



Republic of the Philippines
Department of Education
NATIONAL CAPITAL REGION
Misamis Street, Bago-Bantay, Quezon City

UNIFIED SUPPLEMENTARY LEARNING MATERIALS (USLeM)



MAPEH - ARTS 9

<u>Development & Editorial Team</u>	
Writer / Illustrator:	Kate E. Alfonso
Layout Design Editor:	Dr. Normina B. Hadji Yunnos
Content / Language Editors:	Mr. Pedro D. Gloriani / Lyndin S. Sanchez
Management Team:	Dr. Malcom S. Garma, Regional Director - NCR Loreta B. Torrecampo, CESO V, SDS – SDO Pasay City Dr. Arturo A. Tolentino, OIC ASDS- SDO Pasay City Dr. Genia V. Santos, CLMD Chief – NCR Librado F. Torres, CID Chief SDO-Pasay City Dr. Marita D. Aquino, Regional EPS, MAPEH Dennis M. Mendoza, LR EPS – NCR Nancy C. Mabunga, Librarian - NCR Mr. Pedro D. Gloriani, EPS-MAPEH – SDO Pasay City Dr. Normina B. Hadji Yunnos, LR EPS SDO Pasay City

UNIFIED SUPPLEMENTARY LEARNING MATERIALS

Grade 9 MAPEH

ARTS 9: LEARNING OBJECTIVE

Applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Neoclassic and Romantic periods.
[A9PR-IIIc-e-3]



A. LET'S SEE WHAT YOU KNOW!

DIRECTIONS: Can you still remember the artworks from the Neoclassic and Romantic period from the previous lessons? Interpret the ideas communicated in the given artworks below.



1. _____

2. _____

3. _____

B. Lesson Proper

NEOCLASSICISM vs ROMANTICISM	
Neoclassicism: REASON	Romanticism: PASSION
Nature is defined as human nature	Nature is defined as natural environment (woods, mountains, etc)
Society is more important than the individual	The individual is 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

The difference between neoclassicism and romanticism

Neoclassicism and romanticism are frequently viewed as reactionary movements that arose from different historical periods. The principle distinction between neoclassicism and romanticism is that neoclassicism focuses on objectivity, reason, and Intellect. While romanticism stresses on human creativity, nature, and emotions or feelings.

UNIFIED SUPPLEMENTARY LEARNING MATERIALS

Grade 9 MAPEH

The romanticism movement has influenced various topics, styles, and themes. Neoclassicism pays respect to the old-style of Greece and Roman art periods.

What Is Neoclassicism?

Neoclassicism is a movement that drew motivation from the classical Greek/Roman age. The scholars of this period attempted to emulate the style of Greeks and Romans. Neoclassicism was a response against the renaissance, which was between 1660 and 1798.

This Neoclassicism movement can be partitioned into three periods:

The Restoration Age (1660 to 1700): This period denotes the British King's rebuilding their position of authority.

The Augustan Age (1700 to 1750): The Augustans accepted that their period was like that of Augustus Ceaser in Rome, which was a time of refinement and purity.

The Age of Johnson (1750 to 1798): Also called the Age of Transition, this period was set apart by the up and coming romantic beliefs which impacted the neoclassical standards to be more sentimental.

C. WHAT TO UNDERSTAND?

Art forms of the Neoclassic Period were 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, JeanAntoine 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 expresses emotion through art. Famous artists in this era were Jean Louis Théodore Géricault , Eugène Delacroix , Francisco Goya, François Rude and Antoine-Louis Barye.

D. LET'S DO THIS ACTIVITY!

EXPLORER. DIRECTIONS: Paint your own masterpiece, either human, mythological, animal figures you want to portray and explain it according to characteristics of the Neoclassic and Romantic periods through the following reflection questions given below.

Materials: Short bond paper, pencil, watercolor, paint brush

Reflection Questions:

1. What is the subject of your artwork?

2. How did you apply the elements of art as to lines, forms and texture?

RUBRICS:

CRITERIA	10	5	3	1
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 conveys the idea and dimensions of landscape	Artwork mostly conveys the idea and dimensions of landscape	Artwork somehow conveys the idea and dimensions of landscape	Artwork did not orderly convey the idea and dimensions of landscape

References for further Enrichment:

- <https://www.atxfinearts.com/blogs/news/neoclassicism-vs-romanticism>
- <https://courses.lumenlearning.com/boundless-arthistory/chapter/neoclassicism-and-romanticism/>
- <https://study.com/academy/lesson/neoclassicism-vs-romanticism>.
- Learner's Materials in Arts 9, pages 243-244, 279-280.

UNIFIED SUPPLEMENTARY LEARNING MATERIALS

Grade 9 MAPEH

Key to corrections

A. LET'S SEE WHAT YOU KNOW

1. Napoleon Crossing the Alps – A portrait of authority favoured by royalty.
2. Departure from the Volunteers – A revolution of volunteer army to defend French Republic from the threat of foreign invasion.
3. Psyche Awakened by Cupid's Kiss – It shows the mythological lovers at a moment of great emotion, characteristic of the emerging movement of Romanticism.

