canvass/ illustration board, permanent marker, paint, paint brush

Procedure:

1. Paint an object in accordance with the principles of art of the Renaissance and Baroque period
2. Arrange the objects and different colours as to background, middle ground, and foreground.
3. Apply color harmonies to achieve proper contrast and values of colors.

Reflection Questions:

1. What are the elements of art have you shown in your painting that depicts Renaissance style?
2. How are these elements and the principles of art important in creating an artwork?
3. What was the message conveyed in your own painting?
4. How do you feel about your own work?

RUBRIC

Criteria	5	4	3	2	1
1. All instructions were followed					
2. Proper use of materials					
3. Chosen design was justified by answering all questions.					
4. Neatness of the artwork					

Activity: “Royal Selfie”

Materials: picture, pencil, ¼ illustration board

Procedure:

1. Bring your own picture in class.
2. Draw a self-portrait on the illustration board wearing Renaissance costume.
3. Enhance your drawing by putting accessories on your portrait like headdress, long hair, etc.



<http://www.biography.com/people/Louis-xvi-938694>



http://www.oilpaintingfactory.com/pic/Oil%20Painting%20Masterpieces%20on%20Canvas/Cranach%20the%20Elder%20Lucas_1472-1553/4-Portrait-Of-A-Young-Woman-Renaissance-Lucas-Cranach-the-Elder.jpg

Reflection:

1. What did you learn about Baroque Arts?
2. What skills did you develop?
3. What did you feel while doing the activities?

RUBRIC

Criteria	5	4	3	2	1
1. All instructions were followed					
2. Proper use of materials					

3. Chosen design was justified by answering all questions.					
4. Neatness of the artwork					

Group Activity: “My Own Creation with Baroque Design”

Materials: ¼ illustration board, old magazines, glue, pencil

Procedure:

1. Illustrate or imitate the facade using the materials.
2. Cut the magazines into strips.
3. Paste it on the design of the facade you made.



Sant'Agostino Church, Rome
<http://romanchurches.wikia.com/wiki/Sant'Agostino>

Reflection Questions:

1. What is the message conveyed in your artwork?
2. How do you find your output?
3. Is it a Renaissance or Baroque inspired?

RUBRIC

Criteria	5	4	3	2	1
1. All instructions were followed					
2. Proper use of materials					
3. Chosen design was justified by answering all questions.					
4. Neatness of the artwork					

WHAT TO UNDERSTAND?

Art forms in the Philippines are diverse. Western influences can be seen in Philippine art forms such as: painting, dancing, weaving, sculpting, and pottery.

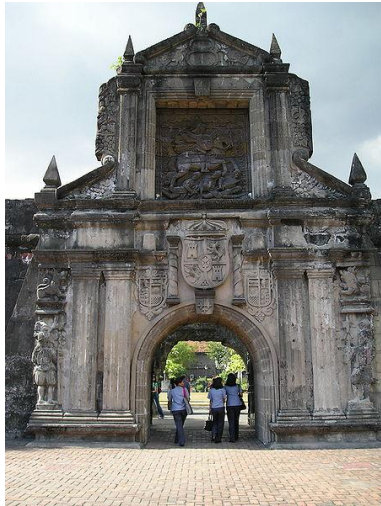
In 16th century, the Baroque style was brought by the Spanish and Portuguese to the Philippines where it became the prominent style of building large and small churches.

Large Baroque churches often have a proportionally very wide facade which seems to stretch between the towers.

During this time, the Spaniards used paintings as religious propaganda to spread Catholicism throughout the Philippines. These paintings, mostly on the church walls, featured religious figures in Catholic teachings.

The pre- colonial architecture of the Philippines consisted of nipa huts made from natural materials. However, there are some traces of large- scale construction before the Spaniards came. An example of this is the pre- colonial walled city of Manila which was dismantled by the Spaniards and rebuilt as Intramuros with its houses, churches, and fortress after the Spanish colonization.

During the three hundred years of Spanish colonization, Philippine architecture was dominated by Spanish influences.



Intramuros, Manila

Some Baroque Churches in the Philippines



San Agustin Church, Manila

<http://www.worldheritagesite.org/sites/baroquechurches.htm>



San Agustin Church, Paoay, Ilocos Norte

<http://www.worldheritagesite.org/sites/baroquechurches.htm>



Sto. Tomas de Villanueva Church, Miag-ao, Iloilo

<http://www.worldheritagesite.org/sites/baroquechurches.htm>



The “Sta. Maria Church” in Sta. Maria, Ilocos Sur

http://en.wikipedia.org/wiki/Baroque_Churches_of_the_Philippines



Baclayon Church, Bohol

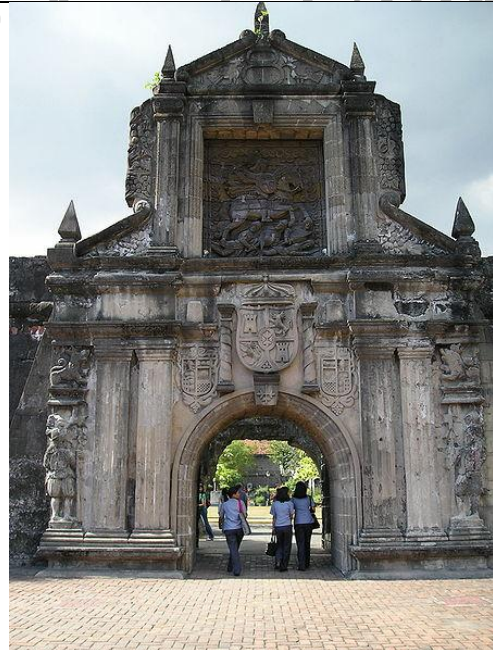
<http://www.worldheritagesite.org/sites/baroquechurches.htm>

Individual Activity

1. Compare the two architecture using the elements of art
2. In what period you can classify the two structures? Why?



(Façade of the Church of the Gesù, Rome- the first truly baroque facade)



Facade of the Intramuros, Philippines

Group Activity: “Collage Making”

The artistry of the early Filipinos was expressed through carving and painting designs in their churches.

Materials: bond papers, paste, permanent marker

Procedure:

1. Group yourselves into 4.
2. Research on the different Philippine churches with baroque designs.
3. Collect pictures, paste them, and label each.
4. Make an album out of it and paste it on the bond paper.

Reflection Questions:

1. What are the elements of art shown in the pictures you pasted?
2. What are the characteristics of the churches that you choose to consider them and classify them as a Baroque?
3. Name some Philippine artwork/s that has similar characteristics with the Renaissance and/or Baroque Period?

RUBRIC

Criteria	5	4	3	2	1
1. All instructions were followed					
2. Proper use of materials					
3. Chosen design was justified by answering all questions.					
4. Neatness of the artwork					

WHAT TO TRANSFER

1. Create an art exhibit focusing on the Renaissance and Baroque Period.
Steps
Elements of exhibit
 - a. Write-ups
 - b. Theme
2. Prepare the exhibit area.
3. The exhibit should be documented.

RUBRIC:

CRITERIA	VERY GOOD (10 pts.)	GOOD (6 pts.)	AVERAGE (4 pts.)	NEEDS IMPROVE MENT (2 pts.)
ORDER	Exhibit was arranged properly	Some parts of the exhibit were out of place	Several exhibited artworks were out of place	Artworks were placed disorderly
COOPERATION	All group members have artworks in the exhibit	Some group members did not exhibit their artworks	Most of the group members did not exhibit their artworks	Only 1 member exhibited his/her artwork
RESOURCEFULNESS	All members used recycled/or other creative materials	Most of the members used recycled/or other creative materials	Some of the members used recycled/or other creative materials	Only 1 member used recycled/or creative materials

Highest possible Score: 30 pts.

Equivalent Rating:

VERY GOOD: 25-30 = 100%.

GOOD : 21- 24= 90 %

AVERAGE : 16-20= 80 %

NEEDS IMPROVEMENT: 6- 15 = 70%.

SCORE:

RATING:

SUMMARY

- Line, shape, space, color, value, and texture are important elements of arts that help express feelings, mood, and meaning through art symbols.
- Art is very important in the promotion of cultural pride and unity.
- The greatest cathedral building of the Renaissance Period was the rebuilding of St. Peter's Basilica in Rome.
- The Baroque style was brought by the Spanish and Portuguese to the Philippines where it became the prominent style of building for large and small churches.
- The architecture of the Philippines is a reflection of the history and heritage of the country.
- The pre-colonial architecture of the Philippines consisted of a nipa hut made from natural materials.
- The unique architecture of the churches in the Philippines did not just reflect the adaptation of Spanish/ Latin American architecture to the local environment, but also of the Church's political influence.
- The Santa Maria Church in Ilocos Sur is located on top of a hill, serving as a citadel during times of crisis. Miag-ao Church in Iloilo also withstood the occasional attacks of Muslims from the south.
- Many mosques have elaborate domes, minarets, and prayer halls, in varying styles of architecture.
- Quba mosque in Medina, Saudi Arabia is the oldest mosque in the world.

Summative Test

I. Multiple Choice

1. It means “rebirth”

a. Renaissance

b. Baroque

c. Sculpture

2. It means “an irregularly shaped pearl”

a. Renaissance

b. Baroque

c. Architecture

3. Which among the 3 choices is not an artist of the Renaissance Period?

a. Da Vinci

b. Michelangelo

c. Bernini

4. A type of artwork from the Renaissance period which was characterized by its symmetry and balance

a. Painting

b. Sculptures

c. Architecture

5. A cathedral built in the Renaissance Period

a. rebuilding of the St. Peter's Basilica

b. making of the Sistine Chapel

c. designing of the Piazza San Pietro

6. It was the first known free- standing nude statue sculpted by Donatello

a. David

b. Gattamelata

c. St. George

7. It is regarded as one of the world's most reproduced religious picture

a. Mona Lisa

b. Adoration of the Magi

c. Last Supper

8. The artist popularized in the 21st Century by a novel and a movie

a. Da Vinci

b. Michelangelo

c. Raphael

9. Known to be Raphael's last painting

a. The Sistine Madonna

b. The School of Athens

c. The Transfiguration

10. First Italian Baroque artist

a. Bernini

b. Rubens

c. Rembrandt

II. Identification

Identify the name of the following artists written inside the box with the given artworks below.

Da Vinci	Bernini	Rembrandt
Raphael	Caravaggio	Velasquez
Rubens	Donatello	Michelangelo

_____ 1. Ecstasy of Saint Teresa

_____ 2. Conversion of St. Paul

_____ 3. David

_____ 4. The Transfiguration

_____ 5. Samson and Delilah

_____ 6. Las Meninas

_____ 7. Sistine Madonna

_____ 8. Monalisa

_____ 9. Pieta

_____ 10. Self-Portrait in Old Age

Answer Key:

1. Bernini 2. Caravaggio 3. Donatello 4. Raphael 5. Rubens

6. Velasquez 7. Raphael 8. Da Vinci 9. Pieta 10. Rembrandt

GLOSSARY

Ambiguous - having more than one meaning or interpretation

Arcane - difficult or impossible to understand

Baroque– from the Portuguese word “*barroco*” (an irregular shaped pearl or stone)

Baroque Style – a style of artistic expression characterized by extravagant forms and forceful dynamic actions

Mosaic – pattern or picture made by embedding small pieces of stone or glass in cement surfaces such as walls and floors.

Renaissance – means “rebirth”

Collage –picture with pieces stuck on surface: a picture made by striking cloth, pieces of paper, photographs, and other objects onto a surface

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Grade 9

ARTS

Teacher's Guide

Unit III

**ARTS OF THE
NEOCLASSIC AND
ROMANTIC PERIOD**

ARTS Unit 3

ARTS OF THE NEOCLASSIC AND ROMANTIC PERIOD

CONTENT STANDARDS:

The learner demonstrates:

- understanding of art elements and processes by synthesizing and applying prior knowledge and skills
- understanding that the arts are integral to the development of organizations, spiritual beliefs, historical events, scientific discoveries, natural disasters/occurrences and other external phenomenon

PERFORMANCE STANDARDS:

The learner:

- performs / participates competently in a presentation of a creative impression (verbal/non-verbal) from the Neoclassical and Romantic Period.
- recognizes the difference and uniqueness of the art styles of the different periods (techniques, process, elements and principles of art)

INTRODUCTION:

In the middle of the 18th century, Neoclassicism was born out of rejection of the Rococo and late Baroque styles. Romanticism began in the same era but its approach had to do with the modern or new rather than the traditional.

In this unit, you will learn about Neoclassical and Romantic artworks. Their influences today were highly visible through the style of paintings, sculptures and other artworks adopted by the well-known artists internationally and also by some of our National Artists. Some of the existing architectural structures convey the traits and characteristics of such periods.

You are going to trace the art history and characteristics of Neoclassicism and Romanticism along with various artists that made names for each period.

Painting, sculpting and modeling are the processes and products that you will make for this Unit.

OBJECTIVES:

TEACHER: *Explain the objectives for this quarter.*

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

- analyze art elements and principles in the production of work following the style of Neoclassicism and Romantic arts
- identify distinct characteristics of arts during the Neoclassic and Romantic periods
- identify representative artists from Neoclassic and Romantic periods
- reflect on and derive the mood idea or message emanating from selected artworks of the Neoclassic and Romantic Periods
- determine the effectiveness of artworks by evaluating its utilization and combination of art elements and principles
- use artworks to derive the traditions/history of a Neoclassic and Romantic periods
- compare the characteristics of artworks produced in Neoclassic and Romantic periods
- create artworks guided by techniques and styles of Neoclassic and Romantic art traditions
- describe the influences of icons belonging to Neoclassic and Romantic art on the evolution of art forms
- apply different media techniques and processes to communicate ideas, experiences and stories showing the characteristics of Neoclassic and Romantic art traditions
- evaluate works of art in terms of artistic concepts and ideas using criteria from the Neoclassic and Romantic art traditions
- show the influences of the Neoclassic and Romantic art traditions to Philippine art forms
- make an artwork that represents Neoclassic and Romantic characteristics

PRE-ASSESSMENT:

TEACHER: Explain the reason for a Pre-assessment and how they should answer the activity.

INDIVIDUAL ACTIVITY

Classification. From the word pool below, classify the terms, artworks, and artists into the two periods (Neoclassical or Romantic) where they belong. Write your answers in two columns.

A. BARYE
A. CANOVA
B. THORVALDSEN
E. DELACROIX
F. GOYA
F. RUDE
J. DAVID
J. GERICAULT
J. INGRES
THE APOTHEOSIS OF HOMER
THE RAFT OF THE MEDUSA
THIRD OF MAY

CLASSICAL BLOCK
DEPARTURE OF THE VOLUNTEERS
LIBERTY LEADING THE PEOPLE
LION OF LUCERNE
OATH OF THE HORATII
PALLADIAN
PASSION
REASON
TEMPLE STYLE

INDIVIDUAL ACTIVITY

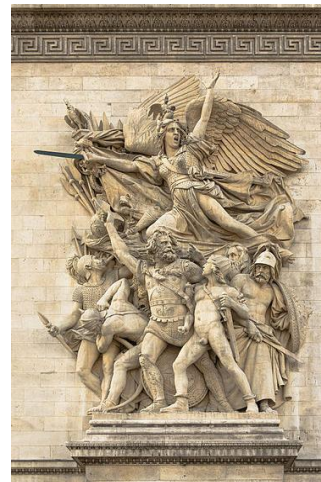
Classification. Classify the artworks according to Neoclassical or Romantic period. Point out some characteristics of the artwork they are similar with.



NAPOLEON CROSSING THE ALPS

(J. David)

IMAGE FROM Musée national du château de Malmaison



DEPARTURE OF THE VOLUNTEERS

(F. Rude)

PHOTO TAKEN BY Jebulon2013



LIBERTY LEADING THE PEOPLE (E. Delacroix)
 IMAGE FROM LOUVRE-LENS



CHARGING CHASSEUR (T. Géricault)
 IMAGE FROM MUSEE DU LOUVRE



THE APOTHEOSIS OF HOMER (J. Ingres)
 IMAGE FROM LOUVRE MUSEUM



PSYCHE AWAKENED BY CUPID'S KISS (A. Canova)
 PHOTO TAKEN BY Eric Pouhier 2007



WHITE HOUSE

http://commons.wikimedia.org/wiki/File:Washington,DC_.jpg
 PHOTO TAKEN BY Dawsonmartin2010



STRAWBERRY HILL, LONDON (Restored)

IMAGE FROM Chiswick Chap2012

INDIVIDUAL ACTIVITY

Describe the pictures being shown below according to the basic elements of arts as to lines, colors, shapes and texture.



LION OF LUCERNE (B. Thorvaldsen)

PHOTO TAKEN BY Ygrek 2006



THESEUS SLAYING MINOTAUR

(A. Barye)

PHOTO TAKEN BY Chhe2010



SILLIMAN UNIVERSITY HALL
 PHOTO TAKEN BY ACLARADO



INSANE WOMAN (T. Géricault)
 IMAGE FROM MUSEUM OF FINE ARTS
 OF LYON



NATIONAL MUSEUM
 PHOTO TAKEN BY CNGM 2013



**PORTRAIT OF NAPOLEON ON
 THE IMPERIAL THRONE (J.
 Ingres)**
 IMAGE FROM MUSEE DE L'ARMEE,
 PARIS, FRANCE

WHAT TO KNOW?

TEACHER: Start by tracking back the Art History Timeline. Discuss topics about Neoclassical Period for its main ideas and characteristics.

Neoclassicism and Romanticism were the movements after Rococo movement that flourished across Western Europe and United States which spanned approximately at the late eighteenth and nineteenth centuries.

NEOCLASSICISM, 1780-1840

The word "neoclassic" comes from the Greek word "neos" meaning "new" and the Latin word "classicus" which is similar in meaning to the English phrase "first class."

Neoclassicism is the name given to the Western movements in the decorative and visual arts. Also, it applies to literature, theater, music, and architecture that draw inspiration from the classical art and culture of Ancient Greece and Ancient Rome

The Neoclassical movement coincided with the 18th century **Age of Reason** also known as Age of Enlightenment. The art style was brought about by the renewed interest for Greek and Roman classics.

Neoclassical art pieces such as paintings, sculpture and architecture generally portrayed Roman history which elevated the Roman heroes.

Characteristics:

- rebirth of Roman history
- formal composition
- the use of diagonals show the apex of emotion/moment (versus a regular moment)
- local color
- overall lighting
- classic geo-structure

TEACHER: Explain the difference between Neoclassicism and Classicism so that they will not get confused or mistaken about the two art periods.

Neoclassicism:

This is the revived interest in classical ideals and forms that influenced European and American society through thought, politics and fine arts during the 18th and 19th century. It refers to the art forms created after but inspired by ancient time. This period is derived from the Classicism movement.

Classicism:

This is the period in which Greek and Roman principles and styles were reflected in society.

Be careful in interchanging the two terms. Classicism refers to the art with produced in antiquity or inspired by it afterward, while Neoclassicism always refers to the art inspired by ancient times, but created later.

TEACHER: Discuss the major arts of Neoclassical Period as to painting, sculpture and architecture. Introduce the well-known artists with their master pieces, show pictures indeed. Let them observe the pictures and then explain the ideas behind for such artworks.

NEOCLASSICAL PAINTING

Neoclassical artists embraced the ideals of order and moderation in which artistic interpretations of classic Greek and Roman history were restored to realistic portrayals. Neoclassical painters gives great importance about the costumes, settings and details of classical subject-matter without adding distracting details but with as much historical accuracy as possible.

JACQUES-LOUIS DAVID

(1748-1825) France

Jacques-Louis David is an influential French painter in the Neoclassical style, and considered to be the pre-eminent painter of the era. His subjects of paintings are more on history.



SELF-PORTRAIT OF
JACQUES-LOUIS DAVID
IMAGE FROM LOUVRE MUSEUM

Famous Artworks:



David's masterpiece that show portrayal of a revolutionary martyr. This is a painting of the murdered French revolutionary leader **Jean-Paul Marat**.

THE DEATH OF MARAT (J. David)
IMAGE FROM Royal Museums of Fine Arts of Belgium



This is the painting that shows a strongly idealized view of the real crossing that **Napoleon** and his army made across the Alps through the **Great St. Bernard Pass** in May 1800.

NAPOLÉON CROSSING THE ALPS (J. David)
IMAGE FROM Musée national du château de Malmaison



OATH OF THE HORATII (J. David)
 IMAGE FROM TOLEDO MUSEUM OF ART

It is a large painting that depicts a scene from a Roman legend about a dispute between Rome and Alba Longa. The three brothers, all of whom appear willing to sacrifice their lives for the good of Rome, are shown saluting their father who holds their swords out for them.

JEAN-AUGUSTE-DOMINIQUE INGRES (1780-1867) France

Ingres is a pupil of Jacques-Louis David and is influenced by Italian Renaissance painters like **Raphael**.

His paintings are usually nudes, portraits and mythological works. He is regarded as one of the great exemplars of "academic art" and one of the finest "Old Masters" of his era.



SELF-PORTRAIT OF JEAN-AUGUSTE-DOMINIQUE INGRES
 IMAGE FROM MUSÉE CONDÉ

Famous Artworks:

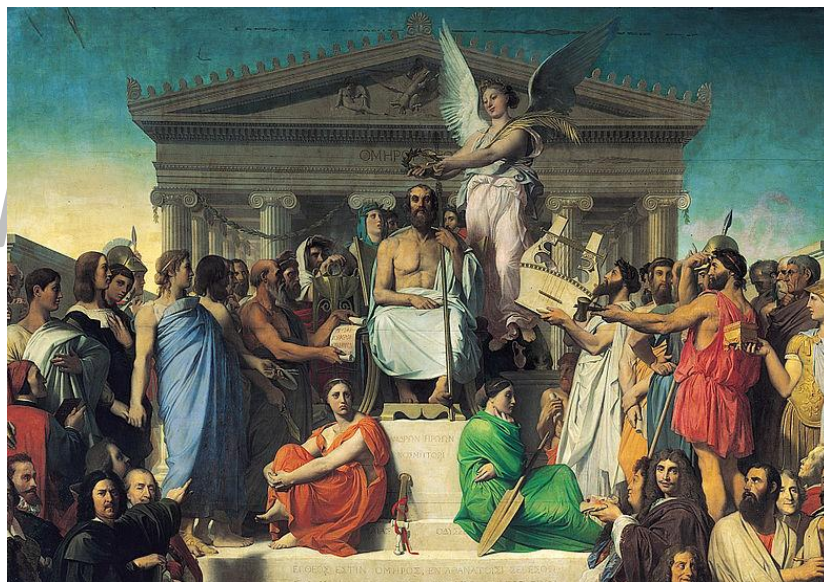


PORTRAIT OF NAPOLÉON ON THE IMPERIAL THRONE

(J. Ingres)

IMAGE FROM MUSEE DE L'ARMEE, PARIS, FRANCE

This painting depicts Napoleon in his decadent coronation costume, seated upon his golden-encrusted throne, hand resting upon smooth ivory balls. During his reign, this painting was owned by the Corps Legislatif which was a part of the French Legislature. The painting is believed to be commissioned by Napoleon as King of Italy.



THE APOTHEOSIS OF HOMER (J. Ingres)

IMAGE FROM LOUVRE MUSEUM

This painting was a state commission by **Charles X** to have himself remembered in the building works of the Louvre. The painting depicts an image of Homer, receiving all of the brilliant men of Rome, Greece, and contemporary times.

REFLECTION:

TEACHER: Let the students answer the following reflection questions on their notebook.

1. What can you say about Neoclassical Period?
2. What are the characteristics of the Neoclassical paintings?

NEOCLASSICAL SCULPTURES

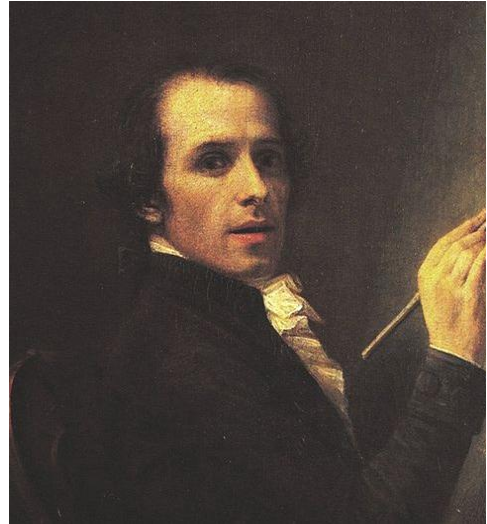
The Neoclassical period was one of the great ages of public sculpture. Artists looked to Roman styles during the time of **Alexander the Great** for inspiration as well as to mimic their style.

ANTONIO CANOVA

(1757-1822) Italy

Canova was a prolific Italian sculptor who became famous for his marble sculptures that delicately rendered nude flesh.

He opened the idea for portraying discrete sexual pleasures by using pure contours with his mythological compositions.



SELF-PORTRAIT OF
ANTONIO CANOVA

IMAGE FROM UFFIZI GALLERY

Famous artworks:

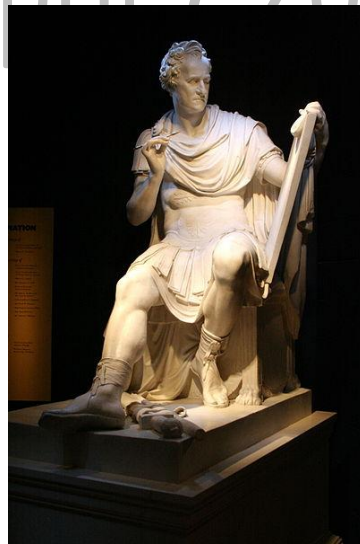


**PSYCHE AWAKENED BY CUPID'S
KISS**

(A. Canova)

PHOTO TAKEN BY Eric Pouhier 2007

A sculpture of Psyche
awakened by the kiss of Cupid.



WASHINGTON

(A. Canova)

PHOTO TAKEN BY RadioFan 2011

This is a marble sculpture of Washington
currently displayed at North Carolina
Museum of History.

BERTEL THORVALDSEN

(1789-1838) Denmark

Thorvaldsen was the first internationally acclaimed Danish artist. He executed sculptures of mythological characters.

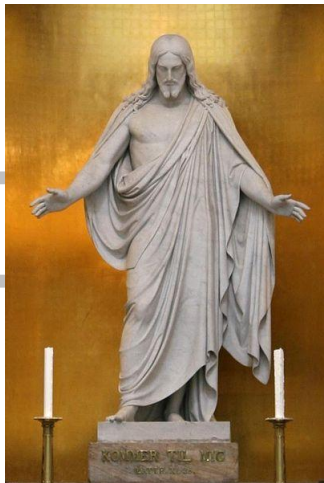


**PORTRAIT OF
BERTEL THORVALDSEN**

(by Carl Joseph Begas)

IMAGE FROM St. Petersburg

Famous Artworks:



CHRIST (B. Thorvaldsen)

[http://commons.wikimedia.org/wiki/File:](http://commons.wikimedia.org/wiki/File:Thorvaldsen_Christus.jpg)

Thorvaldsen_Christus.jpg

PHOTO TAKEN by IbRasmussen

This is a marble sculpture image of resurrected Christ done by Thorvaldsen.



LION OF LUCERNE (B. Thorvaldsen)

[http://commons.wikimedia.org/wiki/File:The_Lion_Monument_in_Luzern_23](http://commons.wikimedia.org/wiki/File:The_Lion_Monument_in_Luzern_23.12.2006.jpeg)

.12.2006.jpeg

PHOTO TAKEN BY Ygrek 2006

This is a sculpture of a dying lion in Lucerne, Switzerland that commemorates the Swiss Guards who were massacred in 1792 during the French Revolution.

TEACHER: Let the students answer the following reflection questions on their notebook.

REFLECTION:

1. What are the characteristics of the Neoclassical sculptures?
2. How does the artists convey their ideas to their artworks?

NEOCLASSICAL ARCHITECTURE

Neoclassical architecture is a style that started in the mid-18th century. It turns away from the grandeur of *Rococo* style and the Late Baroque. In its purest form, Neoclassical architecture is a style principally derived from the architecture of Classical Greece and Rome and the architecture of the Italian architect **Andrea Palladio**.

Types of Neoclassical Architecture:

1. TEMPLE STYLE

Temple style building features a design based on an ancient temple. These buildings were uncommon during the Renaissance; architects of that period focused mainly on applying classical elements to churches and modern buildings like palazzos and villas.

Many temple style buildings feature a *peristyle* (a continuous line of columns around a building), a rare feature of Renaissance architecture

Most famous Temple Style buildings of the Neoclassical age:

1. **Panthéon**, Paris, by **Jacques-Germain Soufflot** --Greek-based



PANTHEON, Paris

http://en.wikipedia.org/wiki/File:Panthéon_P1190526.jpg

PHOTO TAKEN BY David.Monniaux 2007

2. **British Museum**, London, by **Robert Smirke** --Roman-based.



BRITISH MUSEUM, London

http://en.wikipedia.org/wiki/File:British_Museum_from_NE_2.JPG

PHOTO TAKEN BY Halicki2013



LA MADELEINE DE PARIS (Pierre-Alexandre Vignon)

http://en.wikipedia.org/wiki/File:Madeleine_Paris.jpg

PHOTO TAKEN BY Jebulon2011

2. PALLADIAN

Palladian building is based on Andrea Palladio's style of villa construction. Some of the buildings feature a *balustrade* which is a railing with vertical supports along the edge of the roof. There are vertical supports within a balustrade known as "balusters" or spindles". It is also a classical method of crowning a building that has a flat or low lying roof.

ROBERT ADAM

(1728-1792) Britain

He is the most famous Palladian architect of the Neoclassical who designed many fine country houses.

The most famous of all Palladian buildings are two American civic buildings designed by Robert Adam:

1. **White House**
2. **United States Capitol**

These mansions illustrate that while Palladian architecture shares certain basic features, (derived from the villas of Palladio) it takes diverse forms.



WHITE HOUSE

http://commons.wikimedia.org/wiki/File:Washington,DC_.jpg

PHOTO TAKEN BY Dawsonmartin2010



UNITED STATES CAPITOL

http://commons.wikimedia.org/wiki/File:United_States_Capitol_-_west_front.jpg
IMAGE FROM aoc.gov

3. CLASSICAL BLOCK

The building features a rectangular or square plan, with a flat (or roof and an exterior rich in classical detail. The exterior features a repeated classical pattern or series of arches and/or columns. The overall impression of such a building is an huge, classically-decorated rectangular block.

Classical block aesthetic is also known as “**Beaux-Arts style**”, since it was developed principally by the **French École des Beaux-Arts** (School of Fine Arts).

Classical block architecture also flourished in the United States, particularly in New York.

Architects:

1. HENRI LABROUSTE - his masterpiece is the *Library of Sainte-Geneviève*.



LIBRARY OF SAINTE-GENEVIÈVE (H. Labrouste)

http://en.wikipedia.org/wiki/File:Biblioth%C3%A8que_St_Genevi%C3%A8ve_Paris.jpg

PHOTO TAKEN BY Arch2all2010

2. CHARLES GARNIER - designed the most famous classical block of all which is the *Palais Garnier*, a Neobaroque opera house.



PALAIS GARNIER "PARIS OPERA HOUSE" (C. Garnier)

http://en.wikipedia.org/wiki/File:Paris_Opera_full_frontal_architecture,_May_2009.jpg

IMAGE FROM PARIS OPERA



NEW YORK PUBLIC LIBRARY

http://commons.wikimedia.org/wiki/File:New_York_Public_Library_1908c.jpg
IMAGE FROM LIBRARY OF CONGRESS



BOSTON PUBLIC LIBRARY

http://commons.wikimedia.org/wiki/File:Boston_Library_eb1.jpg
PHOTO TAKEN BY Fcb9812007

TEACHER: Let the students answer the following reflection questions on their notebook.

REFLECTION:

1. What can you say about Neoclassical architecture?
2. What are the characteristics of each of the different style of Neoclassical buildings?
3. Give some example of buildings that has the influences of the architectural style of Neoclassicism in our country

TEACHER: Discuss the major arts of **Romantic Period** as to painting, sculpture and architecture. Introduce the well-known artists with their master pieces, show pictures indeed. Let them observe the pictures and then explain the ideas behind for such artworks.

ROMANTICISM, 1800s-1810s

Romanticism is a movement in which the artists of Neoclassical period sought to break new ground in the expression of emotion, both subtle and stormy. It embraced a number of distinctive themes, such as a longing for history, supernatural elements, social injustices, and nature.

Landscape painting became more popular due to the peoples' romantic adoration of nature.

Romanticism is a reaction to the classical, contemplative nature of Neoclassical pieces.

Characteristics:

- shows the height of action
- emotional extremes
- celebrated nature as out of control
- dramatic compositions
- heightened sensation (life and death moments)
-

ROMANTIC PAINTING (Portraits/Figures)

The paintings of the Romantic period focus on emotion. Artists expressed as much feeling and passion as it could be on to a canvas.

JEAN LOUIS THÉODORE GÉRICAULT (1791-1824) France

Géricault is the first French master and the leader of the French realistic school. His masterpieces are energetic, powerful, brilliantly colored, and tightly composed



JEAN LOUIS THEODORE GERICAULT

(by [Alexandre-Marie Colin](#))

IMAGE SOURCE: Tyrenius2009

Famous Artworks:



THE RAFT OF THE MEDUSA (T. Géricault)

IMAGE FROM Magnus Manske

The Raft of the Medusa portrays the victims of a contemporary shipwreck. The people on this raft were French emigrants en route to West Africa.



CHARGING CHASSEUR (T. Géricault)

IMAGE FROM MUSEE DU LOUVRE

An Officer of the Chasseurs commanding charge.



INSANE WOMAN (T. Géricault)

IMAGE FROM MUSEUM OF FINE ARTS OF LYON

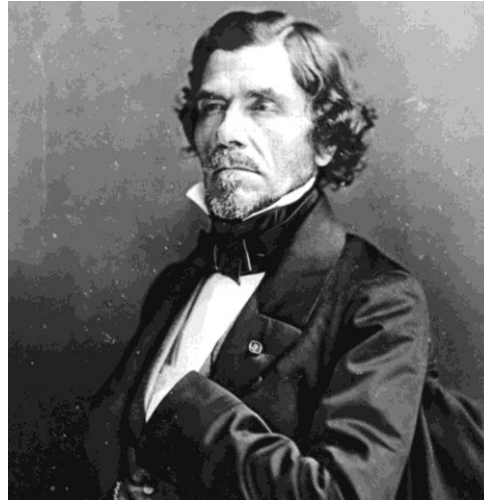
This is one of several portraits he made of the mentally ill that have a peculiar hypnotic power.

EUGÈNE DELACROIX

(1798-1863) France

Delacroix was considered the greatest French Romantic painter of all. He achieved brilliant visual effects using small, adjacent strokes of contrasting color.

He was the most influential to the most of Romantic painters and eventually, his technique was adopted and extended by the Impressionist artists.



PHOTOGRAPHY OF
EUGÈNE DELACROIX

(by Nadar)

IMAGE FROM Augustin B. 2008

Famous Artwork:



LIBERTY LEADING THE PEOPLE (E. Delacroix)

IMAGE FROM LOUVRE-LENS

This painting commemorates the July Revolution of 1830, which toppled King Charles X of France. A woman personifies Liberty and leads the people forward over the bodies of the fallen, holding the flag of the French Revolution.

FRANCISCO GOYA
(1746-1828) Spain

Francisco Goya is a commissioned Romantic painter by the King of Spain. He is also a printmaker regarded both as the last of the “Old Masters” and the first of the “Moderns”.



**PORTRAIT OF
FRANCISCO GOYA**
(by Vicente López y Portaña)
IMAGE FROM MUSEO DEL PRADO

Famous Artworks:



THE THIRD OF MAY (F. Goya)
IMAGE FROM MUSEO DEL PRADO

This is Goya's masterpiece sought to commemorate Spanish resistance to Napoleon's armies during the occupation of 1808 in the Peninsular War.



SATURN DEVOURING HIS SON

(F. Goya)

IMAGE FROM PRADO MUSEUM

This artwork depicts the Greek myth of the Titan Cronus (Saturn), who fears that he would be overthrown by one of his children, ate each one upon their birth.



THE BURIAL OF SARDINE

(F. Goya)

IMAGE SOURCE Mirar Abajo
Royal Academy of Fine Arts of San Fernando

The "Burial of the Sardine" is a Spanish ceremony which is celebrated on Ash Wednesday and is a symbolical burial of the past to allow society to be reborn, transformed and with new vigour.

ROMANTIC PAINTING (Landscape Painting)

Landscape painting depicts the physical world that surrounds us and includes features such as mountains, valleys, vegetation, and bodies of water. The sky is another important element shaping the mood of landscape paintings. Landscape art ranges from highly detailed and realistic to impressionistic, romantic and idealized.

Famous landscape artists during the Romantic Period:

1. Théodore Rousseau
2. Jean-Baptiste-Camille Corot

They are members of **Barbizon School** (a circle of artists who held meetings in the village of Barbizon) that led the Romantic landscape painting in France.



**THE CHURCH OF MARISSSEL, NEAR
BEAUVAIS**
(J. Corot)

Image from Louvre Museum



LE REPOS SOUS LES SAULES

(J. Corot)

Image from Institution: Musée des Ursulines, Mâcon



DER KLEINE FISCHER

(T. Rousseau)

Image from Musée d'Orsay



LANDSCAPE WITH A PLOWMAN

(T. Rousseau)

Image from Hermitage Museum

REFLECTION:

TEACHER: Let the students answer the following reflection questions on their notebook.

1. What can you say about Romantic Period?
2. What are the characteristics of the Romantic paintings?
3. How does the artists convey their ideas to their artworks?

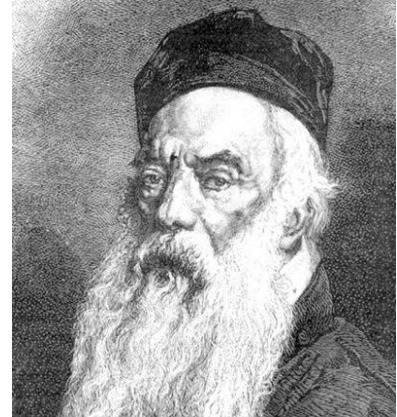
ROMANTIC SCULPTURE

Romantic sculpture can be divided into works that concern about the human world and those that concern the natural world. The leading sculptors of each type were **Rude** and **Barye**, respectively.

FRANÇOIS RUDE

(1784-1855) France

François Rude was best known for his social art which inspires and captures the interest of a broad public. He rejected the classical repose of late 18th- and early 19th-century French sculpture in favour of a dynamic, emotional style and created many monuments that stirred the public for generations.



ENGRAVING OF
FRANÇOIS RUDE, SCULPTOR
IMAGE SOURCE: *Les Artistes Célèbres:*
François Rude by Alexis Bertrand, Paris,
Librairie de l'Art.,

Famous Artworks:



DEPARTURE OF THE VOLUNTEERS
(F. Rude)

PHOTO TAKEN BY Jebulon2013

Known as *La Marseillaise*, this work portrays the goddess liberty urging the forces of the French Revolution onward.



JEANNE D'ARC
(F. Rude)

PHOTO TAKEN BY Mansour Nasiri2007

ANTOINE-LOUIS BARYE

(1796-1875) France

He was the most famous animal sculptor of all time, studied the anatomy of his subjects by sketching residents of the Paris zoo.

Famous works:

1. Hercules Sitting on a Bull
2. Theseus Slaying a Minotaur



**PORTRAIT OF
ANTOINE-LOUIS BARYE**
(by LEON BONNAT)
IMAGE SOURCE: MUSEE BONNAT DE
BAYONNE



HERCULES SITTING ON A BULL

(A. Barye)

NATIONAL MUSEUM IN WARSAW

[BurgererSF](#)2012



THESEUS SLAYING MINOTAUR

(A. Barye)

BALTIMORE MUSEUM OF ART

[Chhe](#)2010

TEACHER: Let the students answer the following reflection questions on their notebook.

REFLECTION:

1. What can you say about Romantic sculptures?
2. What are the characteristics of the Romantic sculptures?
3. How does the artists convey their ideas to their artworks?

GOTHIC REVIVAL ARCHITECTURE (NEOGOTHIC)

Gothic Revival also referred to as Victorian Gothic or Neo-Gothic, Gothic Revival is an architectural movement that began in the late 1740s in England.

Many of Neogothic buildings features **castellation** which is the crenellated walls and towers in imitation of medieval castles. Indeed, heavily castellated Neogothic buildings are often referred to as “castles”, even though they never served a defensive purpose. Among them was Strawberry Hill (demolished), the most famous work of the decorative phase of the Gothic Revival.



STRAWBERRY HILL, LONDON (Restored)

[Chiswick Chap](#)2012

Gothic Revival became widely used for churches and civic buildings throughout the West, especially in Britain and the United States. Bricks and stones were both commonly used.

Architects who used Neogothic Style:

1. **CHARLES BARRY** - is the name behind Britain's foremost Gothic Revival monument the Westminster Palace (aka the Houses of Parliament)

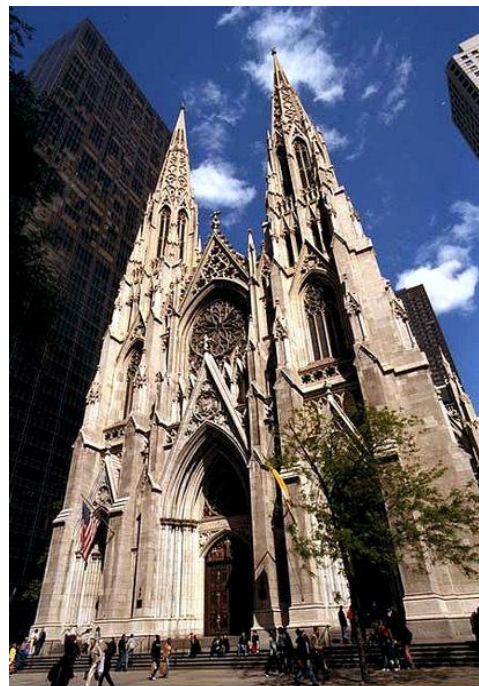


WESTMINSTER PALACE (LONDON)

[http://upload.wikimedia.org/wikipedia/commons/7/75/Parliament at Sunset.JPG](http://upload.wikimedia.org/wikipedia/commons/7/75/Parliament_at_Sunset.JPG)
[Mgimelfarb](#)2008

2. **JAMES RENWICK**

Renwick has his crowning American work, the St. Patrick's Cathedral (New York).



ST. PATRICK'S CATHEDRAL
(MANHATTAN)

(AUTHOR) [MoTabChoir01](#) 2010

TEACHER: Let the students answer the following reflection questions on their notebook.

REFLECTION:

1. What can you say about Gothic Revival architecture?
2. What are the characteristics of the Gothic Revival architecture?
3. Give some example of buildings that has the influences of the architectural style of Gothic Revival here in the Philippines.

NEOCLASSICISM and ROMANTICISM in the Philippines

Here in the Philippines, the ideology of Neoclassicism and Romanticism can be seen through various major artworks such as paintings, sculptures and architectural structures. Some of the well-known contributing artists express their skills and ideas on their own respective field of specialization.

FÉLIX RESURRECCIÓN HIDALGO Y PADILLA (1855-1913)

Felix Hidalgo was acknowledged as one of the great Filipino painters of the late 19th century and also as significant in Philippine history for having been an acquaintance and inspiration for members of the Philippine reform movement



THE CHRISTIAN VIRGINS BEING EXPOSED TO THE POPULACE (*F. Hidalgo*)
METROPOLITAN MUSEUM OF MANILA

This painting portrays two scantily clothed Christian female slaves being mocked by a group of boorish Roman male onlookers.

JUAN LUNA Y NOVICIO (1857-1899)

Juan Luna is a painter and sculptor and he became one of the first recognized Philippine artists. He was also a political activist of the Philippine Revolution during the late 19th century.

One of his famous artwork is the Spoliarium. ***Spoliarium*** is a Latin word referring to the basement of the Roman Colosseum wherein the fallen and dying gladiators are dumped and devoid of their worldly possessions. The painting features a glimpse of Roman history centered on the bloody carnage brought by gladiatorial matches.



SPOLIARIUM (J. Luna)
NATIONAL MUSEUM OF THE PHILIPPINES

The subject of Luna's Spoliarium can be interpreted as an allegory of Imperial Rome corresponding to Imperial Spain. The image of the Romans dragging the dead gladiators symbolizes the colonial oppression of the indigenous populations.

FERNANDO CUETO AMORSOLO (1892-1972)

Amorsolo is a National Artist in Painting. He was a portraitist and painter of rural Philippine landscapes. Also, he was popularly known for his craftsmanship and mastery in the use of light.



PLANTING RICE WITH MAYON VOLCANO (F. Amorsolo)
METROPOLITAN MUSEUM OF MANILA

GUILLERMO ESTRELLA TOLENTINO (1890–1976)

Tolentino is a Filipino sculptor who was named *National Artist for the Visual Arts* in 1973, and is hailed as the “Father of Philippine Arts.”

Famous Artworks:

The Original Oblation at the 3rd floor of the Main Library of U.P. Diliman
([www.wikipedia.org/wiki/Oblation \(University of the Philippines\)](http://www.wikipedia.org/wiki/Oblation_(University_of_the_Philippines)))

OBLATION (University of the Philippines)
(G. Tolentino)

PHOTO TAKEN BY MDESILVA2012





PAMBANSANG BANTAYOG NI ANDRES BONIFACIO (G. Tolentino)

IMAGE SOURCE: This is a photo of Cultural Heritage Monument in the Philippines number PH-00-0001

NAPOLEÓN ISABELO VELOSO ABUEVA

Abueva is a National artist for Sculpture. He was entitled as the "Father of Modern Philippine Sculpture". Also, he is the only Boholano given the distinction as National Artist of the Philippines in the field of Visual Arts.



Famous Artwork:

SIYAM NA DIWATA NG SINING (N. Abueva)

IMAGE SOURCE: RAMON F. VELASQUEZ

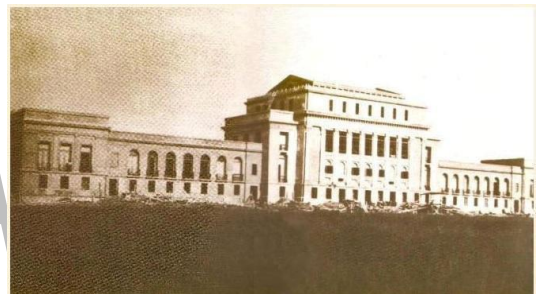
There is an article on the internet by **R.G. Chan & Associates** that discusses some of the Neoclassical and Romantic Architecture during the American colonization in the Philippines. Shown below are the pictures of some buildings built that time.



Zamboanga Municipal Building



Laguna Provincial Capitol



Negros Occidental Provincial Capitol



Cebu Normal School



Iloilo Customs House



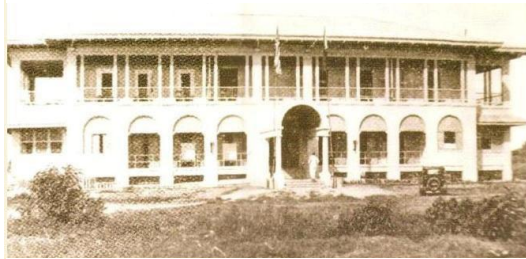
Sorsogon Municipal Building



Zamboanga Normal School



Bureau of Science and Insular Laboratory



San Fernando Provincial Hospital



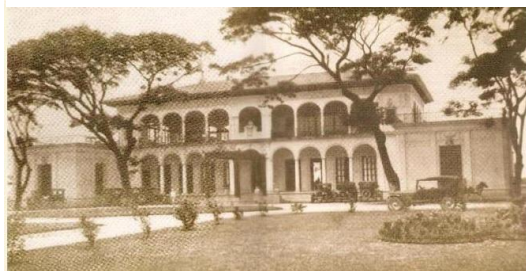
Baguio Government Center



Corregidor Island



Laoag Normal School



Executive House



Elks Club



Paco Train Station



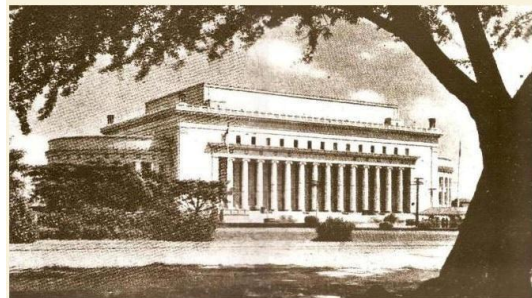
American High Commission Mansion



Bontoc Catholic Church



University of the Philippines Manila



Manila Post Office

You can read the full article here:

<http://rgchan.com/articles/aca02.html>

<http://rgchan.com/articles/aca03.html>

<http://rgchan.com/articles/aca04.html>

TEACHER: Students will answer the following activities on their own. You may give similar assessment for further discussion.

GROUP ACTIVITY:

“Tell Me”

Choose two Neoclassic and Romantic artworks that were discussed in the previous pages. Explain its characteristics.

Reflection Questions:

1. Were you able to identify the art period from which the artwork belongs to?
2. What are the visible Neoclassic or Romantic characteristics from the art work?
3. How does the art piece convey the idea of the period?

WHAT TO PROCESS?

TEACHER: Discuss the difference of Neoclassicism and Romanticism as to their elements.

Neoclassical and Romantic styles are very different from each other.

ELEMENTS	NEOCLASSICISM	ROMANTICISM
Values:	Order, solemnity	Intuition, emotion, imagination
Inspiration:	Classical Rome, patriotism, courage, honor	Medieval and Baroque eras, Middle and Far East
Tone:	Calm, rational	Subjective, spontaneous, non-conformist
Subjects:	Greek and Roman history	Legends, exotica, nature, violence
Technique:	Stressed drawing with lines, not color; no trace of brushstroke	Unrestrained, rich color; visible brushstrokes
Role of art:	Morally uplifting, inspirational	Dramatic, carry viewer away
Composition:	Most figures in foreground.	Use of diagonal, crowded compositions
Lines:	Linear style (outlines are sharply defined through controlled brushstrokes)	Painterly style (brushstrokes are less restrained)
Texture:	Smooth, no brushstrokes can be seen	Often has visible brushstrokes

INDIVIDUAL ACTIVITY: “Inspired!”

Paint or sketch an illustration showing the ideas of Neoclassical or Romantic painting. Observe the usage and application of the elements of arts.

Materials:

- Oslo paper
- art and coloring materials

TEACHER: Explain and assist the students in making their artworks through giving suggestions.

Reflection Questions:

1. What is the subject of your artwork?
2. Why did you choose this subject?
3. How did you apply the elements of art as to lines, color and texture?
4. What did you feel while doing your artwork?

RUBRIC

CRITERIA	5	4	3	2
QUALITY OF ARTWORK	All instructions were followed correctly	1-2 instructions were not followed correctly	3-4 instructions were not followed correctly	Most of the instructions were not followed correctly
VISUAL IMPACT	Artwork convey the idea and dimensions of landscape	Artwork mostly convey the idea and dimensions of landscape	Artwork somehow convey the idea and dimensions of landscape	Artwork did not orderly conveys the idea and dimensions of landscape
PUNCTUALITY	Artwork was submitted on time	Artwork was submitted 1 day late	Artwork was submitted 2 days late	Artwork was submitted 3 days late
NEATNESS	Artwork presentation was neat and orderly.	Artwork presentation was mostly neat and orderly.	Artwork presentation was somehow neat and orderly.	Artwork presentation was disorderly.

DESCRIPTIVE RATING	SCORE/POINTS
Excellent	18-20
Very Good	15-17
Good	11-13
Fair	9-10
Poor	8

INDIVIDUAL ACTIVITY: “Is that you?”

Create your own sculpture by either human, mythological, or animal figures.

Materials:

Choose your material as to your preference such as modeling clay, soap, piece of wood, rock, wire or any usable and pliable medium. Use knife or cutter in carving-out your art piece.

TEACHER: Explain and assist the students in making their artworks through giving suggestions.

Reflection Questions:

1. What is the subject of your artwork?
2. Why did you choose this subject?
3. How did you apply the elements of art as to lines, form and texture?
4. What did you feel while doing your artwork?

RUBRIC

CRITERIA	5	4	3	2
QUALITY OF ARTWORK	All instructions were followed correctly	1-2 instructions were not followed correctly	3-4 instructions were not followed correctly	Most of the instructions were not followed correctly
VISUAL IMPACT	Artwork convey the idea and dimensions of landscape	Artwork mostly convey the idea and dimensions of landscape	Artwork somehow convey the idea and dimensions of landscape	Artwork did not orderly conveys the idea and dimensions of landscape
PUNCTUALITY	Artwork was submitted on time	Artwork was submitted 1 day late	Artwork was submitted 2 days late	Artwork was submitted 3 days late
NEATNESS	Artwork presentation was neat and orderly.	Artwork presentation was mostly neat and orderly.	Artwork presentation was somehow neat and orderly.	Artwork presentation was disorderly.

DESCRIPTIVE RATING	SCORE/POINTS
Excellent	18-20
Very Good	15-17
Good	11-13
Fair	9-10
Poor	8

WHAT TO UNDERSTAND?

Neoclassicism and Romanticism contrasts with each other. They both show distinct characteristics that can also be seen through the artworks.

NEOCLASSICISM versus ROMANTICISM	
Neoclassicism: REASON	Romanticism: PASSION
Nature is defined as human nature	Nature is defined as natural environment (woods, mountains, etc)
Society more important than individual	Individual more important than society
Imitation	Originality
Tradition	Experimentation
Rules and order	Freedom
Mechanical form (imposed from outside)	Organic form (growing from inside)
Logic	Intuition
Reason	Imagination, Emotion
Attempted objectivity	Accepted subjectivity
Town or cultivated landscape	Country, preferably untouched nature
Constraint	Spontaneity
Conformity	Independence, Rebellion
Cultivated, formal, social	The primitive becomes focus

GROUP ACTIVITY: “Explorer”

TEACHER: This can be an optional activity if students are unable to make researches.

Look or research for painting, sculpture or architecture that resembles the styles of Neoclassicism or Romanticism. Research about its history and explain its characteristics.

Reflection Questions:

1. How did you identify the artworks?
2. What are the characteristics of the artworks that make it a part of such art movement?
3. Why do you think that there is a need to value the artworks and art movements from the past eras?

RUBRIC

CRITERIA	5	4	3	2
QUALITY OF ARTWORK	All instructions were followed correctly	1-2 instructions were not followed correctly	3-4 instructions were not followed correctly	Most of the instructions were not followed correctly
VISUAL IMPACT	Photos were clearly and beautifully presented.	Photos were mostly shown clearly and beautifully presented.	Photos were somehow shown clearly and beautifully presented.	Photos were not shown clearly and beautifully presented.
PUNCTUALITY	Artwork was submitted on time	Artwork was submitted 1 day late	Artwork was submitted 2 days late	Artwork was submitted 3 days late
NEATNESS	Artwork presentation was neat and orderly.	Artwork presentation was mostly neat and orderly.	Artwork presentation was somehow neat and orderly.	Artwork presentation was disorderly.

DESCRIPTIVE RATING	SCORE/POINTS
Excellent	18-20
Very Good	15-17
Good	11-13
Fair	9-10
Poor	8

TEACHER: Explain the scores the students may get through the rubrics for each activities.

GROUP ACTIVITY: “We found. We build.”

Using recycled materials, your group will make a model house incorporating the style or characteristics of Neoclassicism or Romanticism.

Materials:

Being resourceful, you can use any materials such as sticks (barbecue stick, popsicle stick), wood bark, driftwood, carton, box, etc.

Reflection Questions:

1. What did you feel as you were making the model house?
2. Does your model house visibly convey the characteristics of your chosen period?
3. What materials could you have used to make your model house look better?
4. If you would live during the Neoclassic and Romantic period, what type of artwork would you prefer (painting, sculpture, architecture)?

RUBRIC

CRITERIA	5	4	3	2
QUALITY OF ARTWORK	All instructions were followed correctly	1-2 instructions were not followed correctly	3-4 instructions were not followed correctly	Most of the instructions were not followed correctly
VISUAL IMPACT	Artwork was beautifully presented.	Artwork was somehow beautifully presented	Artwork was okay but with some faults	Artwork was not presentable
PUNCTUALITY	Artwork was submitted on time	Artwork was submitted 1 day late	Artwork was submitted 2 days late	Artwork was submitted 3 days late
NEATNESS	Artwork presentation was neat and orderly	Artwork presentation was mostly neat and orderly	Artwork presentation was somehow neat and orderly	Artwork presentation was disorderly

DESCRIPTIVE RATING	SCORE/POINTS
Excellent	18-20
Very Good	15-17
Good	11-13
Fair	9-10
Poor	8

WHAT TO TRANSFER?

It is clear that Neoclassicism and Romanticism differs from each other, but they both inspire people through the art pieces in which great artists have done. A painting expresses ideas and educates us through the message the image has.

INDIVIDUAL ACTIVITY: “Up-to-Date”

Draw or paint an artwork in the style of Neoclassicism or Romanticism which promotes either “peace”, “saving the earth”, “gender equality” or any other issues that you might think about. Give a title and a short description about your work.

Materials:

- ¼ white cartolina
- drawing and/or painting materials

Reflection Questions:

1. What did you feel as you were making your masterpiece?
2. Does your artwork visibly convey the characteristics or idea of Neoclassicism or Romanticism?
3. How do think your artwork illustrates the idea and the message of such issues you have decided to draw?

RUBRIC

CRITERIA	5	4	3	2
QUALITY OF ARTWORK	All instructions were followed correctly	1-2 instructions were not followed correctly	3-4 instructions were not followed correctly	Most of the instructions were not followed correctly
VISUAL IMPACT	Artwork was beautifully presented.	Artwork was somehow beautifully presented	Artwork was okay but with some faults	Artwork was not presentable
PUNCTUALITY	Artwork was submitted on time	Artwork was submitted 1 day late	Artwork was submitted 2 days late	Artwork was submitted 3 days late
NEATNESS	Artwork presentation was neat and orderly	Artwork presentation was mostly neat and orderly	Artwork presentation was somehow neat and orderly	Artwork presentation was disorderly

DESCRIPTIVE RATING	SCORE/POINTS
Excellent	18-20
Very Good	15-17
Good	11-13
Fair	9-10
Poor	8

INDIVIDUAL ACTIVITY: “*Exhibit*”

Make an art exhibit about the Neoclassical and Romantic Period using your own artworks. You need to prepare the exhibit area for your audience and answer questions regarding your artworks. The exhibit should be documented.

Reflection Questions:

1. What did you feel as you were making your masterpiece?
2. Does your artwork visibly convey the characteristics or idea of Neoclassicism or Romanticism?
3. What materials could you have used to make your artwork better?
4. How do think your artwork illustrates the idea of such issues you have decided to draw?

RUBRIC

CRITERIA	10	6	4	2
ORDER	Exhibit was arranged properly	Some parts of the exhibit were out of place	Several exhibited artworks were out of place	Artworks were placed disorderly
COOPERATION	All group members have artworks in the exhibit	Some group members did not exhibit their artworks	Most of the group members did not exhibit their artworks	Only one member exhibited his/her artwork
RESOURCEFULNESS	All members used recycled or other creative materials	Most of the members used recycled or other creative materials	Some of the members used recycled or other creative materials	Only one member used recycled or creative materials

Highest Possible Score: 30 points		RATING
Equivalent Rating		
Very Good	26-30	100
Good	21-25	90
Average	16-20	80
Needs Improvement	6-15	70

SUMMARY

NEOCLASSICISM and ROMANTICISM 1740-1850

Arts of the Neoclassic Period are artworks produced in the late 18th century. These artworks are influenced by Ancient Greece and Ancient Rome. Some of the famous artists of the Neoclassic Period are J.A.D. Ingres, Jacques-Louis David, Robert Smirke, Robert Adam, Antonio Canova, Jean-Antoine Houdon, and Bertel Thorvaldsen. Neoclassic style is highly visible in paintings, sculptures and architecture of the 18th century.

Romanticism is highly contrasted with Neoclassicism. It is a reaction to the classical, contemplative nature of Neoclassical pieces. It seeks modernism and express emotion through art. Famous artists were Jean Louis Théodore Géricault , Eugène Delacroix , Francisco Goya, François Rude and Antoine-Louis Barye. Landscape painting became more popular due to the peoples' romantic adoration of nature. Théodore Rousseau and Jean-Baptiste-Camille Corot led the Romantic landscape painting in France.

Gothic revival architectural movement began in the late 1740s in England. It became widely used for churches and civic buildings throughout the West, especially in Britain and the United States.

GLOSSARY

- aesthetic - concerned with beauty or the appreciation of beauty
- apex – top, peak, summit, climax
- *balustrade* - which is a railing with vertical supports along the edge of the roof
- castellation - the crenellated walls and towers in imitation of medieval castles.
- chasseurs - any of certain light cavalry or infantry troops trained for rapid maneuver
- contours - a surface, especially of a curving form
- decadent - having low morals and a great love of pleasure, money, fame, etc.
- discrete - separate and different from each other
- grandeur - a great and impressive quality
- peculiar – not usual or normal
- *peristyle* - a continuous line of columns around a building
- pre-eminent - more important, skillful, or successful than others : better than others
- prolific - producing a large amount of something
- vigour - substantial effective energy or force, resilient strength of body or mind

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Fichner-Rathus, L. (2001). *Understanding Art*. Sixth edition. Texas: Harcourt College Publishers.

Sporre, D. J. (2001). *Reality Through The Arts*. Fourth edition. Upper Saddle River: Prentice Hall

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<http://classes.berklee.edu/llanday/spring02/tech/r&c.htm>

<http://global.britannica.com/EBchecked/topic/438648/Western-painting/69580/Neoclassical-and-Romantic>

<http://www.antiquecorset.com/neoclassical.html>

<http://www.essential-humanities.net/western-art/painting/neoclassical-romantic/>

<http://www.pinterest.com/theantiquehare/neoclassical-and-romantic-paintings/>

<http://www.victorianweb.org/previctorian/austen/nature.html>

http://www.webpages.uidaho.edu/engl_258/lecture%20notes/davids.htm

<http://www.wisegEEK.com/what-is-the-difference-between-neoclassicism-and-romanticism.htm>

http://www2.palomar.edu/users/mhudelson/StudyGuides/NeoCvsRomant_WA.html

<http://www.nationalmuseum.gov.ph/nationalmuseumbeta/Collections/Spoliarium.html>

<http://rgchan.com/>

Suggested videos:

<http://www.youtube.com/watch?v=R5wewEm110M>

<http://www.youtube.com/watch?v=hs5BsVpdIBk>

http://www.youtube.com/watch?v=HV_o3LoBjsI

<http://www.youtube.com/watch?v=coYnVNzfl18>

<http://www.youtube.com/watch?v=YfPS33NgZ94&list=PLeonEsRSSO7bXN-mIW4sUoJ>

SUMMATIVE TEST

I. Identify the following artworks if it does belong to Neoclassicism or Romanticism. Write NEO if Neoclassical, and ROMAN if Romantic.

1. _____ Departure of the Volunteers
2. _____ Liberty Leading the People
3. _____ Lion of Lucerne
4. _____ Oath of the Horatii
5. _____ Pantheon Paris
6. _____ Psyche Awakened by Cupid's Kiss
7. _____ Spoliarium
8. _____ The Death of Marat
9. _____ The Third of May
10. _____ The White House

DRAFT as of April 7, 2014

II. Fill in the blanks. Complete the following statements by adding the correct answers.

1. _____ is a type of building that features a 'balustrade'.
2. _____ is a type of building that features a 'peristyle'.
3. _____ is an architectural movement also referred to as Victorian Gothic that began in the late 1740s in England.
4. Bonifacio National Monument is a masterpiece of _____.
5. Francois Rude's "_____" is the sculpture that portrays the goddess Liberty using the forces of the French Revolution onward.
6. Neoclassical comes from the greek words "neos" and "classicus" meaning _____ and _____.
7. Neoclassical movement is known as the Age of Reason or Age of _____.
8. Neoclassical sculptures looked inspirations to Roman styles during the time of _____.
9. Romanticism is the movement that has the idea about the expression of _____.
10. Spoliarium is a masterpiece of _____.

Answer Key:

I.

1. ROMAN
2. ROMAN
3. NEO
4. NEO
5. NEO
6. NEO
7. ROMAN
8. NEO
9. ROMAN
10. NEO

II.

1. PALLADIAN
2. TEMPLE
3. GOTHIC REVIVAL
4. GUILLERMO TOLENTINO
5. LIBERTY LEADING THE PEOPLE
6. NEW AND FIRST CLASS
7. ENLIGHTMENT
8. ALEXANDER THE GREAT
9. EMOTION
10. JUAN LUNA

UNIT IV

WESTERN CLASSICAL PLAYS / OPERA

To the illustrator:

For the cover of this unit, please make a collage of famous playwrights or characters of Western Classical plays / opera with the European map behind all them.

DRAFT as of April 7, 2014

Time allotment: 8 hours

LEARNING AREA STANDARD

The learner demonstrates understanding of basic concepts and processes in music and art through appreciation, analysis and performance for his/her self-development, celebration of his/her Filipino cultural identity and diversity, and expansion of his/her world vision.

KEY - STAGE STANDARD

The learner demonstrates understanding of **salient features of music and arts of the Philippines and the world**, through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.

GRADE LEVEL STANDARD

The learner demonstrates understanding of salient features of Western music and the arts from different historical periods, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.

CONTENT STANDARDS

The learner demonstrates:

- understanding the role of theatrical elements (sound, music, gesture, movement and costume) in the creation and communication of Western Classical plays and opera which in creation influenced by history and culture
- understanding of theater and performances as a synthesis of arts

PERFORMANCE STANDARDS:

The learner:

- creates appropriate theater play/opera costume and accessories and improvises appropriate sound, music, gesture, movements and costume for a chosen theatrical composition.
- takes part in a performance of a selected piece from Western Classical plays and opera.

INTRODUCTION:

In this module, your students will learn about:

1. Theater Arts of the Western countries produced and performed in different periods that have had great influence from the Ancient Greek and Roman theater art.
2. Some of the famous playwrights and composers of the Western Theater Arts/ Opera were Sophocles, William Shakespeare, Christopher Marlowe, Farinelli, Claudio Giovanni Antonio Monteverdi, Pierre Beaumarchais, Johann Wolfgang von Goethe, Victor Hugo, Georges Bizet, Wolfgang Amadeus Mozart, Franz Schubert, Giuseppe Verdi, and Giacomo Puccini.
3. Modern theatrical plays and musicals are still influenced by their predecessors.
4. The development and evolution of Western classical plays/operas are specifically discussed in this module
5. For better and effective understanding, different activities will be performed in this module. Viewing and listening of sample plays or operas are encouraged to promote appreciation of the culture and traditions of the western countries.

OBJECTIVES:

At the end of this module, your students are expected to have performed the following:

- Identify selected theatrical forms from the different art periods;
- Research on the history and evolution of theatrical forms;
- Identify the elements and principles of arts as manifested in Western Classical plays and opera;
- Define what makes some selected Western Classical plays and opera visually unique;
- Design the visual elements and components of a selected Western Classical theater play and opera;
- Analyze the uniqueness of each group's performance of its selected Western Classical theatre play and opera;
- Show the influences of Western Classical plays or opera on Philippine theatrical performance in terms of form and content of story;
- Choreograph the movement and gestures needed for the effective delivery of a selected piece from Western Classical play and opera;

- Improvise accompanying sound and rhythm needed for the effective delivery of a selected piece from Western Classical play and opera;
- Perform in a group (showcase) a selected piece from Western Classical play and opera.

PRE-ASSESSMENT



To the Teacher: Tell your students to get a piece of paper to answer the Pre-Assessment test. Tell them that the test is just to test their prior-knowledge about the topic. Check their answers using the key to correction given below.

Key To Correction:

A.

Basic Elements of Musical Play/Theatre	Elements of Artistic Expression	Tools of an actor/actress
Music Character Theme Plot Dialogue	Line Space Color Sound Shape Texture Rhythm Movement	Body Voice Emotion

B. Matching Type: Match column A with column B. Choose your answer in column B that corresponds to the pictures in column A. And write in the last column the period it was created and performed.

	Answers:
<p>1.</p>  <p>Image taken from PD-Wikipedia http://www.taccuinistorici.it/fotonews/1657.jpg</p>	a. Francois Vatel
<p>2.</p>  <p>"Shylock" Image by Sir John Gilbert printed in 1873</p>	b. The Merchant of Venice
<p>3.</p>  <p>Image by Alber Greiner Sr. and Jr. under Creative Commons Attribution 3.0</p>	f. Oedipus the King

4.



PD-ART, Image from Wikipedia by unknown under
Wikimedia Common, 1915

e. Carmen

5. d



Image from Wikipedia by Adolf Hoheinstein, 1928

d. La Bohème

C. Identification: Write on the blanks the names of some famous Opera / Theater Houses in the world. Choose from the answers given below and write your answers on the blanks provided below.

Choices:

- La Scala, Milan, Italy
- Teatro San Carlo Colon, Argentina
- Sydney Opera House, Austria
- Cultural Center of the Philippines
- Vienna Sataatsoper, Austria

Answers:

1.



Image from Wikipedia.org uploaded by Enochlau
under Creative Commons Attribution 3.0

Sydney Opera House, Australia

2.



Image from Wikipedia uploaded by Giovanni
Dall'Orto under Creative Common Attribution-
2.5

La Scala, Milan, Italy

3.



Image from Wikipedia by ---01.10.2004 (GFDL)
under Creative Common Attribution 3.0

Teatro di San Carlo, Colon,
Argentina

4.



Image from Wikipedia by Nixenzo under Creative
Common Attribution 3.0

Cultural Center of the Philippines,
Philippines

5.



Image from Wikipedia by Gryffindor under Creative Common Attribution 2.0

Vienna Staatsoper, Austria

WHAT TO KNOW

To the Teacher: Tell the learners to group themselves into 5 and report on the following topics. Choose their leader and secretary and submit the names to you. Tell them that they are given enough time to read their topic. (time allotment may vary depends on the level of students' ability and capabilities). Discuss it with the members of the group and report it in front of the class. (Rate the group reports using the rubric given at the end of the activity or you may create your own

History of the Theatrical Forms and Their Evolution

Theater began from myth, ritual and ceremony. Early society perceived connections between actions performed by groups of people or leaders to a certain society and these actions moved from habit, to tradition, to ritual, to ceremony due to human desire and need for entertainment. The repeated rehearsals, performances and creation of different actions broke the ground for theater. Let us now study the theatrical forms of the different art periods.

Theater means “place of seeing”, but it is more than the buildings where performance take place. To produce theater, a playwright writes the scripts, the director rehearses the performers, the designer and technical crew produce props to create the scenes, and actors and actresses perform on stage. Then it will only be a true theater act when an audience witnesses it.

Before we proceed to experience how to organize and perform in a theater, we have to acquire information on the important periods and events in theater history.

Ancient Theater

700 B.C.E.-410 C.E.

(Greek and Roman Theater)

Greek Theater

TO THE ILLUSTRATOR: Please insert a picture of Dionysus

European theater began in Ancient Greece. It began around 700 B.C. with festivals honoring their many gods such as, Dionysus (*Di-on-i-sus*), the god of wine and fertility. This religious festival was called, "The Cult of Dionysus." The city-state of Athens was the center of a significant cultural, political, and military power during this period and where the festivals and competitions were usually performed. The three well-known Greek tragedy playwrights were Sophocles, Euripides and Aeschylus.

The theater of ancient Greece consisted of three types of drama: **Tragedy**, **Comedy** and the **Satyr** play.

Tragedy is a compound of two Greek words, "*tragos*" or "goat" and "ὕδῃ" (ode) meaning "song", referring to goats sacrificed to Dionysus before performances, or to goat-skins worn by the performers.

In Greece, tragedy was the most admired type of play. It dealt with tragic events and have an unhappy ending, especially one concerning the downfall of the main character. **Thespis** was the first actor and introduced the use of masks and was called the "Father of Tragedy".

The actors, directors, and dramatists were all the same person. After some time, only three actors were allowed to perform in each play. Due to limited number of actors allowed on-stage, the chorus played a very active part of Greek theatre. Music was often played during the chorus. Men performed songs to welcome Dionysus and women were not allowed to perform. Competitions in song, dance, music, scenic representation and bodily exercises were done during the festivals. And to promote a common identity, Athenians spread these festivals to their numerous allies.

Comedy plays were derived from imitation; there were no traces of their origin. Aristophanes wrote most of the comedy plays. Out of these 11 plays **Lysistrata** survived, a humorous tale about a strong woman who led a

female coalition to end war in Greece; ***Cyclops***, an adventure comedy by Euripides.

Satyr plays contain comic elements to lighten the overall mood or a serious play with a happy ending. The satyr play was a short, lighthearted tailpiece performed after each trilogy of the tragedies. It is an ancient Greek form of tragic comedy. It featured **half-man / half-goat** characters known as Satyrs. They were awful, ridiculous, and usually drunk. The Satyr characters lusted after everyone on stage, and they delivered the most humorous lines, often at the expense of others.

DRAFT as of April 7, 2014

Ancient Theater Terms

Theatre buildings were called a theatron. The theaters were large, open-air structures constructed on the slopes of hills. They consisted of three main elements: the orchestra, the skene, and the audience.

Orchestra: A large circular or rectangular area at the center part of the theatre, where the play, dance, religious rites, and acting took place.

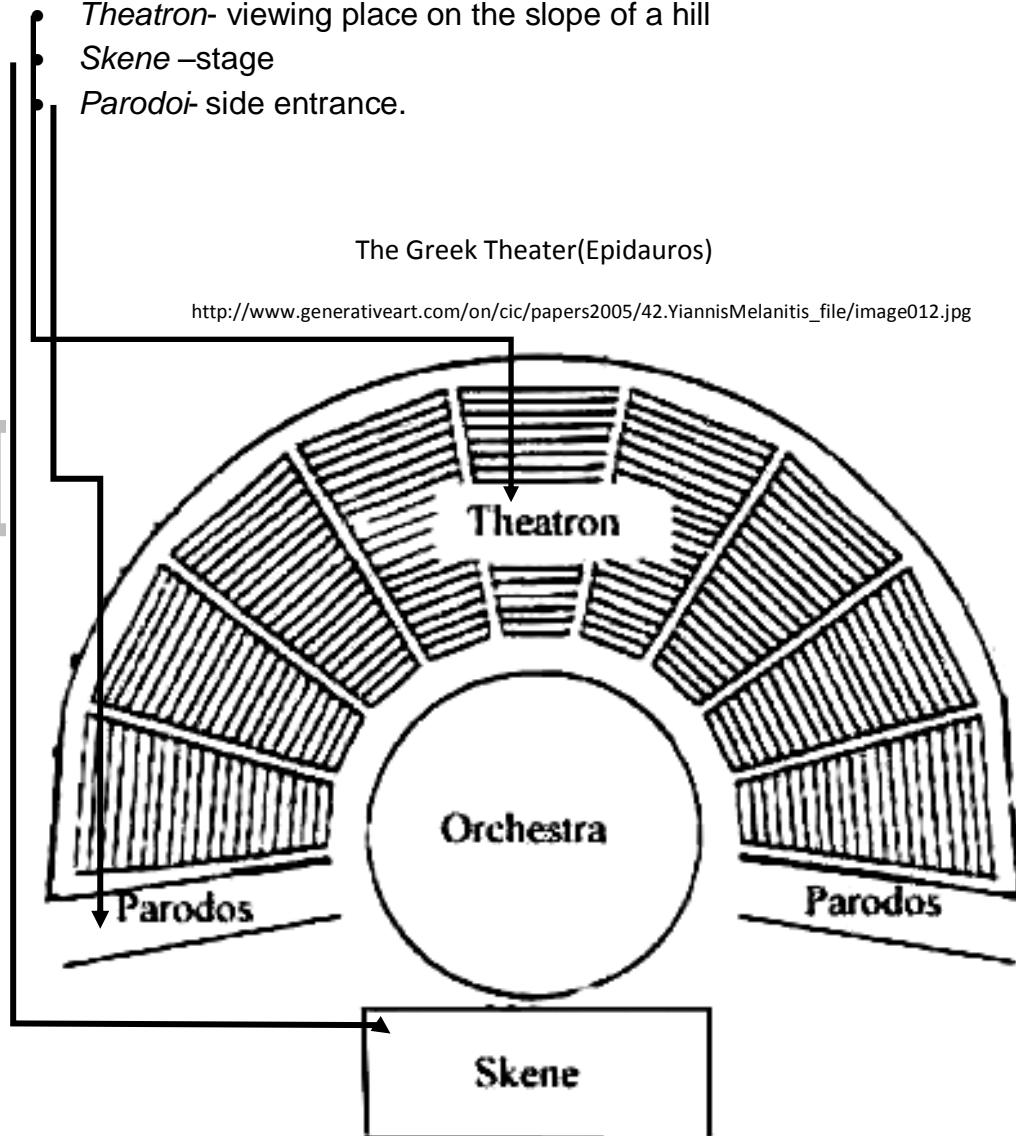
Theatron- viewing place on the slope of a hill

Skene –stage

Parodoi- side entrance.

The Greek Theater(Epidauros)

http://www.generativeart.com/on/cic/papers2005/42.YiannisMelanitis_file/image012.jpg



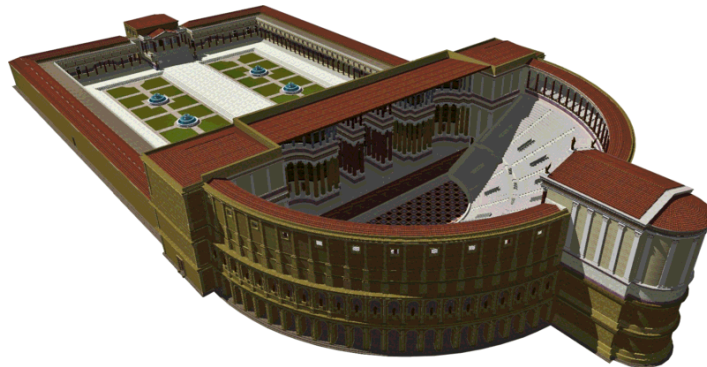
Roman Theater

The theatre of ancient Rome started in the 3rd century BC. It had varied and interesting art forms, like festival performances of street theatre, acrobatics, the staging of comedies of Plautus, and the high-verbally elaborate tragedies of Seneca. Although Rome had a native tradition of performance, the Hellenization (historical spread of ancient Greek culture) of Roman culture in the 3rd century BC had an intense and energizing effect on Roman theatre and encouraged the development of Latin literature.

According to Roman historian Livy, in the 4th century BC, the Etruscan actors were the first who experienced theater. While in 240 BC, Roman drama began with the plays of Livius **Andronicus**, remained popular throughout late Antiquity. By the mid 4th century AD, 102 out of 176 ***ludi publici*** (public games) being dedicated to theatre, besides a considerably lower number of gladiator and chariot racing events.

Greek theatres had a great influence on the Roman's theater too. The **Triumvir Pompey**- was one of the first permanent (non-wooden) theatres in Rome whose structure was somewhat similar to the theatron of Athens. The building was a part of a multi-use complex that included a large ***quadriporticus*** (a columned quadrangle), directly behind the ***scaenae frons***, an elaborately decorated background of theatre stage, enclosed by the large columned porticos with an expansive garden complex of fountains and statues. There were rooms also that were dedicated to the exposition of art and other works collected by Pompey Magnus which were located along the stretch of covered arcade.

Theatre of Pompey

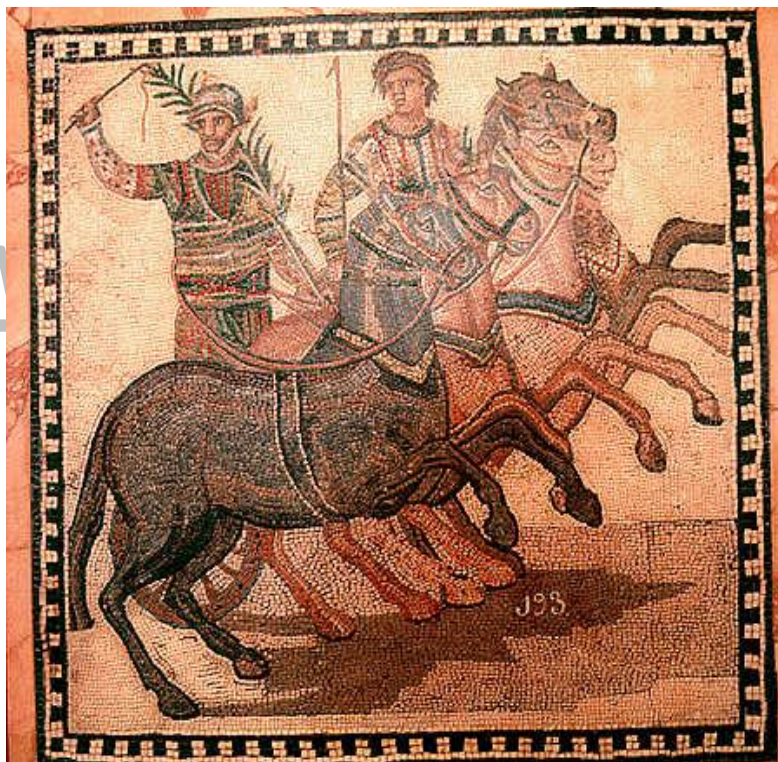


http://en.wikipedia.org/wiki/File:Theatre_of_Pompey_3D_cut_out.png

To the illustrator: Please re-draw the picture above

The usual themes for Roman theater plays were chariots races, gladiators, and public executions. The Romans loved a good spectacle. They loved to watch combat, admired for blood sports and gladiator competition. The more realistic the violence, the more it would have pleased Roman audiences. The Christians however opposed the barbaric themes of the plays and closed down all theaters.

Comedy plays were popular too in the Roman Theater from 350 to 250 B.C.E. and women were allowed to perform on stage.



Roman Chariots

"A winner of a Roman chariot race", USA PD,
http://en.wikipedia.org/wiki/File:Winner_of_a_Roman_chariot_race.jpg

To the illustrator: Please change this picture into a sample of Roman Theater

Medieval Theater 500 C.E.-1400

During the Medieval era, theater performances were not allowed throughout Europe. To keep the theater alive, minstrels, though denounced by the Church, performed in markets, public places and festivals. They travelled from one town to another as puppeteers, jugglers, story tellers, dancers, singers, and other theatrical acts. These minstrels were viewed as dangerous and pagan.



Illustration of minstrels
medieval times

To the illustrator: Please change this picture into a sample of travelling minstrels performing in a public place without the big text.

Churches in Europe started staging their own theater performances during Easter Sundays with biblical stories and events. Eventually, some plays were brought outside the church due to their portrayal of the devil and hell. An example of this kind of play is the "*Mystère d'Adam*" or "The Mystery of Adam." The story revolves on Adam and Eve and ends with the devil capturing and bringing them to hell.

Over the centuries, the plays revolved around biblical themes from the Story of the Creation to the Last Judgment.

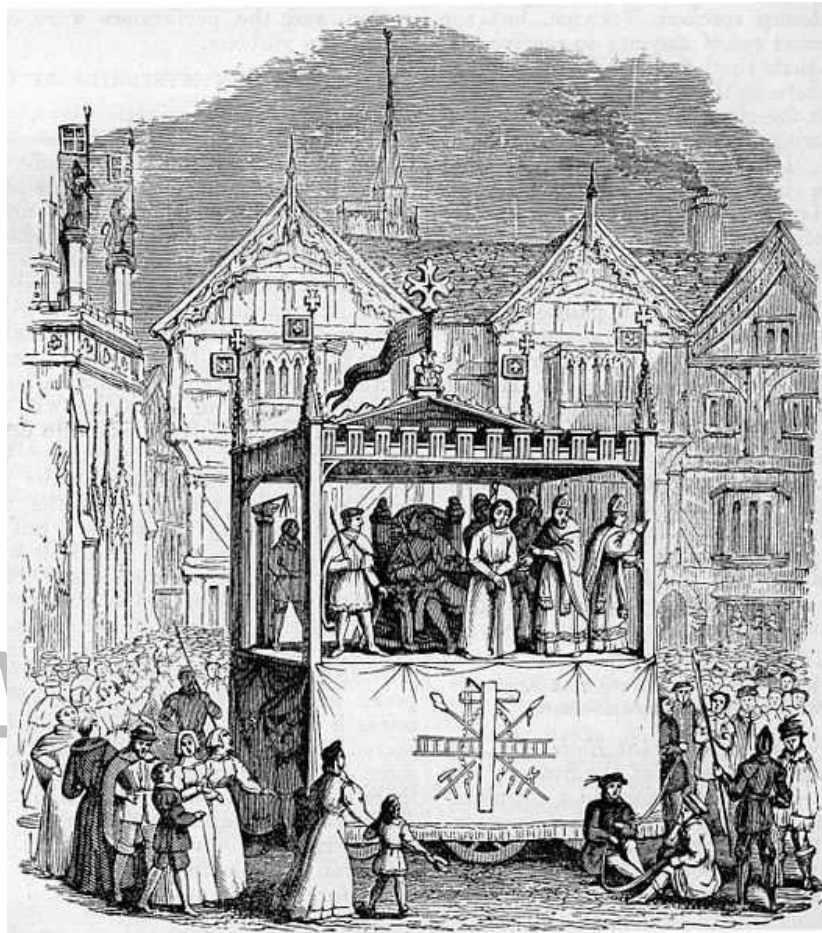


Image from :Wikipedia -USA PD Tag “-Book of Days” by Robert Chamber (died 1871)
http://en.wikipedia.org/wiki/File:ChesterMysteryPlay_300dpi.jpg

To the illustrator: Please change this picture into a scene that looks like this.

Renaissance Theater: 1400-1600

Renaissance theater arts were characterized by a return of Classical Greek and Roman arts and culture.



<http://en.wikipedia.org/wiki/File:KDujardinsCommedia.jpg> Karel Dujardins, Commedia dell'arte show, dated 1657 (Louvre) {{PD-art}}
<http://en.wikipedia.org/wiki/File:JonesKnightmasque.jpg> Inigo Jones design for a Knight in a Court masque. Pen and wash {{PD-art}}

Commedia dell'arte

To the illustrator: please make the pictures clearer

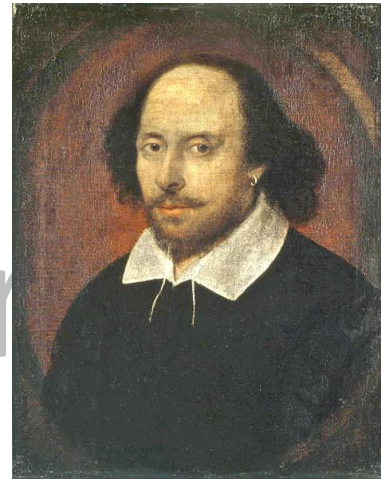


Knight Masque

In the Middle Ages, mystery plays formed a part of religious festivals in England and other parts of Europe during the Renaissance period. Morality plays (in which the protagonist was met by personifications of various moral attributes who try to choose a Godly life over the evil) and the University drama were formed to recreate Athenian tragedy. Public theatres were developed like, the **Commedia dell'arte** (Italian comedy and a humorous theatrical presentation performed by professional players who traveled in troupes) and the elaborate **masques** (a dramatic entertainment consisting of pantomime, dancing, dialogue, and song and sometimes players wore masks) that were usually presented in court.

One of the most prominent supporters of the theater was Queen Elizabeth I. The companies of players (companies of actors) were organized by the aristocrats and performed seasonally in many places. They were called professional players that performed on the Elizabethan stage. The tours of these players gradually replaced the performances of the mystery and morality plays by local players. *Gorboduc* (authors were Thomas Norton and Thomas Sackville), also known as *Ferrex and Porrex*, was an English play and first performed at the Christmas celebration in 1561, and performed before Queen Elizabeth I on 18 January 1562, by the Gentlemen of the Inner Temple (was one of the four Inns of Court -professional associations for barristers and judges in London).

The famous actor and poet who emerged in this period was William Shakespeare. He was baptized on April 26, 1564 and died on April 23, 1616. He was an English poet, playwright and actor and regarded as the greatest writer and dramatist in the whole world. Shakespeare was often called England's national poet and the "Bard of Avon". His works consist of about 38 plays. Some of these plays were well-loved *Romeo and Juliet*, *Hamlet*, *Midsummer Night's Dream*, *Cleopatra*, *Julius Caesar*, *Much Ado about Nothing*. The four tragedies



<http://en.wikipedia.org/wiki/File:Shakespeare.jpg>
This image is in the public domain; PD-ART; This image is in the public domain due to its age; PD-OLD-100

William
Shakespeare

To the illustrator: Please change Shakespeare's picture. Please also add a scene of *Romeo and Juliet* and a picture of a ballerina

considered to be Shakespeare's greatest works were *Hamlet*, *Othello*, *King Lear*, and *Macbeth*. Other contemporary playwrights were Christopher Marlowe's (tragedies such as *Dr. Faustus* and *The Jew of Malta*), and Thomas Kyd (*The Spanish Tragedy*).

The history plays depicted English or European history. Shakespeare's plays were about the lives of kings, such as *Richard III* and *Henry V*, Christopher Marlowe's *Edward II* and George Peele's *Famous Chronicle of King Edward the First*.

Comedies were common, too, that dealt with life in London after the fashion of Roman New Comedy. Some of comedy plays were “The Shoemaker's Holiday” by Thomas Dekker and “A Chaste Maid in Cheapside” by Thomas Middleton.



http://en.wikipedia.org/wiki/File:Ballet_de_la_nuit_1653.jpg
 Henri Gissey (1621–1673), Released under the GNU Free Documentation License

Ballet de la nuit

For the first time, ballet was performed in public during this period. Ballet is a formalized form of dance which originated from the Italian Renaissance courts. It developed and flourished from Italy to France with the help of Catherine de' Medici, (Queen of France). An early example of Catherine's development of ballet is through '*Le Paradis d'Amour*', a piece of work presented at her daughter's wedding, Marguerite de Valois to Henry of Navarre. Money of the Aristocrats was responsible for the initial stages of “court ballet” for the Aristocrats' entertainment. The first formal “court ballet” ever

recognized was, '*Ballet des Polonais*' in 1573. A true form of royal entertainment, '*Ballet des Polonais*' was commissioned by Catherine de' Medici to honor the Polish Ambassadors who visited Paris for the enthronement of King Henry in Poland.

To the illustrator: Please re-draw the picture above

Innovations of the Stage:

1. *Proscenium* was developed. This is the area of a theater surrounding the stage opening. Arches frame and divide the stage from the audience.
2. Backdrops for scenery were popularized by the art of painting clothes.
3. *Commedia dell'arte* or “Comedy of the Profession” was developed. It was quick-witted performance of the characters/players



To the illustrator: please make the pictures clearer

Proscenium

Image taken from Wikipedia, PD
http://en.wikipedia.org/wiki/File:Auditorium_Building14.jpg

Baroque Theater 1600-1750

The theater of the Baroque period is marked by the use of technology in current Broadway or commercial plays. The theater crew uses machines for special effects and scene changes which may be changed in a matter of seconds with the use of ropes and pulleys.

This technology affected the content of the performed pieces, practicing at its best the *Deus ex Machina* (a Latin word



meaning "god from the machine) solution.

"The Teatro Regio in

Turin", oil on canvas

http://en.wikipedia.org/wiki/File:Pietro_Domenico_Oliviero_-_The_Royal_Theater_in_Turin.jpg Giovanni Michele Graneri (Torino, 1708-1762), Painting in the P.D. for its age

To the illustrator: Please re-draw the picture above

Where the character gods were finally able to come down from the heavens and rescue the hero in dangerous situations.

As a result, the theater was richly decorated, and the multiplicity of plot turns and a variety of situations characteristic of Mannerism (a variety of approaches or intellectual sophistication as well as using artificial qualities of the play) were succeeded by the opera.

The use of theatrical technologies in the Baroque period may be seen in the films like *Vatel* (2000), *Farinelli* (1999) and in the different stage productions of "Orpheus" by Claudio Monteverdi.



To the illustrator: Please change Francisco Vatel's picture.

Neoclassical Theater

1800-1900

The Neoclassical period was a movement where the styles of Roman and Greek societies influenced the theater arts.

During the Neoclassical period, the theater was characterized by its grandiosity. Costumes and sceneries were highly elaborate. The main concepts of the plays were to entertain and to teach lessons. Stages were

restyled with dramatic arches to highlight the scenes. Multiple entry points on the stage were evident in many plays. Lighting and sound effects intensified the mood and message of each scene, enhancing the dramatic experience. The idea of changing scenery and backdrops become more noticeable, particularly with the invention of pulley systems that allowed parts to move more quickly across the stage.

The concept of decorum (meaning right and proper audience behavior) was applied in this period which means classical concepts and appropriate social behavior must be observed.



An 18th-century Neoclassical theatre in Ostankino, Moscow
Image from Wikimedia Commons, by Shakko, 2004
<http://en.wikipedia.org/wiki/File:Ostankino19.JPG>

To the illustrator: Please re-draw the picture above

This period officially established just two types of plays, tragedy and comedy. They never mix these two together. This restriction led to the use of the now well-known pair of happy and sad masks that symbolize the theatrical arts. Tragedies portrayed the complex and fateful lives of the upper classes and royals, while comedies, which were either public discourse or comedies

of manners, tended to focus on the lower ranks of society, Observance to these genres was critical to a play's success.

Three playwrights achieved a significant amount of success. Pierre Corneille (1606 – 1684) was often called the father of the French tragedy, writing scripts for more than four decades. One of these was *"The Cid"*. Jean-Baptiste Poquelin, better known as Molière (1622 – 1673) was known for his comedies, *"Tartuffe and The Misanthrope"* was one of his works. Jean Racine (1639 – 1699) was a tragedian beloved for his simple approach to action and the linguistic rhythms and effects he achieved. *"Andromache and Phaedra"* was one of his scripts. These men were able to take elements from classical Greek and Roman literature and transform them into plays.

TRIVIA about the Neoclassical Theater:

1. The first "spotlight" was used in the U.S. during this period and was



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called the "Limelight"

http://pittsburghsblackandgold.blogspot.com/2010_12_21_archive.html

To the illustrator: Please re-draw the picture above

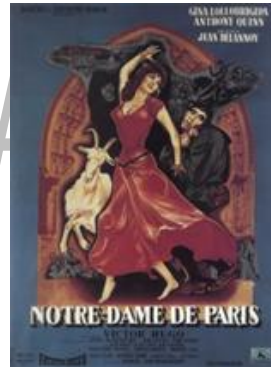
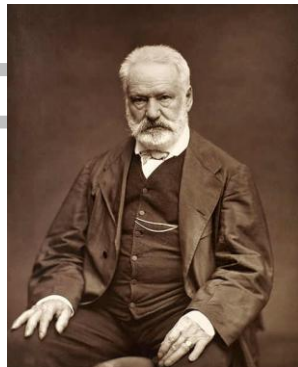
2. The Theatre Regulation Act of 1843 banned drinking in legitimate theaters. Many tavern owners took advantage of the situation and renovated their establishments to accommodate live performances.

Romantic Theater

1800-2000

Romantic Playwrights:

During Romantic period, melodrama and “operas” became the most popular theatrical forms. Melodrama originated from the French word “*melodrame*”, which is derived from Greek “*melos*”, music, and French “*drame*”, which is derived from Greek “*dran*” to perform. Melodrama can be also be described as a dramatic work that puts characters in a lot of danger in order to appeal to the emotions and in which orchestral music or song was used to accompany the action. Opera in the other hand is an art form in which singers and musicians perform a dramatic work combining text (called a libretto) and musical score. Such as acting, scenery, and costumes and dance were important elements of the theater. It is usually performed in an opera house, accompanied by an orchestra or smaller musical ensemble.



http://en.wikipedia.org/wiki/File:Victor_Hugo_by_%C3%89tienne_Carjat_1876_-_full.jpg

To the illustrator: Please re-draw the picture above

Victor Marie Hugo was born on February 26, 1802 and died on May 22, 1885. He was considered as one of the greatest and best known French writers. He was a poet, novelist, and dramatist of the Romantic movement. Hugo's literary fame comes from his poetry, novels and his dramatic achievements. Among his works that stand out all over the world are “*Les Contemplations* , *La Légende des siècles*, *Les Misérables*, and *Notre-Dame de Paris*” which is known as the Hunchback of Notre-Dame. Quasimodo, a deformed hunchback, the bell-ringer of Notre Dame had a good heart and helped Esmeralda, a beautiful Gypsy street dancer with a kind and generous heart. Esmeralda captured the hearts of many men that had always wanted to own her.

There are several playwrights that had been known in this period such as, Charles Nodier, George Sand, Heinrich von Kleist, Ludwig Uhland and many more.

Romantic Composers



PD-Art: Picture:Photo by Etienne Carjat, 1875.
<http://www.metronimo.com/fr/portraits/show.php?start=0&file=bizet3.jpg&album=7es.html>

Georges Bizet was born on October 25, 1838 – died June 3, 1875, Paris. Bizet was the only child of Adolphe Armand Bizet(formerly a hairdresser and later became a singer and composer) and Aimee Marie Louise Leopoldine Josephine Delsarte, (a pianist). . He entered the Paris Conservatory of Music a fortnight before his tenth birthday. His first symphony, the ***Symphony in C Major***, was written when he was seventeen years old. The symphony had an amazing stylistic

resemblance to the music of Franz Schubert.

This French composer was a pianist and best known for his operas. *Carmen* is the most popular among his works. Bizet composed the title role for a mezzo-soprano in the character of Carmen. The opera tells the story of the downfall of Don José, a naïve soldier who is seduced by the charms of the sizzling Gypsy, Carmen.



Some of his stage works are *La prêtresse*, operetta (1854), *Le docteur Miracle*, opéra bouffe (1857), *Don Procopio*, opéra bouffe (1859), *Les pêcheurs de perles*, opera (1863), *Ivan IV*, grand opera (unfinished), *La jolie fille de Perth*, opera (1867), *Noé*, opera by Fromental Halévy finished by Bizet (1869), *L'Arlésienne*, 'musique de scène' (1872), *Djamileh*, one-act opera (1872).

His contemporary composers during Romantic period were Franz Liszt, Richard Wagner, Frederic Chopin, Ludwig van Beethoven, Franz Schubert, Felix Mendelssohn and Hector Berlioz

http://www.tchaikovsky-research.org/en/people/bizet_georg

To the illustrator: Please re-draw Bizet's picture, sample of Carmen, and Richard Wagner's picture

Activity: Research/ Reading/Viewing of Western Classical Theater Plays

To the Teacher: Tell your students to read the different theatrical plays, like Oedipus Rex by Sophocles, Romeo and Juliet by William Shakespeare and Carmen Opera by Georges Bizet. They have to do research in these stories. Stories are not given because you have to challenge the learners to have their own ways of learning the stories by doing research in library or on the internet.

Be careful in discussing the tragedy stories because the endings are usually suicidal scenarios. Tell them that it is not in committing suicide could really solve the problems. Valuing would help students in making good decisions. Let them analyze the good and bad points of the story. It is also advice to ask them their ideas and opinion after knowing the story. And lastly, always encourage them to draw out moral lessons.

Note: In script composition, the students who will write the script may use their mother tongue. Those students who will be assigned to be stage and costume designers may use their native costumes and improvization for the play but will follow the designs/styles during the theatrical period.

Here are several plays that students must research on. The class will be grouped into three. Each group will read the assigned story and discuss it with the group.

You have to research on the following plays:

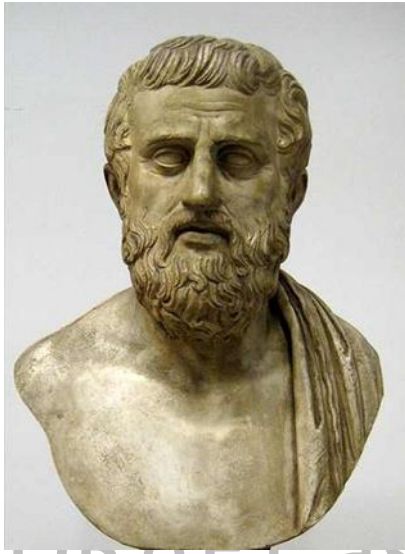
1. Oedipus Rex
2. Antigone
3. Romeo and Juliet

Note: The scriptwriters may write the texts of the script in their **mother tongue** and use their **native costumes** for the play.

Different Western Classical Plays and Opera

A. Greek:

This time let us read an example of plays, Oedipus Rex and Antigone . Understand the stories because after you have read these, you will answer the activities given in this module and choose one of them to perform in the culminating activity. You are given enough time to read the story



Sophocles-Playwright

Sophocles (sofəkli:z); c. 497/6 BC 406/5 BC) is an ancient Greek tragedian. His contemporary playwrights were Aeschylus, and Euripides. Sophocles wrote 123 plays, but only seven have survived in a complete form:

- Ajax,
- Antigone,
- The Women of Trachis,
- Oedipus(Ee dih - pus) the King,
- Electra,
- Philoctetes and
- Oedipus at Colonus.

Image from Creative Commons Attribution-Share Alike 3.0
http://en.wikipedia.org/wiki/File:Sophocles_pushkin.jpg

To the illustrator: Please re-draw the picture above

For almost 50 years in the dramatic competitions of the city-state of Athens that took place during the religious festivals of the Lenaea and the Dionysia, Sophocles was the most famous playwright. He won first place in 24 out of 30 competitions and was never judged lower than second place. Aeschylus won 14 competitions, and was sometimes defeated by Sophocles, while Euripides won only 4 competitions. The most famous tragedies of Sophocles were **Oedipus** and **Antigone**: they were known as the Theban plays, although each play was actually a part of a different tetralogy. Sophocles influenced the development of the drama, most importantly by adding a third actor. And he developed his characters to a greater importance than the chorus in the presentation of the plot.

Oedipus Rex(Ee-dih – pus Rex):
(Sophocles-Playwright)

Main Characters:

Oedipus	-	the king of Thebes
Creon	-	Oedipus brother-in-law
Eurydice	-	Creon's wife
Apollo	-	god or oracle of Delphi
King Laius	-	father of Oedipus
Jocasta	-	mother and wife of Oedipus
Polynices and Eteocles – sons of Oedipus		
Tiresias	-	the blind prophet
Polybus	-	Oedipus foster father
Merope	-	Oedipus foster mother
Antigone and Ismene – the daughters of Oedipus		
Haemon	-	Antigone's lover
Sphinx- the half-human half-lion that symbolizes plague and misfortune		

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Theatrical Elements:

Genre: Tragedy

Number of Characters per Play: 1 to 3 characters only, but they can portray other characters. The Chorus: consists of twelve (12) members, all of whom wore identical masks since they were supposed to be of like mind and opinion



Masks: The use of masks acts to advance the universality of the themes and the dramatic impact of the events and to keep the audience from being distracted by the actual, physical attributes of the actors.

<http://classicalwisdom.com/wp-content/uploads/2012/11/Oedipus.jpeg>

Oedipus: a gold mask with exaggerated deep empty eye sockets

Jocasta: the wife of Laius, mother of Oedipus, the expression of her mask depends on the scene of the play

Antigone and Ismene : white face, dark under the eyes and sad-looking



http://home.btconnect.com/chrisvervain.org.uk/images/antigone_still_sisters_med.jpg



Creon : brother in-law of Oedipus, mad or angry facial expression, with crown

<http://www.arlymasks.com/creon%20replace%20sml.gif>

as of April 7, 2014

To the illustrator: Please re-draw the picture above

Gestures and Movements:

Facial expression was of no importance to Greek actors, since they were always masked.

This video clip can help you understand the movements and actions that you need to learn.

Music:

Sophocles also used the Chorus at the beginning of the play to help tell the audience the given circumstances of the



image from Bean Bags Tale, powered by blog, 2011

http://1.bp.blogspot.com/_T5YoNX_LOjU/TTA7Q2KhDhI/AAAAAAAAA_Q/esVXk3R8bUM/s640/24.JPG

play. Choruses did a lot of lamenting of terrible events.

Costumes: Men wore loose floor length poncho with pleated shoulder while Females wore draped robes.



Image from Bean Bags Tale, powered by blog, 2011
http://1.bp.blogspot.com/_T5YoNX_LOjU/TTA7Q2KhDhI/AAAAAAAAAQ/esVXk3R8bUM/s640/24.JPG

To the illustrator: Please re-draw the picture above



Image from Bean Bags Tale, powered by blog, 2011

http://1.bp.blogspot.com/_T5YoNX_LOjU/TTA7Q2KhDhI/AAAAAAAAA_Q/esVXk3R8bUM/s640/24.JPG

To the illustrator: Please re-draw the picture above

April 7, 2014

Staging:

The Parthenon's façade: has the design of Ionic order columns with cornice and moldings on the top, and elevated by 5 step-risers at the center; and has a platform in front near the audience.

For more readings and viewing, research and browse on the internet the story of the Oedipus Rex.

1. Sophocles Oedipus Rex
<http://youtu.be/ZZUCgq8LfHY>
2. COMPLETE RARE FILM of Oedipus the King w/Christopher Plummer
<http://youtu.be/mAgvdfyAiJw>
3. Oedipus The King
http://www.youtube.com/watch?v=WS9KJ_bAJLE&feature=share&list=PL96E9FB6082235976

Elements/Principles of the Greek Play:

Actors:	Festivals:	Voice:	Facial Expression
3 Actors in tragedy (Add 5 actors in comedy)	Lenaia and Dionysia	The delivery: declamatory	Facial expression is not important because of the masks they wear.
Movements:	Music:	Venue :	Audience:
Conventionalized, stylized or symbolic gestures like those in mimetic dance	The musical accompaniment for drama is played on a flute.	Auditorium on the slope of Acropolis which is panoramic landscape.	Audience: the spectators standing or seated on the slope of Acropolis; the audience could express their opinion noisily; The high points of each festival: the awarding of prizes.

B. Renaissance:
Romeo and Juliet
(William Shakespeare)
Genre: Tragedy


William Shakespeare was born and baptized on April 26 1564 and died on April 23 1616. Shakespeare was born and brought up in Stratford-upon-Avon. At the age of 18, he married Anne Hathaway, with whom he had three children: Susanna, and twins Hamnet and Judith. He was an English poet and playwright, widely known as the greatest writer in the English language and the world's pre-eminent dramatist. He's been known also as the "Bard of Avon". His existing works consist of about:

- 38 plays,
- 154 sonnets,
- two long narrative poems

<http://en.wikipedia.org/wiki/File:Shakespeare.jpg>
 PD Art-'Chandos portrait' by John Taylor
 National Portrait Gallery, 1610

Between 1585 and 1592, he began a successful career in London as an actor, writer, and part-owner of a playing company called the Lord Chamberlain's Men, later known as the King's Men. He appears to have retired to Stratford around 1613 at age 49, where he died three years later.

With the exception of **Romeo and Juliet**, **Shakespeare's most famous tragedy** and one of the world's most enduring love stories, William Shakespeare's early plays were mostly histories written in the early 1590s. Shakespeare also wrote several comedies during his early period:

- A Midsummer Night's Dream
- Merchant of Venice
- Much Ado About Nothing
- As You Like It and
- Twelfth Night
- Titus Andronicus
- The Comedy of Errors
- The Taming of the Shrew and
- The Two Gentlemen of Verona

Later Works: Tragedies and Tragicomedies

- Hamlet
- King Lear
- Othello

Theatrical Elements:

Staging for Romeo and Juliet:



To the illustrator: Please re-draw the picture above

The stage itself was divided into three levels:

- a main stage area with doors at the rear and a curtained area at the back for "discovery scenes";
- an upper, canopied area called "heaven", for balcony scenes; and
- an area under the stage called "hell," which could be accessed through a trap door in the stage.

There is no curtain in the front of the stage, which meant that scenes had to flow into each other, and "dead bodies" had to be dragged off. There are dressing rooms located behind the stage,

The performances during the renaissance period took place during the day, and the open plan theater allowed for the use of natural light. Since there could be no dramatic lighting and there was art direction (scenery and props), audiences relied on the actors' lines, dialogue, movements, and stage directions to tell the time of day and year, same as the location, mood and weather.

But today, new media technology/gadgets like the laptop, computer, mixer, sensitive microphones, fogs machine, loud speakers and the like are available. These new technology are used in many performances, to make the play more realistic, creative, and spectacular. Backdrops for every scene can be seen through the use of computers. Props are created much more easily and are more colorful. There is a greater impact and satisfaction not only to the audience but also to the performers in using the innovations in the plays.

Props:

Props in this play may vary depend on the scene/act the learners are going to perform. Here are lists of props one may use for the play.

Dagger	Drums
Shovel	Champagne Glasses/Champagne
Laundry Basket with Clothing Small	Scarves(Shawls)
Tree w/ Bulb	Champagne Glass
Garbage	Fireworks/Poppers/Bubbles
Montague Sword	Handkerchief
Capulet Broadsword	Basket/collecting device
Grocery Bags w	Scarf
Vendor Cart/Tray	Small Bouquet of Flowers
Items for Cart/Tray	Sheet for Lovers to wrap themselves in
Women's Handbag	Vial of Potion
Broom, Shovel	Invitation
Garbage Can	Party Invitation
Sheets, Pillow for bed.	Torches/Lamps (Flashlights)
Mirror or Mirror Frame	Banners

Characters:**Montague's Family:**

Romeo — sole heir to the Montague fortune

Lord Montague — Romeo's father

Lady Montague — Romeo's mother

Benvolio — Romeo's cousin

Balthasar — Romeo's faithful servant

Abraham — Montague servant

Capulet's Family

Juliet — sole heir to the Capulet fortune

Lord Capulet — Juliet's father

Lady Capulet — Juliet's mother

Tybalt — Juliet's cousin

The Nurse — Juliet's faithful Nurse

Peter — Capulet servant

Sampson — Capulet servant

Gregory — Capulet servant

Other Characters:

Friar Lawrence — friend and advisor to Romeo and Juliet

Mercutio — Romeo's best friend; Prince's kinsman

Prince Escalus — Prince of Verona; kinsman to Mercutio and Paris

Paris — Loves Juliet

Rosaline — Romeo's first love who never actually appears in the play

Friar John — Friar Lawrence's friend

Apothecary — Romeo's acquaintance in Mantua

Costumes:

The costumes are based on the style and design of dresses worn during the renaissance period.

King



Queen



Prince



Princess



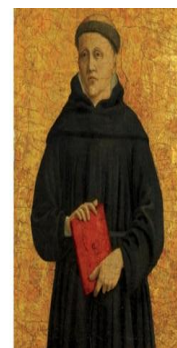
Peasant/Servant Man Peasant/Servant Girl



Knight



Friar



<http://www.keywordpictures.com/keyword/romeo%20and%20juliet%20costume%20designs>
http://s3.amazonaws.com/cmi-niche/gallery_photos/40859/images/slideshow_std_h_art1.jpg?1353969774

To the illustrator: Please re-draw the picture above

Activity: Reading and Viewing:

Research on different plays and movies of Romeo and Juliet.

C. Romantic Period

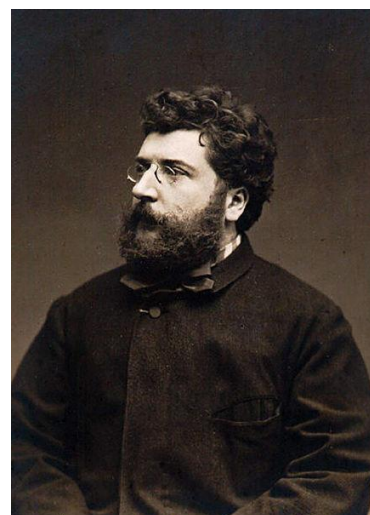
Georges Bizet (Composer, Arranger)

Georges Bizet was born on October 25, 1838 in Paris, France and died on June 3, 1875 at Bougival, France. Bizet was the only child of Adolphe Armand Bizet (formerly a hairdresser and later became a singer and composer) and Aimee Marie Louise Leopoldine Josephine Delsarte, (a pianist).

- They lived on the southern slopes of Montmartre, Paris

Georges Bizet was a French composer and pianist of the Romantic era. He is best known for his opera Carmen.

Georges Bizet was registered with the legal name Alexandre-César-Léopold Bizet, but was baptized Georges Bizet, and he became known



with this name. At the age of ten he entered

PD Picture: Photo by Etienne Carjat, 1875,
<http://www.metronimo.com/fr/portraits/show.php?start=0&file=bizet3.jpg&album=7>

the Paris Conservatory of Music. Georges Bizet's first symphony was the Symphony in C Major. It seems that Bizet completely forgot about it, until 1935, when in the archives of the Conservatory library the piece was discovered. When it was first performed, it was immediately hailed as a junior masterwork and became one of the great performances during the Romantic period. It was a delightful work of a seventeen-year-old boy, Georges Bizet.

To the illustrator: Please re-draw the picture above

Some Stage Works:

Carmen, opera (1875)

L'Arlésienne, 'musique de scène' (1872)

Djamileh, one-act opera (1872)

Noé, opera by Fromental Halévy finished by Bizet (1869)

Ivan IV, grand opera (unfinished)

La jolie fille de Perth, opera (1867)

Les pêcheurs de perles, opera (1863)

DRAFT as of April 7, 2014

Carmen
(Georges Bizet)
Opera



Katharine Goeldner brings her Carmen to Lyric Opera of Chicago, 2010

http://2.bp.blogspot.com/_9UeH7KgywME/TLSbzecPyol/AAAAAAAAABoE/U4k9TNkTA0g/s400/Carmen_blog.jpg

To the illustrator: Please re-draw the picture above

The Setting of Carmen:

The setting of Carmen takes place in Seville, Spain during the mid 19th century.

Main Characters of Carmen:

Carmen (soprano)

Don Jose (tenor)

El Dancairo (baritone)

El Remendado (tenor)

Escamillo (baritone)

Frasquita (mezzo-soprano)

Mercedes (mezzo-soprano)

Micaela (soprano)

Morales (bass)

Zuniga (bass)

Brief History:

The opera Carmen is one of the world's most popular operas. It was first performed at the Opéra-Comique in Paris in France on March 3, 1875.. The opera was in four acts with music written by the French composer Georges Bizet. The *libretto* written by Henri Meilhac and Ludovic Halévy was based on a novel of the same title by Prosper *Mérimée*.

Staging:

The story is set in Seville, Spain and the surrounding hills in 1820. The opera, written in the genre of **opéra comique** with musical numbers separated by dialogue tells the story of the downfall of **Don José**, a naïve soldier who is seduced by the charms of the flaming Gypsy, Carmen. No man could resist Carmen's charms, and when she was ready to move on, watch out! The opera is a fascinating drama of love and jealousy, filled with famously alluring melodies and captivating dancing. The story has been the subject of many screen and stage adaptations.

Costumes: Carmen

Spaniard Soldier



PD Photo by: Henri Lucien Doucet,
<http://en.wikipedia.org/wiki/Carmen>
[http://www.tchaikovsky-](http://www.tchaikovsky-research.org/en/people/bizet_georges.html)



Carmen, 1884

[research.org/en/people/bizet_georges.html](http://www.tchaikovsky-research.org/en/people/bizet_georges.html)

To the illustrator: Please re-draw the picture above

Music and Videos:

You may browse the internet and find the link written below. Listen and observe carefully the music and movements of the opera. You may also look for another video of Carmen in a different form of staging and performance.

Video Clips:

Carmen (Bizet) The Royal Opera

<http://www.youtube.com/watch?v=djsuP0uta7s&feature=share&list=RD02Gd0FNpiBDyA>

<http://www.youtube.com/watch?v=uV9iGv4sKNI&feature=share&list=RD02Gd0FNpiBDyA>

The lyrics of the song Habanera:

Habanera
"L'amour Est Un Oiseau Rebella"

French Text of the Habanera

English Translation of Habanera

L'amour est un oiseau rebelle
Que nul ne peut apprivoiser,
Et c'est bien in vain qu'on l'appelle
S'il lui convient de refuser.
Rien n'y fait, menace ou prière.
L'un parle bien, l'autre se tait.
Et c'est l'autre que je préfère.
Il n'a rien dit mais il me plait.

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

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

Si tou ne m'aimes pas, si tou ne
m'aimes pas, je t'aime,
Mais si je t'aime, si je t'aime, prends
garde à toi!

L'oiseau que tu croyais surprendre
Battit d'aile et s'envola.
L'amour est loin, tu peux l'attendre.
Tu ne l'attends pas, il est là.

Tout atour de toi, vite vite,
Il vient, s'en va, puis il revient.
Tu crois le tenir, il t'évite.
Tu crois l'éviter, il te tient.
L'amour! L'amour! L'amour! L'amour!

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

Si tou ne m'aimes pas, si tou ne
m'aimes pas, je t'aime,
Mais si je t'aime, si je t'aime, prends
garde à toi!

Love is a rebellious bird
that nobody can tame,
and you call him quite in vain
if it suits him not to come.
Nothing helps, neither threat nor
prayer.
One man talks well, the other's mum;
it's the other one that I prefer.
He's silent but I like his looks.
Love! Love! Love! Love!

Love is a gypsy's child,
it has never, ever, known a law;
love me not, then I love you;
if I love you, you'd best beware! etc.

The bird you thought you had caught
beat its wings and flew away ...
love stays away, you wait and wait;
when least expected, there it is!

All around you, swift, so swift,
it comes, it goes, and then returns ...
you think you hold it fast, it flees
you think you're free, it holds you fast.

Love! Love! Love! Love!

Love is a gypsy's child,
it has never, ever, known a law;
love me not, then I love you;
if I love you, you'd best beware!

Famous Filipino Playwrights

Read the biography of the following Filipino theater artists, Francisco Balagtas, Severino R. Reyes, Ricardo G. Abad and Salvador F. Bernal. Watch the play *Walang Sugat* and *Florante at Laura*. Compare and differentiate their works to Western classical theater. And answer the chart below.



Francisco Balagtas y de la Cruz was born on April 2, 1788 in Panginay, Bigaa, Bulacan and died on February 20, 1862 of pneumonia. He was also known as Francisco Baltazar. His best known work is the *Florante at Laura*.

Francisco Balagtas was the youngest of the four children of Juan Balagtas, a blacksmith, and Juana de la Cruz. He studied in a parochial school in Bigaa and later in Manila. During his childhood years, Francisco worked as houseboy in Tondo, Manila.

Image from : Creative Commons Attribution-Share Alike 3.0
http://en.wikipedia.org/wiki/File:PH_nhi_francisco_baltazar.jpg

Balagtas learned to write poetry from José de la Cruz (Huseng Sisiw), one of the most famous poets of Tondo. It was de la Cruz himself who personally challenged Balagtas to improve his writing.

In 1835, Balagtas moved to Pandacan, where he met María Asunción Rivera, who served as the muse for his future works. She is referenced in *Florante at Laura* as 'Celia' and 'Mer'.

To the illustrator: Please re-draw the picture above

Balagtas' affections for Mer were challenged by the influential Mariano Capule. Capule won the battle when he used his wealth to get Balagtas imprisoned under the accusation that he ordered a servant girl's head to be shaved. It was in prison that he wrote *Florante at Laura* so that the events of the poem were meant to parallel his own situation.

Balagtas published *Florante at Laura* upon his release in 1838. He moved to Balanga, Bataan in 1840 where he served as the assistant to the Justice of the peace and later, in 1856, as the Major Lieutenant.

He died on February 20, 1862 at the age of 73. On his deathbed, he asked a favor that none of his children become a poet like him, who had suffered under his gift. He even told them it would be better to cut their hands off than let them be writers.

Balagtas is so greatly revered in the Philippines that the term for Filipino debate in extemporaneous verse is named after him: Balagtasan and one of the greatest literary awards in the Philippines is also named after him.

Severino R. Reyes (A playwright)

- "Father of the Tagalog Zarzuela"
- The son of Rufino Reyes and Andrea Rivera, Reyes was born in Sta.

Cruz, Manila on February 11, 1861.



- He studied at San Juan de Letran College and later at the University of Sto. Tomas, where he studied philosophy.

- A Filipino writer, dramatist, and playwright, he was highly acclaimed as one of the giants of Tagalog literature

- In 1902, Reyes founded and directed the Grand Compania de Zarzuela Tagala.

- On June 14, 1902, the company staged his play *Walang Sugat* (No Wounds), a

http://www.seasite.niu.edu/Tagalog/modules_in_Tagalog/wpe36733.JPG drama set against the historical events in Bulacan during the Philippine revolution.

To the illustrator: Please re-draw the picture above

- In 1923, Reyes co-founded the *Liwayway*, a Tagalog literary weekly which published a series of fairy tales titled "Mga Kuwento ni Lola Basyang", written by Reyes. The storyteller, Lola Basyang was based by the author on a neighbor named Gervacia de Guzman.

- Severino Reyes died on September 15, 1942, when the Philippines was under the Japanese regime.



Cast+of+Walang+Sugat+from+left+Lou+Velo+Remus+Villanueva,+Jelson+Bay,+Noel+Rayos,+Cris+Vil onco+and+Noemi+Manikan-Gomez.jpg

- Severino Reyes' masterpiece, *Walang Sugat* broadly underscores the injustice of Spanish rule even as it dances around the cruel fate of the young lovers Tenyong and Julia with humor and song. Set in the final leg of the Philippine Revolution, Tenyong is forced to leave behind his childhood sweetheart Julia to join the Katipunan. Meanwhile, Julia's mother pressures her into marrying the wealthy Miguel instead. With no word from Tenyong as the battle

prolongs, Julia gives in, but her wedding is interrupted by the fatally wounded Tenyong. He mentions his dying wish to Julia, and the play features an "unexpected twist" that shows how Tenyong was able to outwit the persons separating him from his beloved Julia.

- The production was directed by Ricardo Abad, under the musical direction of Josefino Tolledo. Jonjon Villareal handled lights design while Dexter Santos choreographed. Set, and costumes were designed by National Artist Salvador Bernal.

To the illustrator: Please re-draw the picture above

Dr. Ricardo G. Abad (A Director)

- Born in Manila on August 10, 1946 of parents from Cavite and Camiguin.



- Graduated at the Ateneo de Manila, after which he obtained a Fulbright grant to finish a doctorate in sociology at Fordham University in New York.
- Full-time Faculty, Department of Sociology and Anthropology; Artistic Director, Tanghalang Ateneo Metrobank Network of Outstanding Teachers Pathways/ANI, Ateneo de Manila University Role Players, Theater for Life Social Weather Stations
- Has been involved as actor and director in over 120 productions while at the same time doing sociological work as teacher, researcher, and editor.
- He has also directed and acted for professional companies like Teatro Pilipino and Tanghalang Pilipino of the Cultural Center of the Philippines, and the Metropolitan Theater.
- Theater Guild. Many of his theater productions were classics of western drama but in terms of a Filipino and Asian sensibility, like Shakespeare's Romeo and Juliet.

To the illustrator: Please re-draw the picture above



Salvador F. Bernal
(Father of Theater Design in the Philippines)

- Born in 1945 to a family that ran a Terno shop
- He was the first to develop theater design as a profession and elevate it to an art form.
- Studied at Ateneo de Manila and at Northwestern University, Evanston, Illinois, USA; practiced and handled courses in the art

and

Photo taken from Cultural Center of the Philippines Exhibit,
by Lourdes R. Siobal

craft of theater design.

- Taught briefly at Ateneo de Manila and University of the Philippines
- He had designed more than 250 productions in ballet, theater and film.
- National Artist awardee



Photo taken from the CCP Exhibit, October 14, 2013 by Christine Magboo

Pilipinas Circa 1907, Sarswela

Directed by Felix Padilla

Designed by: Salvador F. Bernal

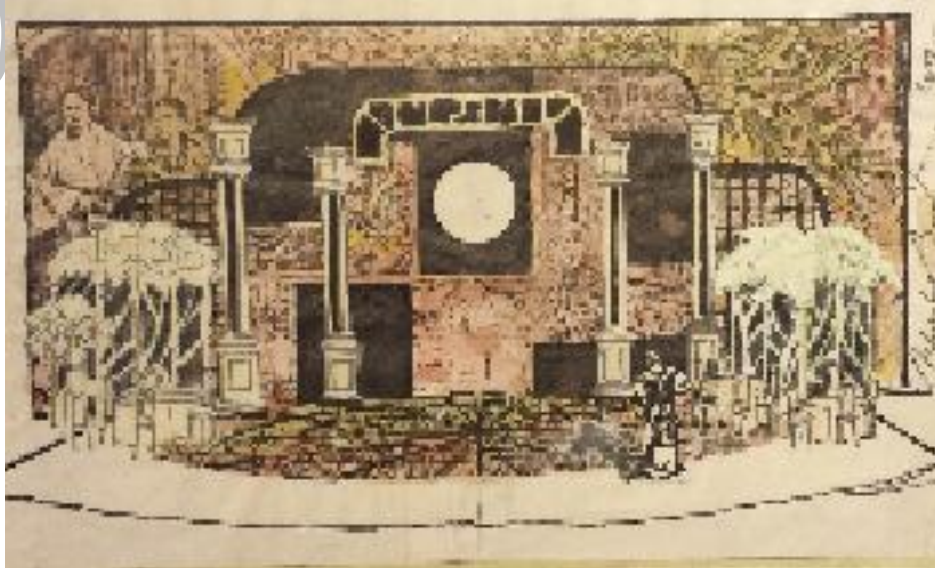


Photo
taken
from the
CCP
Exhibit,
October
2013 by
Christine
Magboo

14,

Dalagang Bukid,
Tanghalang Aurelio Tolentino, CCP
Collage on Paper

By: Salvador F. Bernal

Rubric for Reporting: For group reporting, the learners are to be rated using this rubric or the teacher and students may formulate their own rubric.

	10points	8 points	6 points	4 point	Rating
Cooperation	All members contributed equally. Worked together to complete group's goals. Performed all duties of assigned team role.	Most members contributed. Usually helps to complete group's goals. Performed nearly of assigned team role.	Occasionally helps to complete group's goal. Finished individual task but not assisted other members. Performed some duties of assigned team role.	Does not work well and shows no interest to complete team's goals. Did not perform duties of assigned team role.	
Presentation	Report was presented in an orderly manner.	Report was presented in an almost orderly manner.	Report was presented in a somewhat orderly manner.	Report was presented in disorderly manner.	
Explanation	The group explained the topics thoroughly.	The group explained the topics well.	The group missed some topics to explain.	The group did not explain the topics.	
Behavior	The students did not display disruptive behavior during group activities.	The students rarely displayed disruptive behavior during group activities.	The students occasionally displayed disruptive behavior during group activities.	The students displayed disruptive behavior during group activities.	
Total					

Activities : Video Watching:

1. The video clips of your choice must be watched many times to familiarize yourselves with the gestures and movements of the play/ opera. The director listens and gives instructions to the characters and watches the performers as they go through their lines and make some remarks. The writer must prepare the script while the choreographer practices the movements of the play among the characters. Everybody must do their part. Present your plan and your ideas to the group and finalize everything.
2. Prepare schedule of practices and announce it to the group. The success of the performance is based on the active participation and good relationship of the members.
3. Use rubric during rehearsal for monitoring:

WHAT TO PROCESS:

To the Teacher: At this point, tell you students to apply their understanding that they have learned from the previous lessons. Varied activities are given for them to work on. Advise them to do their best in performing of each activity. Read the instructions carefully before they answer. Give them the rubrics on how they will be rated ahead of time so that students are guided, or you may create your own rubrics.

There are varied activities given here in order to process the knowledge you have read in the previous lessons. It is necessary to participate actively and work harmoniously with the members of the group.

Activity: Chart completion and Analysis

Instructions:

1. Watch again the plays, Oedipus Rex/Romeo and Juliet and the Opera Carmen.
2. While watching, analyze each theatrical form using the elements of theater arts.
3. Write your answers on the chart below.
4. For conclusion, answer the questions written below of the chart.

Elements of Theater Arts Form:

Theater/ Opera	Sounds/ Music	Gestures/ Movements	Costumes/ Makeup/ Accessories	Spectacle
Oedipus Rex or Romeo and Juliet				
Carmen (Habanera)				

--	--	--	--	--

From the information you have written above, compare or differentiate the two theatrical forms.

Activity: **Chart Completion and Rating**

Instructions:

1. Rate each theater form according to the elements of theater art, using the 1-5 scale. Five (5) is the highest and (1) is the lowest.
2. Add all the numbers on each row and write the total score at the last column.
3. Analyze the score, and answer the questions below.

Elements and Principles of Arts:

Visual Representation	Rhythm	Balance	Emphasis	Harmony	Variety	Movement	Proportion	Unity	Rating
Oedipus Rex or Romeo and Juliet									
Costumes									
Masks/Make up									
Stage Designs									
Props									
Total									
Carmen - Habanera									
Costumes									
Masks/Makeup									
Stage Designs									
Props									
Total									

Based on the result, which of the theater art forms has the best visual elements? Give your conclusion.

Activity: **Grouping, Role and Staff Organization**

To the Teacher: Say these instructions to your class:

It is time to group the class. You are free to choose among the suggested group of working team in preparation for your culminating activity, production team, technical team and casting. Choose your leader.

When you already have chosen your group you have to be responsible and serious in doing your part. Work harmoniously with the other members of the group.

In culminating activities, you need to observe planning, brainstorming, sharing of ideas, creativity, tactfulness, open to criticism, and patience in dealing with others.

Submit the list of the group to your teacher for monitoring and recording.

After grouping, you are now must choose your role in the play. It is necessary to understand your duties and responsibilities in doing your part.

Group yourselves into 5. You are free to choose among the suggested groups of working teams in preparation for your culminating activity: production team, technical team and casting team. Choose your leader.

When you have chosen your group you have to be responsible in doing your part. Work harmoniously with the other members of the group.

In culminating activities, you need to observe planning, brainstorming, sharing of ideas, creativity, tactfulness, open to criticism, and patience in dealing with others.

Submit the list of the members of the group to your teacher for monitoring and recording.

After grouping, you now must choose your role in the play. It is necessary to understand your duties and responsibilities in doing your part.

Duties and Responsibilities

Director

Lead the group properly
Organize and designate members to their respective role
Prepare script of the play
Initiate planning

	Formulate time table of the rehearsals up to actual performance
Stage Manager	<p>Look for a good venue of the play</p> <p>Responsible for the blockings of the performers</p> <p>Assist the director</p> <p>Check the props, microphones, performers etc. during the rehearsals and actual performance</p>
Production Team	
Costumes/Makeup/Accessories (3-4 members)	<p>Prepare, sketch , and make designs of the costumes, accessories and make-ups.</p> <p>They are the make-up artists during the play</p> <p>(Your designs must follow the designs of the costumes, accessories and make-ups of that era.)</p>
Stage Décor & Props (3-4 members)	<p>Prepare, sketch , and make designs of the stage decoration and props</p> <p>Arrange the stage décor and props on stage</p> <p>Must work hand in hand with the stage manager and director</p> <p>(You are challenged to make your stage decor and props spectacular; use your imagination!)</p>
Advertisement Programs & Invitation (2 members)	<p>Prepare, post and construct announcements/advertisements and programs of the performance</p> <p>Gives the invitation letters to teachers, advisers, administrators, and parents</p>

B. Technical Team

Lights/Sounds Technicians	
Lights	Prepare, secure appropriate lights in every scene Work and listen to the director's instructions
Music & Sounds effects	Prepare, secure appropriate music and sounds effects in every scene Work and listen to the director's instructions

A. Casting:

Roles:	Name of the Members:

What to Understand:

It is time to relate all your understanding to the present lesson. It is necessary to compare, differentiate and reflect on which theater art form you think is the best for you. But you have to support your answers by using the elements and principles of theater art and visual art forms. Reflection and self-assessment is the key in order to make this activity effective.

Activity: **Comparison and Differentiation**

Instructions:

1. List down some famous plays and operas in the Philippines that you think has Western theater art influence.
2. Write some remarks on the given plays or operas.
3. Answer the questions below.

Theater Art Plays	Remarks	Opera	Remarks
DRAFT as of April 7, 2014			

From the given above, which of the following plays and operas in the Philippines has some similarity or is different from the Western theater play and opera in performance, costumes, props etc.? Support your answer.

Activity : **Rehearsals and Practices**

TIME TABLE: Planning and Preparation of the Script, Rehearsals, Stage Décor and Props:

Since Music and Arts components have the same content in Unit 4 for the culminating activity, you may coordinate with your two teachers (Music and Arts teachers) on when the rehearsal days be done in their respective classes. Show them your time-table so that your teachers may know when to give you days for the group's rehearsals.

Plan with your group on what to do on each day of preparation and submit it to your teacher.

Note: You may create your own time table.

Day 1 (During Art Class)	Day 2 (During Music Class)	Day 3 (Art Class)	Day 4 (Music class)	Actual Performance
<ul style="list-style-type: none"> Preparation s, sketching drafting of the script, stage designs, props, costumes etc. Music and sounds preparation preparation of lights and visual effects 	<ul style="list-style-type: none"> Rehearsals of the performers, -Reading of the scripts Making of the actual designs, props, costumes with actual music and sounds effects 	<ul style="list-style-type: none"> Mastering their roles, scripts, actions, movement s Polishing of the décor, props costumes ready with actual music and sounds and with lights and visual effects 	<ul style="list-style-type: none"> Mounting and blockings of the performer s costumes worn in the rehearsals with actual music and sounds with lights and visual effects 	<ul style="list-style-type: none"> Everything must be shown, worn, and performed. Make-up artists must do their part here.

To the layout artist: please arrange table properties

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Rubric: This is the rating of the teacher in your days of rehearsal.

Criteria:	1-2	3 -4	5-6	7-8	9	Very High 10
Active participation of each member is observable.						
Dedication and doing their own tasks properly are exercised.						
Outputs/reports are submitted after rehearsal.						
Creativity in artworks/movements/choreography is visible.						

Relates well with others and communicates clearly with the other members of the group.						
Total /50						

What to Perform: Culminating Activity/Performance Proper:

To the Teacher: Tell your students that this is the most awaited part of the module, the performance. The group will perform their chosen play on stage. They have to apply all the knowledge, understanding and skills they have learned about Western Classical Theater. They are rated according to the criteria given below. Let them read the criteria so that they are guided on what things to consider in rating the group's performance.

This is the most awaited part of the module, the performance. The group will perform their chosen play on stage. It is exciting too because you are going to apply all the knowledge and skills you have learned about Western Classical Theater. Your group will be rated according to the criteria given below. Read the criteria so that you are guided on what things to consider in rating the group's performance.

Goodluck to all of you!!!

Criteria:

- ☐ Appropriateness of gestures/movements----- 30%
Make ups/masks, costume and props, music
(the use of styles and techniques of Western
Musical and Popular Theater) ----- 30%
- ☐ Culturally-based
(the use of appropriate music
and visual design elements) -----20%
- ☐ Creative (the use of theater elements and principles,)----- 20%

100%

Reminders:

1. Have each group summarize their evaluation.
2. Ask each representative to present their evaluation in the class.
3. Open the floor for clarification, insights and recommendations.
4. Remind the group to submit their respective production book.
5. End the session with a group ritual.
6. The presentation should be documented through photo taking or video recording for viewing purposes of the performers, parents and other students and teachers who failed to watch the show.

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Summary:

Different Theatrical Forms

I. Ancient Theater

• Greek Theater

- Ritual-theory, focused on god Dionysus, performed in festivals
- Sophocles and Euripides were the most popular playwrights during Ancient period
- Oedipus Rex, Oedipus at Colonus and Antigone were famous plays
- Theater genre was tragedy
- Performed in Theatron-viewing place on slope of a hill
- Women were not allowed to perform

• Roman Theater

- Began in Ancient Greek Theater
- Theater genre- Comedy
- Women began to perform
- Competitions of chariots, gladiators and public executions as public theaters

- II. Renaissance Theater
 - Focused on Classical Greek and Roman arts and culture
 - Theater designs were developed
 - Backdrops for scenery
 - Queen Elizabeth supported theater
 - Famous actor and playwright was William Shakespeare, who wrote Romeo and Juliet, Hamlet, Midsummer Night's Dream, Cleopatra
- III. Romantic Period
 - The age of enlightenment
 - Focused on appreciation of the exotic and primitive
 - Used fantastic mythical or nature-focused images
 - Melodrama was the genre of theater
 - Famous Operatic composers were Georges Bizet (Carmen) and Richard Wagner.
 - Protagonist was rebellious who often succeeded
 - Interest in the common man and childhood
 - Technical innovations were introduced

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Summative Test:

To the Teacher: Tell your students to get a piece of paper and answer the summative test. The test will evaluate their understanding about the unit. Read the instructions carefully before they answer. Letters and words in **bold letters** are the correct answers. (This test will be recorded.)

I. Multiple Choice

Directions: Choose the **letter** of the best answer. Write your answer on your paper.

1. Which of the following are the tools of an actor/actress in a play?
 - a. Body, Voice, Emotion
 - b. Character, Music, Plot
 - c. Line , Shape, Texture
 - d. Plot, Sounds, Theme

2. _____ are the basic elements of musical play/ theater.

- a. Body, Voice, Emotion
- b. Character, Music, Plot
- c. Line , Shape, Texture
- d. Plot, Sounds, Theme

3. The Greek and Roman theater arts started during _____.

- a. Ancient Period
- b. Medieval Period
- c. Renaissance Period
- d. Romantic Period

4. Romeo and Juliet tragedy was written by_____.

- a. Christopher Marlowe
- b. Georges Bizet
- c. Victor Hugo
- d. William Shakespeare

5. A play characterized by its humorous or satirical tone.

- a. Comedy
- b. Drama
- c. Melodrama
- d. Tragedy



6. This mask was used in the play of Sophocles' _____.

- a. Carmen
- b. Florante at Laura
- c. Romeo and Juliet
- d. Oedipus Rex

7. Carmen, Don Jose, El Dancairo and El Remendado are some characters in the opera _____.

- a. Carmen
- b. Florante at Laura
- c. Romeo and Juliet
- d. Oedipus Rex

8. Which of the following costumes is appropriate to wear in the play Oedipus Rex?

a.



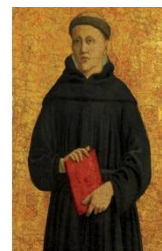
b.



c.



d.



9. Romeo and Juliet play was created during _____.

- a. Ancient Period
- b. Baroque Period
- c. Renaissance Period
- d. Romantic Period

10. A play dealing with an unhappy ending, especially one concerning the downfall of the main character is _____.

- a. Comedy
- b. Drama
- c. Melodrama
- d. Tragedy

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II. Matching Type:

Directions: Match column A with column B. Write the letter of your answer on your paper.

A.

11. He was a poet and a playwright who wrote the *Florante at Laura*.

12. The stage is the place where theater and musical plays took place.

13. These elements gives special effects to a play. Dynamics and intensity of these elements express mood, time or weather of a certain scene.

B.

a. Lights and music



b.



14. The main character in the opera "Carmen". d.



15. William Shakespeare's Romeo and Juliet.



e.

16. He was the father of Tagalog "sarswela".

17. A Filipino artist known as the father of theater design.



f.

18. The Oedipus Rex was written by ____.

19. Carmen was an opera composed by ____.

20. ____ means "place of seeing" where performance take place.

- g. Sophocles
- h. Severino R. Reyes
- i. Salvador F. Bernal
- j. Theater
- k. Georges Bizet

Key to Correction:

- 1. A
- 2. B
- 3. A
- 4. D
- 5. A
- 6. D
- 7. A
- 8. B
- 9. C
- 10. D
- 11. B
- 12. C
- 13. A
- 14. F
- 15. E
- 16. H
- 17. I

18.G
19.D/K
20.J

Glossary:

Backdrop-a painted cloth hung at the back of a theatre stage as part of the scenery

Broadway Theater-professional theatres with 500 or more seats located in the Theater District and Lincoln Center along Broadway, in the Manhattan borough of New York City ; along with London's West End theatres, Broadway theatres are widely considered to represent the highest level of commercial theatre in the English-speaking world

Chariot-a two-wheeled vehicle drawn by horses, used in ancient racing and warfare

Comedy-a play characterized by its humorous or satirical tone

Curtain Call- the appearance of one or more performers on stage after a performance to acknowledge the audience's applause

Decorum- behavior in keeping with good taste and propriety
depiction of amusing people or incidents

Drama- a term coming from the Greek word meaning "action" , which is derived from the verb meaning "to do" or "to act"

Fabula- means in Russian ``story" or ``plot" ;consisting of the entirety of the events that actually (or supposedly, in fictional narrative) occurred, independent of the particular narration; considered as having a chronological order, and being seen from a fully well-informed perspective; does not have the gaps, and is infinitely detailed

Greek chorus - a homogeneous, non-individualized group of performers in the plays of classical Greece, who comment with a collective voice on the dramatic action

Gypsy- a member of a nomadic; European, African, Indian people of generally dark color complexion, who migrated originally from India, settling in various parts of Asia, Europe, and, most recently, North America; a chorus dancer, esp. in the Broadway theater

Liturgy- the sacrament of the Eucharist or the Mass

Melodrama- a sensational dramatic piece with exaggerated characters and exciting events intended to appeal to the emotions

Minstrel-a medieval singer or musician, especially one who sang or recited lyric or heroic poetry to a musical accompaniment for the nobility

Neoclassical- a revival in literature in the late 17th and 18th centuries, characterized by a regard for the classical ideals of reason, form, and restraint

Opera- an art form in which singers and musicians perform a dramatic work combining text (libretto) and musical score, usually in a theatrical setting; incorporates many of the elements of spoken theatre, such as acting, scenery, and costumes and sometimes includes dance. The performance is typically given in an opera house, accompanied by an orchestra or smaller musical ensemble

Opera House-a theatre designed for the performance of opera

Playwright- a person who writes plays

Plot- the main events of a play, novel, film, or similar work, devised and presented by the writer as an interrelated sequence

Tavern-a place of business where people gather to drink alcoholic beverages and be served food, and in some cases, where travelers receive lodging

Tetralogy-a group of four related literary or operatic works.

Tragedy-a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character

Trilogy- a set of three works of art that are connected, and that can be seen either as a single work or as three individual works
ultimately triumph over adversity

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Photo taken from CCP Exhibit last October 14, 2013, by Lourdes R. Siobal

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Sophocles Oedipus Rex

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DRAFT as of April 7, 2014