

4

Lesson Exemplar for Music and Arts

Quarter 1

Lesson

1

Lesson Exemplar for Music and Arts Grade 4
Quarter 1: Lesson 1 (Week 1-2)
SY 2024-2025

This material is intended exclusively for the use of teachers participating in the implementation of the MATATAG K to 10 Curriculum during the School Year 2024-2025. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

Development Team	
Writer:	<ul style="list-style-type: none">• Raymond A. Delos Santos (Lubao National High School)
Validator:	<ul style="list-style-type: none">• Glenne D. Basio (Department of Education)
Management Team	
Philippine Normal University	
Research Institute for Teacher Quality	
SiMERR National Research Centre	

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at blr.od@deped.gov.ph.

LESSON EXEMPLAR

MUSIC AND ARTS / QUARTER 1 / GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of how one's cultural identity/ies and local tradition/s, including concepts, processes, and practices influence creative decisions.
B. Performance Standards	The learners apply local cultural and traditional concepts, processes, and practices in Music and Arts in creative works about one's cultural identity.
C. Learning Competencies and Objectives	<p><i>Learning Competency</i></p> <p>1. discuss the basic concepts and principles of sound, theater, dance, and visual elements based on the representations in the creative works of their province;</p> <p><i>Objectives:</i></p> <p>1. define creative works using their own words;</p> <p>2. identify relevant creative works from their province;</p> <p>3. explain the basic concepts and principles of sound, theater, dance, and visual elements</p> <p>4. describe basic concepts and principles of sound, theater, dance, and visual elements based on the Sinukwan Festival of Pampanga;</p> <p><i>Note: The material to be used will be determined and selected by the teacher based on the relevant creative works available in their province.</i></p>
C. Content	<p>Theme: "My Cultural Identity and My Province"</p> <p>Relevant Local Forms, Themes, Representation, Mediums, And Practices in Music and Arts</p> <p>I. PERFORMING ARTS</p> <p>A. Music</p> <p>1. Timbre</p> <ul style="list-style-type: none"> ● Instrumental <p>2. Dynamics</p> <ul style="list-style-type: none"> ● Relevant Level of Dynamics (use the language the child will understand- English or mother tongue NOT Western terms) <p>B. Theater (evident in the local cultural performances)</p>

	1.Relevant Elements of Artistic Expression (Lines, Shapes, Space, Textures, Rhythm, Sound, Movement, Color) 2. Principles of Composition and Organization <ul style="list-style-type: none"> • Balance, Proportion, Scale C. Dance Forms 1. Relevant Local Dance Forms 2. Relevant Elements of Artistic Expression with local context II. VISUAL ARTS 1. Visual Elements and Forms 2. Balance, Proportion, Scale
D. Integration	SGD 11 Sustainable Cities and Communities: Protect Cultural and Natural Heritage Cultural Literacy, Awareness, and Appreciation Visual aesthetics

II. LEARNING RESOURCES

Andrea M. (2023, May 3). *The Connection Between Music and Dance: Exploring the Power of Rhythm*. Riffer Music. <https://www.riffermusic.com/music-dance-connection-exploring-power-rhythm/>

Art in Context. (2022, July 1). *Elements of Art - An Analysis of the Seven Elements of Art*. Artincontext.org. <https://artincontext.org/elements-of-art/>

Beumer, J. (2021, January 28). *Lighting the Way*. Dramatics Magazine Online. <https://dramatics.org/lighting-the-way/>

Bhatti, D. (2023, October 19). *The Interplay of Color and Movement in Choreographic Design - Choreography*. Selflessangel.com. <https://selflessangel.com/the-interplay-of-color-and-movement-in-choreographic-design/>

Britannica. (n.d.). *Visual Arts Portal*. Encyclopedia Britannica. <https://www.britannica.com/browse/Visual-Arts>

Clark, N. (n.d.). *The 7 Elements of Art*. Online Art Lessons. <https://onlineartlessons.com/tutorial/7-elements-of-art/>

Dancetopia. (2023, August 11). *The Role of Music in Dance: Creating Harmony between Movement and Sound*. Medium. <https://medium.com/@dancetopia/the-role-of-music-in-dance-creating-harmony-between-movement-and-sound-1508d4228332>

Danyew, A. (n.d.). *How to Use Color to Teach Music Literacy*. Ashley Danyew. <https://www.ashleydanyew.com/posts/how-to-use-color-to-teach-music-elements-of-art>

España, J. (2024, March 1). *SINUKWAN FESTIVAL: Showcasing the Colorful Kapampangan Culture*. Jon to the World Blog. https://jontotheworld.com/sinukwan-festival-pampanga/#google_vignette

Globe Fiesta. (2023, December 2). *Sinukwan Festival Pampanga Philippines*. Globe Fiesta: Festivals around the Worldwide. <https://globefiesta.com/sinukwan-festival-philippines/>

Hurst, A. (2018, July 15). *Movement - A Principle of Art*. Thevirtualinstructor.com. <https://thevirtualinstructor.com/blog/movement-a-principle-of-art>

Kraemer, B. (n.d.). *A Guide to Movements in Music*. LiveAbout. <https://www.liveabout.com/movement-definition-2701042>

KulturangKapampangan. (2016, February 15). *Kulturang Kapampangan: Sinukwan Festival*. KulturangKapampangan. <https://kulturangkapampangan0123.blogspot.com/2016/02/sinukwan-festival.html>

Mackrell, J. R. (2024, May 28). *Dance | Definition, Characteristics, Types, History, People, & Facts*. Encyclopedia Britannica. <https://www.britannica.com/art/dance>

Macpherson, B. (2013). *Dynamic Shape*. Oxford University Press EBooks, 54–70. <https://doi.org/10.1093/acprof:oso/9780199997152.003.0004>

McKibbon-U'Ren, S. (2020, February 15). *Writing Bar Lines - Different Functions*. Ultimate Music Theory. <https://ultimatemusictheory.com/writing-bar-lines/>

Olofsson, K. (2022, June 5). *Expanding Sound Design in Performing Arts*. Critical Stages/Scènes Critiques. <https://www.critical-stages.org/25/expanding-sound-design-in-performing-arts/>

Palibut. (2023, June 23). *Sinukwan Festival 2022: A Celebration of Kapampangan Culture*. Palibut.com. <https://palibut.com/2022/12/10/sinukwan-festival-2022/>

Rockstar Academy. (2024, February 11). *Introduction Into Theater Arts: Definition, History, & More*. Rockstar Academy. <https://www.rockstaracademy.com/blog/introduction-into-theater-arts-definition-history-and-more>

Release, P. (2023, December 12). *SP recognition of Sinukwan Festival sought*. Punto! Central Luzon. <https://punto.com.ph/sp-recognition-of-sinukwan-festival-sought/>

Rhythm in Art — Principles, Types & Techniques. (2023, April 23). StudioBinder. <https://www.studiobinder.com/blog/what-is-rhythm-in-art-definition/#:~:text=Rhythm%20in%20art%20is%20the>

Sinukwan Festival 2024, Philippines - Venue, Date & Photos. (n.d.). HelloTravel. Retrieved June 20, 2024, from https://www.hellotravel.com/events/sinukwan-festival#google_vignette

Smith, T. (2023, April 21). *Mastering Rhythm in Music: The Complete Guide - 122 BPM*. 122BPM. <https://122bpm.com/rhythm-in-music/>

Sunnexdesk. (2016, December 2). *Pangilinan: Sinukwan Festival, 19 years and beyond*. SunStar Publishing Inc. <https://www.sunstar.com.ph/more-articles/pangilinan-sinukwan-festival-19-years-and-beyond>

Sharer, H. (2023, January 16). *What is Rhythm in Dance? Exploring How to Enhance Your Performance - The Enlightened Mindset*. The Enlightened Mindset. <https://www.tffn.net/what-is-rhythm-in-dance/>

Unveiling the Concept of Textures in Dance: Adding Depth and Dimension to Movement. (n.d.). Dancevance.co.uk. Retrieved June 20, 2024, from <https://dancevance.co.uk/blog-detail/unveiling-the-concept-of-textures-in-dance-adding-depth-and-dimension-to-movement>

WebFX. (2022, February 21). *Stage Lighting for Dance: Essential Tips*. Illuminated Integration. <https://illuminated-integration.com/blog/stage-lighting-for-dance/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	WEEK 1: DAY 1 1. Short Review Activity 1: THE CREATIVE WORKS OF MY PROVINCE Identify the concept or idea represented by the following pictures:	The pictures shown here are creative works or cultural practices in Pampanga. The teacher is highly encouraged to select and present creative works

1.



Image source: <https://centralluzon.politiko.com.ph/2021/12/20/giant-lanterns-light-up-san-fermando-to-bring-hope-amid-pandemic/daily-feed/>

2.



Image source: https://www.sunstar.com.ph/pampanga/local-news/kapampangan-artists-shine-in-manilart-satellite-exhibit#google_vignette

3.



Image source: <https://www.pampanga.gov.ph/index.php/tourist-attractions/festivals/96-sinukwan-festival.html?page=2>

Guide Questions:

1. What do the pictures have in common?
2. Where do we usually see these things?
3. Why do people conduct these activities?

2. Feedback (Optional)

4.



Image source: <https://www.catholicsandcultures.org/philippines-pampangas-good-friday-crucifixions-tourist-attraction>

5.



Image source: https://palibut.com/2016/12/14/ing-lubenas-ning-pasku-2016/#google_vignette

from their own province or locality.

Answer key:

1. Giant Lantern Festival/ Ligligang Parul
2. Dikit/Wood carving
3. Sinukwan Festival
4. Maleldo-Pamagpaku Quing Cruz
5. Lubenas

In this activity, the teacher will solicit answers from the learners to assess their prior knowledge about the creative works in their province. The teacher may give the learners clues until they are able to identify the correct term or concept that corresponds to the given picture. The teacher may ask the learners about their ideas for each creative work.

<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p>Activity 2: MABUHAY, SINUKWAN FESTIVAL!</p> <p>The teacher will present videos of the Sinukwan festival for the learners to watch. The videos can be accessed through these links:</p> <p>A. Streetdance</p> <p>https://www.youtube.com/watch?v=oOMT1neuqzo</p> <p>B. Free Interpretation</p> <p>https://www.youtube.com/watch?v=xUzmuP3nqZw</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What did you observe in the videos? About what is the Sinukwan Festival? 2. What are your opinions on the dance maneuvers featured in the Sinukwan Festival? 3. What local traditional music does the Sinukwan Festival use? Is the music loud, or in the middle? 4. Have you seen the costumes and props used in the Sinukwan Festival? What do you think? 5. Have you attended the Sinukwan Festival or other similar events in our province? Please share your experience. <p>2. Unlocking Content Vocabulary</p> <p>Elements of Artistic Expression</p> <ul style="list-style-type: none"> • Music is the systematic arrangement of sounds. • Visual arts are those that meet the eye and evoke emotions through an expression of skill and imagination. • Dance is the movement of the body in a rhythmic way, usually to music and within a given space, to express an idea or emotion, release energy, or simply take delight in the movement itself. 	<p>The teacher will ensure that the learners will be able to watch the performances by ensuring the quality of the videos and the viewing experience.</p> <p>The given material is not absolute. The teacher is encouraged to search and use materials relevant to their province.</p> <p>The teacher is encouraged to process the activity by asking these guide questions that will be answered orally by the learners as part of the discussion.</p> <p>The teacher is encouraged to engage in discussion, enabling the learners to understand the given concepts.</p>

	<ul style="list-style-type: none"> • Theater is a collaborative art form that integrates elements such as acting, directing, set design, costume design, lighting, sound, and more to convey a narrative or evoke emotions. • Elements of Artistic Expression are the basic components integrated into any creative work. They serve as the building blocks of a creative work to achieve its intended functions. They include (1) Line, (2) Shape, (3) Space, (4) Texture, (5) Rhythm, (6) Sound, (7) Movement, and (8) Color. 	
C. Developing and Deepening Understanding	<p>DAY 2</p> <p>SUB-TOPIC 1: BASIC CONCEPTS IN MUSIC AND ARTS</p> <p>1. Explicitation</p> <div data-bbox="519 639 887 1007" data-label="Diagram"> <p>Combination of two or more art forms</p> </div> <p>A. WHAT IS CREATIVE WORKS?</p> <ul style="list-style-type: none"> • Creative works are any output combining two or more art forms, including music, dance, visual arts, theater, and other art forms. <p>B. WHAT ARE THE RELEVANT CREATIVE WORKS IN YOUR PROVINCE?</p> <p>Some of the notable creative works in Pampanga are:</p> <ol style="list-style-type: none"> 1. Giant Lantern Festival/Ligligang Parul 2. Dukit/Wood carving 3. Sinukwan Festival 4. Maleldo-Pamagpaku Quing Cruz 5. Lubenas <p>C. WHAT ARE THE ELEMENTS OF ARTISTIC EXPRESSION?</p> <p>The elements of artistic expression are the basic components integrated into any creative work. They serve as the building blocks of a creative work to achieve its intended functions. In the visual arts, these are commonly referred to as visual elements. The term “elements of artistic expression” is also commonly used in other art forms, including music, dance, and theater.</p>	<p>In this part of the lesson, the teacher will discuss the meaning of “creative works”.</p> <p>The teacher will then encourage the learners to explain the meaning of “creative works” using their own words. The use of their mother tongue is also encouraged.</p> <p>The teacher will ask the learners about the creative works in their province. Learners are encouraged to share what they know about these creative works.</p> <p>In this part of the discussion, the teacher shall discuss the</p>

	<ol style="list-style-type: none"> 1. Line is the most basic element. It can be straight, curved, zigzag, or diagonal. In dance, a line is the path that a dancer's body follows through space. An example is line dancing; dancers follow a sequence of steps forming a line across the dance floor. In theater, a line can refer to the spoken dialogue delivered by actors. Additionally, lines can also be the physical arrangement of actors on stage, creating visual lines that guide the audience's focus and enhance the storytelling. 2. Shape is formed when lines meet to enclose a space. It can be geometric (like a circle and square) or organic (irregular shapes found in nature). In dance, shape refers to the physical form that dancers create with their bodies. In theater, shape refers to the physical arrangement of actors on stage and the design elements like set pieces and costumes that contribute to the visual storytelling. 3. Space refers to the area within and around an artwork. It can be positive or negative. The subject occupies positive space, while negative space is the empty area. In Dance, space is the area where the dancers move. In Theater, space is the area where the actors perform their roles. Space in theater can also be the area occupied by props and backdrops. 4. Texture is the quality of the surface of an artwork, whether smooth, rough, or somewhere in between. In Dance, texture is associated with the quality and feel of movement. It can be smooth and flowing, sharp and staccato, or heavy and grounded. In Theater, texture is the combination of visual elements such as set design, lighting, costumes, and sound with the actors' performances. 5. Rhythm is the visual or auditory pattern created by repeated lines, shapes, colors, sounds, movements, and other elements. In Dance, rhythm is the timing of body movements based on the beat of the music. In Theater, rhythm can be the timing of the actions on stage or the pacing of the dialogues. 6. Sound is the auditory component of creative work that stimulates the ears. In Visual arts, sound can be integrated into installation arts to make the viewing experience more immersive. In music, sound can be identified as loud or soft, the volume of the sound itself. It's an important part of musical performance because it greatly impacts how the music makes you feel. In Dance, sound can be the beat or the music itself that dictates how the dance moves are performed. In Theater, sound adds color, mood, atmosphere, and emotion to the show's settings. 7. Movement is used to create the impression of action in a creative work. In Music, movement itself is the essence of dance as it refers to the progression and development of a musical performance. In Dance, it refers to the body's responses to music. In Theater, movement is the action done on stage to express the emotions and stories of the characters. 	<p>definition of each element of artistic expression. The teacher shall provide examples on how each element is integrated or used in an artform.</p> <p>Example: The teacher may use a "sombrero" as an example. Students will identify or describe how the applicable elements of artistic expression were incorporated in the given example. The teacher may ask the students to focus only on elements that are only visible or observable in the given artwork.</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. Do you see lines in this "sombrero?" If yes, are they straight? Curved? Diagonal? 2. What is the color of the sombrero? 3. What is the shape of the sombrero? 4. Is it smooth or rough? <p>The teacher is encouraged to give other examples aside from the suggested "sombrero."</p> <p>Music is only discussed in sound and color (elements of artistic expression) because based on the curriculum guide, first quarter music is about timbre and dynamics. Other properties of sound may be discussed in the</p>
--	---	--

8. **Color** is the visual perception of an object based on the reflection of light. In Music, color refers to the timbre or tone quality of sounds (voices and instruments). In Dance, color is used in the costumes and props of dancers to emphasize movements. In Theater, color is typically used to enhance the overall look and feel of the play through set design, costumes, and lighting.

WEEK 2: DAY 1

2. Worked Example

One of the examples of creative works in Pampanga is the Sinukwan Festival.



Image source: <https://palibut.com/2022/12/10/sinukwan-festival-2022/>

The Sinukwan Festival of Pampanga is a seven-day celebration that highlights the abundant cultural heritage and historical significance of the Kapampangan people. The event takes place annually in December in the city of San Fernando, Pampanga. The festival showcases a diverse range of activities, such as street dance, pageants, and cultural presentations.

The street dance competitions are the most highly anticipated event of the festival. It features different teams of dancers from all over the province. They parade colorful costumes and headdresses and perform to the music of traditional Kapampangan songs.

Activity 3: THE ARTS IN SINUKWAN

The teacher will replay the videos of the sample Sinukwan festival presentations. The learners will be tasked to observe the presentations and answer the given questions below:

Guide Questions:

1. Did the festival have music?
2. Were body movements and rhythmic activities included in the festival?
3. Did the festival use costumes, props, and other visual materials?
4. Did the festival convey a message or a story through acting and dancing?
5. What art forms are integrated into the Sinukwan festival?

different quarters as suggested in the Music and Arts Curriculum Guide.

The learners are graded according to the following criteria:

Criteria	Description	Points	Score
Brief and Precise	Answers are short, exact, and accurate	5	
Ideas and Content	Answers clearly show an understanding of the lesson content	5	
Legible Handwriting	Answers are readable and neat	5	
TOTAL SCORE:			/ 15

SINUKWAN FESTIVAL AS A CREATIVE WORK

Sinukwan Festival as a creative work, seamlessly integrates music, dance, theater, and visual arts in celebrating Kapampangan culture:

a. Music

During the street dance competition, the performers dance to the upbeat instrumental version of the famous Kapampangan folk song, “Atin Cu Pung Singsing,” which is done to pay homage to Aring Sinukwan, an ancient Kapampangan god. During the street dancing, the streets are filled with loud and lively music to energize everyone.

b. Dance

The festival features street dancing and free dance interpretation. During the street dancing, the performers line up in the streets to showcase their colorful costumes, headdresses, and props while energetically dancing. There is no standard dance step as performers are given the liberty to use steps and routines that showcase Kapampangan culture.

c. Theater


The festival includes theatrical elements through the extensive use of gestures, expressions, and storytelling techniques during the street dance and free dance interpretations. Some stories incorporated in the dance presentations include the eruption of Mt. Pinatubo, Christmas practices, local cuisines, and other cultural practices of the province.

d. Visual Arts

During the street dance competition, performers from different municipalities of Pampanga showcase their intricate costumes, headdresses, and props that

The teacher will connect the previous videos to the main discussion. This is to signify that the Sinukwan festival is the main material to use for this lesson. This activity is a reinforcement of learning that allows learners to have a fresh and vivid idea of how Sinukwan festival dance presentations look like.

	<p>typically represent their community. These were carefully designed to ensure durability during the competition and to achieve visual appeal.</p> <p>In a festival performance such as Sinukwan, these four art forms - Music, Dance, Theater, and Visual Art - are combined to create holistic experiences that engage the audience on multisensory levels. Each art form enhances and is enhanced by the others, creating a more cohesive and immersive performance. Together, they create a performance greater than the sum of its parts. This is how creative works are made.</p> <p>3. Lesson Activity</p> <p>Activity 4: Sinukwan Festival Station Activity</p> <p>The learners will have a feel of the different art forms of the Sinukwan festival through a Sinukwan Festival Station Activity</p> <p>Materials: <i>(Prepare these ahead of time and place them at designated stations.)</i></p> <ul style="list-style-type: none"> • Four designated areas for each station (clearly marked as 1. Music, 2. Dance, 3. Theater, 4. Visual Arts) <ul style="list-style-type: none"> ◦ Music Station: Short festival instrumental version of "Atin Cu Pung Singsing" (on a loop, played on a device or speaker) (optional) ◦ Dance Station: scarves or colorful cloth pieces (optional) <p><i>Note: Music and dance stations should be close to each other. Both stations will play the same music.</i></p> <ul style="list-style-type: none"> • Theater Station: any blank paper, markers, crayons (or any available art materials) • Visual Arts Station: old magazines, old newspapers, glue or paste, scissors, crayons, markers (or any available art materials) <p>Station Time!</p> <ul style="list-style-type: none"> • Divide the class into groups of 4–5 learners each. • The class will visit the four stations depicting the different Sinukwan Festival art forms. Each group gets two minutes for each station. <ul style="list-style-type: none"> ◦ Music Station: Learners will listen to the music and use their bodies or instruments to create a rhythmic soundscape that complements the music. 	<p>In this activity, the learners engage with the various art forms (music, dance, theater, and visual arts) integrated into the Sinukwan Festival.</p> <p>The teacher may revise the activity as needed.</p>
--	---	---

	<ul style="list-style-type: none"> ○ Dance Station: Using the open space and scarves, learners will develop a simple dance sequence that shows Kapampangan cultural activities like planting rice or making lanterns. ○ Theater Station: Learners have the option to create simple masks or headbands that represent characters or themes from the festival, such as happy dancers or lanterns. They can also practice facial expressions and gestures that portray emotions relevant to the festival, such as excitement and joy. ○ Visual Arts Station: Using magazines, newspapers, and their creativity, learners will cut out shapes and collage them to create a piece of festival attire. <p>After the activity, gather all the learners together in the classroom.</p> <ul style="list-style-type: none"> • Ask each group to share their experiences at each station, explaining how they relate to the Sinukwan Festival. • Discuss briefly how experiencing these art forms helps them better understand the Sinukwan Festival. 	<p>Each group will share their answers in front of the class. All the members are encouraged to participate in presenting their output. The teacher will facilitate the sharing session.</p>
<p>D. Making Generalizations</p>	<p>DAY 2</p> <p>Activity 5: PICTURE THE ARTS IN ME</p> <p>Below is a picture of the Sinukwan Festival performers wearing their costumes and headdresses while dancing on the street. Using the picture and the previous videos of Sinukwan festival presentations, describe the incorporated elements of artistic expressions by answering the guide questions:</p>  <p>Image source: http://onlinetotheworld.com/sinukwan-festival-patung-pagat</p> <p>Guide Questions:</p> <ol style="list-style-type: none"> 1. What can you say about the colors used in the costumes? How does it make you feel? Based on these colors, what do you think of the costume's theme? 2. Can you identify any lines or shapes in the costumes and headdresses? How about the way the performers are arranged? Do they form any particular lines or shapes? 3. Do the performers seem to have enough space to move around? Based on the picture, do you think they can move freely in the space they have? 	<p>In this activity, the learners are tasked to observe and describe the costumes and props used in Sinukwan festival based on the given picture and the previous videos shown to them. The teacher may add more guide questions, if necessary.</p> <p>The teacher may revise the activity as needed.</p> <p>This activity aims to help learners understand how the integration of art forms was achieved in a sample creative work and how the elements of</p>

4. Can you sense movement from the picture? How would you describe the dance moves of the performers?
5. Do you think the music is loud or soft? Why do you think so? Is the music mostly instrumental, or does it have singing as well?
6. How do the costumes, props, and overall visual elements contribute to the story or theme being portrayed in the performance?

The learners are graded according to the following criteria:

Criteria	Description	Points	Score
Brief and Precise	Answers are short, exact, and accurate	5	
Ideas and Content	Answers clearly show an understanding of the lesson content	5	
Legible Handwriting	Answers are readable and neat	5	
TOTAL SCORE:			/ 15

1. Learners' Takeaways

Complete the statements below:

- In this lesson, I learned that creative works are _____.
- I realize that Sinukwan festival is _____.

2. Reflection on Learning

Accomplish the given table below by putting a smiley (☺) in the column that corresponds to your answer:

ESSENTIAL QUESTIONS	YES	NO
1. Were you able to define creative works using your own words?		
2. Were you able to identify some of the relevant creative works in your province?		

artistic expression were used in different art forms.

This part of the lesson will help the teacher assess the learners' learning progress. The teacher will guide the learners in answering the activity.

It is suggested that enrichment activities will be given to learners who put a smiley in the NO column.

	3. Were you able to describe the basic concepts and principles of sound, theater, dance, and visual elements of the Sinukwan Festival of Pampanga;		
	4. Were you able to learn more about your province?		
	5. Do you wish to continue with our lesson?		

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment</p> <p>Encircle the letter of the correct answer.</p> <ol style="list-style-type: none"> An artwork is known as _____ if it combines two or more art forms. a. Abstract art b. Creative Work c. Mixed Arts The following are creative works in Pampanga EXCEPT: a. Giant Lantern b. Sinukwan Festival c. Tinikling If you hear different sounds that blend well, you are listening to: a. Music b. Noise c. Whispers In the Sinukwan festival, the performers' body movements are closely linked to: a. Dance b. Music c. Visual Arts The costumes, props, and make-up of the Sinukwan performers are closely related to: a. Dance b. Music c. Visual Arts It can be straight, curved, diagonal, or zigzag. a. Color b. Line c. Shape In Music, this refers to the progression and development of a musical performance. a. Movement b. Rhythm c. Sound The dialogues of the actors in theater are called: a. Colors b. Lines c. Shapes The dance floor where the dancers perform is the: a. Movement b. Space c. Texture The music used in the Sinukwan Festival is: a. Middle/Moderate b. Loud c. Soft 	<p>Answer key:</p> <ol style="list-style-type: none"> B C A A D B A B B B

	2. Homework Answer the question below: <ul style="list-style-type: none"> If the Sinukwan festival is a creative work in my province, how does it reflect our culture? 			The teacher will ask the learners to answer this question in their notebooks. Their answers will prepare them for the next lesson.
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored.
	<i>strategies explored</i>			
	<i>materials used</i>			
	<i>learner engagement/ interaction</i>			
	<i>others</i>			
C. Teacher's Reflection	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? <u>students</u> What roles did my learners play in my lesson? What did my learners learn? How did they learn? <u>ways forward</u> What could I have done differently? What can I explore in the next lesson? 			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.