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Lesson Exemplar for Music and Arts

Quarter 1

Lesson

2

Lesson Exemplar for Music and Arts Grade 4
Quarter 1: Lesson 2 (Week 3)
SY 2024-2025

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Development Team

Writer:

- Raymond A. Delos Santos (Lubao National High School)

Validator:

- 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>Learning Competency 1. describe concepts and ideas about their cultural identity based on the representations in the creative works of their province;</p> <p>Objectives: 1. define culture and cultural identity; 2. identify the concepts and ideas about one's cultural identity, and; 3. describe the concepts and ideas about one's cultural identity 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> <p>1. Relevant Elements of Artistic Expression (Lines, Shapes, Space, Textures, Rhythm, Sound, Movement, Color)</p>

	2. Principles of Composition and Organization <ul style="list-style-type: none"> • Balance, Proportion, Scale C. Dance Forms <ol style="list-style-type: none"> 1. Relevant Local Dance Forms 2. Relevant Elements of Artistic Expression with local context II. VISUAL ARTS <ol style="list-style-type: none"> 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

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III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<p>A. Activating Prior Knowledge</p> <p>WEEK 1: DAY 1</p> <p>1. Short Review</p> <p>Activity 1: REMEMBER ME? Guess the word or concept represented by the picture by unscrambling the given jumbled letters:</p> <div data-bbox="479 515 963 901"> <p>1.</p>  <p>Image source: https://futuremusic.com.au/</p> <p>CISUM</p> </div> <div data-bbox="479 946 1030 1385"> <p>2.</p>  <p>Image source: https://susanchiang.com/blog/category/Creativity+%26+Inspiration</p> <p>VSIAUL STAR</p> </div> <div data-bbox="1059 515 1585 914"> <p>4.</p>  <p>Image source: https://www.rappler.com/entertainment/theater/walang-aray-review-peta-love-letter/</p> <p>TAHERET</p> </div> <div data-bbox="1059 946 1597 1372"> <p>5.</p>  <p>Image source: https://allaboutfiesta.wordpress.com/2016/10/06/fiestang-kuliat/</p> <p>NUWAKNIS FSEITLAV</p> </div>	<p>This activity will serve as a recap of the previous discussions. Encourage learners to share what they know about the identified/given concepts.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. Music 2. Visual Arts 3. Dance 4. Theater 5. Sinukwan Festival

	<p>3.</p>  <p>Image source: https://lagawan.org/tinikling-dance-dancing-like-a-bird/</p> <p>CENAD</p> <p>2. Feedback (Optional)</p>	
<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p>Activity 2: I KNOW MYSELF, I KNOW MY PROVINCE</p> <p>Show the learners the template below and let them contemplate their answers. Through recitation, let the learners answer the needed information:</p> <ul style="list-style-type: none"> • My name is _____. • I live in the province/city of _____. • We are called _____ and we speak _____. • Our province is known as the _____. • The famous food/delicacy in our province are _____. <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. What are the important things you know about your province/city? 2. Why is it important for a person to know his/her province/city? <p>2. Unlocking Content Vocabulary</p>	<p>The aim of this activity is for the learners to recognize one's identity</p> <p>Teacher may revise template and questions as needed.</p> <p>SAMPLE ANSWERS:</p> <ul style="list-style-type: none"> • My name is Tirso Cruz. • I live in the province of Pampanga. • We are called Kapampangans and we speak Kapampangan. • Our province is known as the "Culinary Capital of the Philippines." • The famous food/delicacy in our

	<p>Activity 3: Locate two important words from this crossword puzzle:</p> <pre> O C S Q P A R O Y I H J U E Q A M B I D L I W L U J J Q F E P I O J T Q J K D N N V Q V O U V L J T C Q Y H I I R U R I G L G S M B F E W T K N E K P F T X F Y Q S G E O L M B A B Q J B R I Z G L N U </pre> <p>The teacher will ask the guide questions below:</p> <ol style="list-style-type: none"> 1. What are the words that you were able to find? 2. Do you know the meaning of these words? 3. How do these words relate to our province's unique backgrounds and traditions? 	<p>province is sisig and many more.</p> <p>WORDS TO FIND:</p> <ul style="list-style-type: none"> • Culture • Identity
<p>C. Developing and Deepening Understanding</p>	<p>SUB-TOPIC 1: CULTURE AND CULTURAL IDENTITY</p> <p>1. Explicitation</p> <p>Culture is the way of life, especially the general customs and beliefs, of a particular group of people. It can be seen in people's behavior—the way they speak, dress, and do things. Culture is the shared characteristics of a group of people, encompassing place of birth, religion, language, cuisine, social behaviors, art, literature, and music.</p> <p>Cultural identity is an important part of your self-image because it helps you feel more connected to those around you. It gives you the feeling that you belong to a group of people with shared qualities like birthplace, traditions, practices, and beliefs.</p>	<p>The teacher is encouraged to have an interactive discussion about culture and identity.</p> <p>The teacher may leave the "Essential Question" hanging for the learners to ponder. This will be answered after the lesson.</p>

Every creative work reflects one's culture and identity. In this part of the lesson, the learners will be able to find deeper connections between a certain creative work and its locality (province) where it is made or held.

Essential Question:

- How does the Sinukwan festival reflect your cultural identity as a Kapampangan?

2. Worked Example

Activity 4: Group Activity

Each group must be composed of 3 members. Encourage the learners to identify traits, habits, practices, and other trivial things that make them "Kapampangans." They may use this trending TikTok video as a pattern for their output:

https://www.tiktok.com/@realkathmelendez/video/7345435173678255366?_r=1&t=8mkmKxGPvst

1. We are Kapampangans, of course, _____.
2. We are Kapampangans, of course, _____.
3. We are Kapampangans, of course, _____.
4. We are Kapampangans, of course, _____.
5. We are Kapampangans, of course, _____.

After 15 minutes of preparation, ask the students to present/perform their output.

Groups are graded using the rubric below:

Criteria	Exemplary (4 points)	Proficient (3 points)	Developing (2 points)	Beginning (1 point)
Cultural Relevance	The learners were able to list 5 or more traits, habits, or practices that are	The learners were able to list 4 traits, habits, or practices that are mostly	The learners were able to list 2 to 3 traits, habits, or practices, but some may	The learners were able to list only 1 trait or provide irrelevant

The teacher is encouraged to let the learners watch the TikTok video to draw inspiration in doing the activity. The teacher may ask the learners to present their answers based on how it was done in the TikTok video. It is strongly suggested for the teachers to modify the activity depending on their own province or city. The teacher is encouraged to use material from their own province/city.

Sample answers:

- We are Kapampangans, of course, pinaghahalo naming ang Tagalog at Kapampangan sa pagsasalita namian.
- We are Kapampangans, of course, masarap kaming magluto at magmahal.
- We are Kapampangans, of course, makulay at

	specific and clearly tied to their cultural group.	relevant to their cultural group.	be general or not strongly connected to their culture.	information.	<p>maliwanag ang mga kalsada sa amin tuwing Christmas season.</p>
Creativity & Originality	The statements are creative and engaging. They showcase a unique perspective of their cultural identity.	The statements are thoughtful and show some personal connection to their culture.	The statements are simple but accurate, lacking much personal detail or flair.	The statements are very basic or repetitive, showing minimal effort or connection to culture.	
Overall Presentation	The learners present their work with confidence, clarity of voice, and engaging body language.	The learners present their work clearly and audibly.	The learners present their work but may need prompting or lack enthusiasm.	The learners present their work with some hesitations or unclear presentation.	

DAY 2

Activity 5: It’s time to sing!

The teacher will present a lyric video of “Atin Cu Pung Singsing” which can be accessed through this link: <https://www.youtube.com/watch?v=gVZgJGC8u2k>

The class will sing the song together with the music video.

“Atin Cu Pung Singsing” (Pampanga)

This activity fosters learners’ understanding and awareness of their culture. The teacher may ask the learners to present/share their answers with their classmates.

	<p>Atin cu pung singsing Metung yang timpukan Amana ke iti qng indung ibatan Sangkan keng sininup qng metung a kaban Mewala ya iti eku amalayan (wa) Atin cu pung singsing Metung yang timpukan Amana ke iti qng indung ibatan Sangkan keng sininup qng metung a kaban Mewala ya iti eku amalayan Ing sukdal ning lub ku Susukdaul qng banua Mengurus kung gamat Babo ning lamesa Ninu mang manakit Qng singing kung mana Kalulung pusu ku Manginu ya keka</p> <p>After singing, the teacher will ask the following guide questions:</p> <ol style="list-style-type: none"> 1. What is the story conveyed in the song? 2. How would you describe the quality of your voice, the voice of your teacher, and that of your classmates? 3. Is the song similar to the music used in the Sinukwan festival? <p>3. Lesson Activity</p> <p>Activity 6: MY CULTURE, MY IDENTITY</p> <p>In the previous session, the learners were able to describe the basic concepts, principles, and elements of artistic expressions of the art forms integrated into the Sinukwan festival. In this part of the lesson, their task is to describe the basic concepts of cultural identity as reflected by the Sinukwan festival.</p>	<p>The teacher is suggested to modify the activity and use material or creative work from their own province/city.</p> <p>This activity, the learners' task is to describe the basic concepts of cultural identity as reflected by the Sinukwan festival by answering individually and presenting as a</p>
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Refer to the table below. The learners will write their individual answers in their notebook. Afterward, divide the class into groups with 4 members. Each group will consolidate their answers to create one (1) output per group. When done, the group will present their output to the class. They will be graded using the rubrics provided below:

Features and Characteristics of the Sinukwan Festival	Guide Questions
1. The costumes and props used in the Sinukwan festival are vibrant and colorful.	<ul style="list-style-type: none"> Why do the performers wear vibrant and colorful costumes and props?
2. The music used in Sinukwan festival is an upbeat instrumental version of “Atin Cu Pung Singsing.”	<ul style="list-style-type: none"> Why does the Sinukwan festival use “Atin Cu Pung Singsing” as its main music?
3. Interpretative dance, incorporating theatrical styles and local stories, will make up a portion of the performance during the dance presentation.	<ul style="list-style-type: none"> Which Kapampangan stories did Sinukwan dance presentations typically portray?
4. The performers are dancing on the streets with lively and energetic dance routines.	<ul style="list-style-type: none"> Why do the dance routines need to be lively and energetic?
5. The music is very loud and fills the streets with energy.	<ul style="list-style-type: none"> Why is the music loud?

Presentation Rubrics:

Criteria	4 Outstanding	2 Very Good	3 Satisfactory	4 Needs Improvement
Appropriateness and Accuracy of Answers	The learners provided answers that were correct	The learners provided answers that were correct	The learners provided answers that were correct	The learners provided several incorrect

group their consolidated output.

The teacher is encouraged to revise the creative work features and characteristics of the creative work and the guide questions, based on the relevant creative works available in their province.

Sample answers:

1. Because it is a festival and they want to show the colorful history of Pampanga. It is also a reflection of how Kapampangans love beautiful and colorful things.
2. The festival uses Atin Cu Pung Singsing as its main song because it is the most famous Kapampangan folk song.
3. The festival was able to share different Kapampangan stories. There is a presentation that showed the survival of the people from the avalanche of lahar caused by the eruption of Mt. Pinatubo, there is also a story about Paskong Kapampangan and many more.

		and appropriate to the festival with no errors.	and appropriate to the festival but with minimal errors.	and appropriate to the festival but with several errors.	answers that were appropriate to the festival.	<p>4. The dance routines are fast, lively, and energetic because they reflect the Kapampangan quest for continuous progress. They also reflect how fun-loving and joyful the Kapampangan people are.</p> <p>5. The music is loud to bring joy and excitement to everyone.</p>
	Completeness of answers/entries	The learners were able to answer all the given questions.	The learners were not able to answer one or two questions.	The learners were not able to answer three to five questions.	Most of the questions were not answered.	
	Teamwork and Cooperation	The learners worked as a group with all the members participating.	The learners worked as a group with one member not participating.	The learners worked as a group with two members not participating.	The learners were not able to work as a group with only one member doing the task.	
	Oral Presentation of the Output	The learners presented the output with clarity and confidence.	The learners presented the output with clarity and confidence but with minor inconsistencies.	The learners presented the output with clarity and confidence but with several inconsistencies.	The learners presented the output without clarity, confidence, and several inconsistencies.	
D. Making Generalizations	<p>1. Learners' Takeaways Answer the question below:</p> <ul style="list-style-type: none"> How does the Sinukwan festival reflect your cultural identity as a Kapampangan? 					

	2. Reflection on Learning <ul style="list-style-type: none"> What are the other creative works or practices that reflect the uniqueness of Kapampangan culture? 	
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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"> It is the shared characteristics of a group of people, encompassing place of birth, religion, language, cuisine, social behaviors, art, literature, and music. <ol style="list-style-type: none"> Arts Beliefs Culture It gives you the feeling that you belong to a group of people with shared qualities like birthplace, traditions, practices, and beliefs. <ol style="list-style-type: none"> Cultural Awareness Cultural Diversity Cultural Identity The upbeat version of this Kapampangan folk song is used in the Sinukwan festival. <ol style="list-style-type: none"> Atin Cu Pung Singsing Manang Biday Pamulinawen It is known as the "Culinary Capital of the Philippines." <ol style="list-style-type: none"> Bulacan Pampanga Tarlac The music used in the Sinukwan festival is: <ol style="list-style-type: none"> Loud Moderate Soft <p>2. Homework (Optional)</p> <p>How do the following creative works reflect the cultural identity of the Kapampangans?</p> <ul style="list-style-type: none"> Giant Lantern Festival/Ligligang Parul Dukit/Wood carving Maleldo-Pamagpaku Quing Cruz Lubenas 	<p>Answer key:</p> <ol style="list-style-type: none"> C C A B A

B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<p>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.</p> <p>Teachers may also suggest ways to improve the different activities explored.</p>
	<i>strategies explored</i>			
	<i>materials used</i>			
	<i>learner engagement/ interaction</i>			
	<i>others</i>			
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> <i>What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</i> ▪ <u>students</u> <i>What roles did my learners play in my lesson? What did my learners learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently? What can I explore in the next lesson?</i> 			<p>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.</p>