

4

Lesson Exemplar for Music and Arts

Quarter 2

Lesson

5

Lesson Exemplar for Music and Arts Grade 4
Quarter 2: Lesson 4 (Week 7-8)
SY 2024-2025

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LESSON EXEMPLAR FOR MUSIC AND ARTS

MUSIC AND ARTS / QUARTER 2 / GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of local concepts, processes, and practices of Music and Arts as influenced by the faiths and beliefs of the province.
B. Performance Standards	The learners improvise creative works that depict the faiths and beliefs of the province, using local concepts, processes, and practices in Music and Arts.
C. Learning Competencies and Objectives	<p><i>Learning Competency</i></p> <p>1. <i>Produce simple improvisations (rhythm and tempo, theatrical, dance, and visual) with faiths and beliefs as the theme.</i></p> <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Recall the basic arts concepts and principles (sound, dance, theater, and visual art) used in improvisation and symbolic expression. 2. Create a brief improvised performance or piece of art using chosen element(s) that explores a theme related to your faith or belief. 3. Present to the class a brief improvised performance or piece of art that shows their understanding of the individual's faith or belief.
D. Content	<p>Theme: “Influences of Faiths and Beliefs in the Province on Music and Arts”</p> <p>Relevant Local Forms, Themes, Representation, Mediums, And Practices in Music and Arts</p> <p><i>**The specific content for performing and visual arts are based on the practices in the locality. Elements of artistic expressions and principles of composition are discussed based on how they are used in the local art practices.</i></p>
E. Integration	<p>SGD 11 Sustainable Cities and Communities: Protect Cultural and Natural Heritage</p> <p>Visual aesthetics</p> <p>Cultural Literacy, Awareness, and Appreciation</p>

II. LEARNING RESOURCES

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iTetep-an. (2024, April 23). *BENDIAN DANCE OF BENGUET | ETHNIC DANCE OF CORDILLERA | IGOROT DANCE* [Video]. YouTube. <https://www.youtube.com/watch?v=50HE7ekX-ls>

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TheEagleEye2020. (2021, August 9). *BENGUET TAYAO_CULTURAL DANCE | | GRACEFULLY PERFORMED BY CUTE BOYS & GIRLS* [Video]. YouTube. <https://www.youtube.com/watch?v=NXxmxolsC6k>

III. TEACHING AND LEARNING PROCEDURE

NOTES TO TEACHERS

A. Activating Prior Knowledge

WEEK 7: DAY 1

1. Short Review

Activity 1: UNITY IN DANCES: CONNECTING PIECES

Objective: Arrange the picture puzzle pieces to complete the pictures of Benguet Festival Celebrations and Dances.

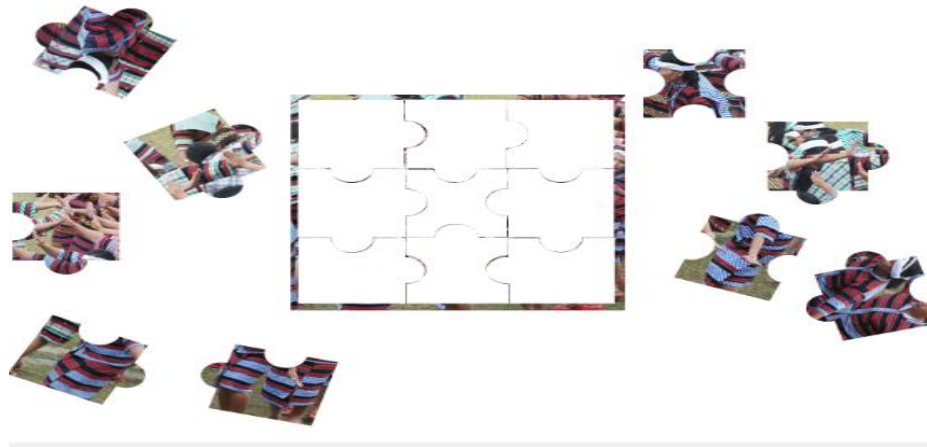
Instruction:

This activity will serve as a recapitulation of the previous discussions and checking of assignment/homework given in the last meeting.

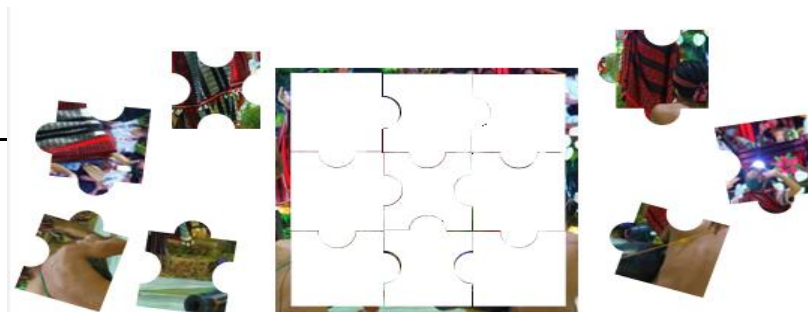
The teacher may use their local creative works in their place or province.

- a. The teacher will divide the class into three groups. Each group will arrange the picture puzzle pieces to complete the related pictures to Benguet faith, belief, dances and celebrations.
- b. The learners will be reminded to work with unity together in a group, discussing and sharing pieces to complete the puzzle.
- c. After completing the pieces of pictures, a representative will shout out the dance in the picture.
- d. Another representative will share what he or she knows/ experiences about the pictures.

Group 1: Bendian Dance



Group 2: Tayaw Dance



The teacher may visit the link for creating a puzzle in a PowerPoint presentation.

https://www.youtube.com/watch?v=WM_xntE2KZY

Answer Key:

1.



Image source: https://scontent.fcrk7-1.fna.fbcdn.net/v/t1.6435-9/43419093_1175192149301131_5091587144183447552_n.jpg?nc_cat=107&ccb=1-7&nc_sid=5f2048&nc_ohc=MkSqpOCqutYQ7kNvgGAztoK&nc_ht=scontent.fcrk7-1.fna&oh=00_AYCFrDol6xwdmTqtslkF03s3sbeSPePoPJ-voHDvJjNB8A&oe=66923A58

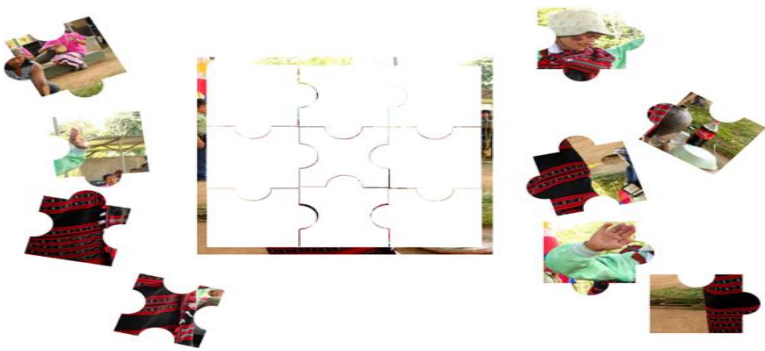
2.



Image source: <https://media.assettype.com/sunstar%2Fimport%2Fuploads%2Fimages%2F2020%2F11%2F20%2F256037.jpg?w=1200&auto=format%2Ccompress&fit=max>

3.



	<p>Group 3: Cañao Dance</p>  <p>2. Feedback (Optional)</p>	<p>Image source: http://culturalencountersanddifferences.dk/wp-content/uploads/2017/11/Canao-2.jpg </p>
<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p>Activity 2: POP IT!</p> <p>Objective: Retrieve the words inside the balloons.</p> <p>Instruction:</p> <ol style="list-style-type: none"> The teacher will arrange the class in a circle formation. While the music is playing, the learners will pass the five balloons simultaneously around the circle. 	<p>List of words inside the balloon.</p> <ol style="list-style-type: none"> Belief Costume Dance Facial Expression Faith Instrument <p>The teacher will prepare six (6) inflated balloons wherein each</p>

	<p>c. When the music stops, each student holding a balloon will pop it to retrieve the word inside.</p> <p>d. The retrieved words will be pasted on the board.</p> <div data-bbox="481 304 1592 541" data-label="Image"> </div> <p>2. Unlocking Content Vocabulary</p> <p>The learners will read the pasted words from the balloons in chorus.</p> <ol style="list-style-type: none"> 1. <u>BELIEF</u> - the state of believing; conviction or acceptance that certain things are true or real 2. <u>COSTUME</u> – set of clothes they wear while they are performing. The clothes worn by people at a particular time in history, or in a particular country 3. <u>DANCE</u> – the movement of the body in a rhythmic way, usually to music and within a given space, for the purpose of expressing an idea or emotion, releasing energy, or simply taking delight in the movement itself. 4. <u>FACIAL EXPRESSION</u> - one or more motions or positions of the muscles beneath the skin of the face. 5. <u>FAITH</u> – belief and trust and loyalty to God. It is also referring to traditional doctrines of a religion 6. <u>INSTRUMENT</u> – a device used to produce music 	<p>balloon has a corresponding word inside of it based on the list.</p> <p>*The teacher may use any available color or type of balloon. The teacher can also improvise or use any available material that will serve as balloons.</p> <p>The teacher will explain each word for deeper understanding.</p> <p>These words will lead to the discussion of the lesson.</p>
C. Developing and Deepening Understanding	<p>DAY 2</p> <p>1. Explicitation</p> <p>Activity 3: BENGUET DANCE EXPLORATION</p>	<p>The teacher may use their local creative works in their place or province.</p>

Objectives: Engage pupils in a hands-on discovery of Benguet dances by selecting and working with words, pictures, and materials inside the box that represent local artistic processes and materials.

Instruction:

- The learners will watch the video clips of Benguet Dances.

Video Links:

- Bendian Dance <https://www.youtube.com/watch?v=50HE7ekX-ls>
- Tayaw Dance <https://www.youtube.com/watch?v=NXxmxolsC6k>
- Cañao Dance <https://www.youtube.com/watch?v=TFNaBK3xIX8>
- With the same groupings, each will pick the kind of Benguet dance (Tayaw Bendian Dance and Cañao Dance).
- The box of pictures, words and materials (related to the dances of Benguet, namely: Tayaw, Bendian and Cañao) will be shown to learners.



Image source: <https://cordilleragrouphree.wordpress.com/2016/05/15/picturesque-of-antiquity/>

- The teacher can design the box according to the lesson or his/her creativity.
- Pupils will be allowed to explore and select the items they feel best represent their assigned Benguet dance.

The teacher will present the video and prepare printed materials about local artistic processes and materials (such as musical instruments, theatrical elements, dance motions.)

The video clips will serve as reference with the correct and appropriate local artistic processes and materials used in the dance.

This activity will help and give the pupils ideas and information. This also guides students to the upcoming performance task.

*This is a group activity.

- The teacher will ask the learners about the representation of the music, instruments, dance motion and theatrical elements to elicit the faith and beliefs through the following questions using the format below:

Name of Benguet Dance: What is the assigned Benguet Dance in your group?	Answer: _____
1.Music: What is the Rhythm of the music/sound used in your dance? How about the tempo?	Answer: _____
2.Instruments: What are the instruments used in your assigned dance? Are you familiar with them? Slow or fast? Why do you think those instruments are used?	Answer: _____
3.Dance Motion: Do the dancers move smoothly? What do their arm gestures represent? How about the movement of their fingers?	Answer: _____
4.Theater: Do they have formation in dancing? Do they smile while performing?	Answer: _____
5.Costume: What are the symbols or patterns in their costume? What does each represent in your faith and belief?	Answer: _____

2. Worked Example

Using the same video above, the learners will try to imitate the steps of the dances they have viewed and will share their thoughts and feeling regarding the dance steps.

The teacher will serve as facilitator and observer. This activity allows learners to familiarize themselves with the rhythm of the music used in Benguet Dances.

** The teacher will explain the given task for each group in preparation for the performance task.

	<p>WEEK 8: DAY 1</p> <p>3. Lesson Activity</p> <p>CREATE AND PROJECT</p> <p>Objective: Create a brief improvised performance or piece of art using chosen element(s) that explores a theme related to your faith or belief.</p> <p>Materials: Sample music of the dance, art materials, pen, worksheet, any available local (natural and synthetic) materials to create and improvise processes, attire and instruments.</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. In this activity learners will be given the opportunity to demonstrate their comprehension of their dances using local concepts, processes, and practices in Music and Arts. 2. Learners will integrate creative components to form a unified and significant portrayal of their culture that depicts the faiths and beliefs of their province. 3. With the same group, learners will be given a task. Within the group the following tasks are given: <ul style="list-style-type: none"> • DANCERS & ACTORS: Choreograph/Imitate at least 30 sec.-1min. dance steps/routine of the assigned Benguet Dance. • MUSICIANS: Improvise instruments (e.g. gongs, salibao, takik) to create sounds and music to be used in the performance. • DESIGNERS: Using different medium improvised attire or costume using art materials or any localized materials. 4. The group will be given ample time to prepare and practice. <p>Assessment Guide:</p>	<p>The teacher will assign a leader for each group.</p> <p>The teacher will group them according to their strengths and skills.</p> <p>The teacher will facilitate the class and check learners' progress.</p> <p>Learners are encouraged to improvise accessories, instruments, attire, costumes, and simple dance steps for their assigned dances.</p> <p>The teacher will monitor and check learners' output using the rubric.</p>
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	Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	Comprehension of dance	Demonstrates a deep understanding and thoughtful exploration of the dance related to faith or belief, effectively improvising and integrating local concepts, practices, and processes in Music and Arts.	Shows a clear understanding and exploration of the dance related to faith or belief, with some improvisation and integration of local concepts, practices, and processes in Music and Arts.	Displays some understanding and exploration of the dance related to faith or belief, with limited improvisation and integration of local concepts, practices, and processes in Music and Arts.	Shows little understanding or exploration of the dance related to faith or belief, with minimal improvisation and integration of local concepts, practices, and processes in Music and Arts.
	Collaboration within the group	Works collaboratively within the group, effectively fulfilling assigned roles and tasks, and contributing to the overall preparation and performance/art work.	Works well within the group, fulfilling assigned roles and tasks, and contributing to the overall preparation and performance/art work.	Makes some effort to work within the group, but may not consistently fulfill assigned roles and tasks, and may not contribute significantly to the overall preparation and performance/artwork.	Demonstrates little effort to work within the group, often failing to fulfill assigned roles and tasks, and contributing minimally to the overall preparation and performance/artwork.
	Preparation	Demonstrates thorough preparation of performance/art work that effectively communicates	Shows adequate preparation of performance/art work that communicates the chosen theme.	Displays some preparation of performance/artwork but may lack polish and effectiveness in	Shows little preparation of performance/artwork that fails to effectively communicate the chosen theme.

	the chosen theme.		communicating the chosen theme.	
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DAY 2

Activity 5: THE CAÑAO IS MINE! THE TAYAW IS MINE! THE BENDIAN IS MINE!

Objective: Present to the class a brief improvised performance or piece of art that shows understanding of the individual's faith or belief.

Materials: Pen, worksheet, improvised processes, attire, choreography/steps/dance and instruments, bluetooth speaker (if needed)

Instructions:

- Do this in an open space, school gymnasium, covered court if there's any.
- Prepare your scoring sheet and get ready to perform.

Dance Presentation Rubric:

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Understanding of individual's faith or belief	Demonstrates a deep understanding and thoughtful portrayal of the individual's faith or belief through the improvised performance or piece of art.	Shows a clear understanding and portrayal of the individual's faith or belief through the improvised performance or piece of art.	Displays some understanding and portrayal of the individual's faith or belief through the improvised performance or piece of art, but may lack depth or clarity.	Shows little understanding or portrayal of the individual's faith or belief through the improvised performance or piece of art.

The teacher will assist the students.

Using a device that captures/video the performance and share it to your family and friends.

*The teacher is highly encouraged to select and present creative works within their locality.

The teacher will present and explain the rubric to learners.

The learners will bring their improvised materials.

	Creativity in performance/art	Demonstrates exceptional creativity in the improvised performance or piece of art, capturing the essence of the individual's faith or belief in a unique and engaging way.	Shows creativity in the improvised performance or piece of art, capturing the essence of the individual's faith or belief in an engaging way.	Displays some creativity in the improvised performance or piece of art, but may lack uniqueness or engagement in capturing the essence of the individual's faith or belief.	Shows limited creativity in the improvised performance or piece of art, with little connection to the essence of the individual's faith or belief.
	Collaboration within the group	Works collaboratively within the group, effectively fulfilling assigned roles and tasks, and contributing to the overall preparation and presentation.	Works well within the group, fulfilling assigned roles and tasks, and contributing to the overall preparation and presentation.	Makes some effort to work within the group, but may not consistently fulfill assigned roles and tasks, and may not contribute significantly to the overall preparation and presentation.	Demonstrates little effort to work within the group, often failing to fulfill assigned roles and tasks, and contributing minimally to the overall preparation and presentation.
	Over-All Presentation	Delivers a polished and well-presented performance/artwork that effectively communicates the individual's faith or belief and engages the audience.	Delivers a well-presented performance/artwork that communicates the individual's faith or belief and somewhat engages the audience.	Delivers a somewhat presented performance/artwork but may lack polish and effectiveness in communicating the individual's faith or belief and engaging the audience.	Delivers a poorly presented performance/artwork that fails to effectively communicate the individual's faith or belief and engage the audience.

D. Making Generalizations	1. Reflection on Learning																							
	Instruction:																							
	b. Reflect ones learning to the following statements by shading the appropriate number of stars.																							
	c. The learners can use their favorite color.																							
	<table><tr><th>Level of Agreement</th><th>Description</th></tr><tr><td>1</td><td>Strongly Disagree</td></tr><tr><td>2</td><td>Disagree</td></tr><tr><td>3</td><td>Neutral</td></tr><tr><td>4</td><td>Agree</td></tr><tr><td>5</td><td>Strongly Agree</td></tr></table>	Level of Agreement	Description	1	Strongly Disagree	2	Disagree	3	Neutral	4	Agree	5	Strongly Agree											
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After the performance, the teacher will facilitate a reflection session where learners can share their thoughts and feelings about their experience/s.																								

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment</p> <p>Instructions: Read each question carefully and choose the best answer by encircling the corresponding letter.</p> <p>1. How do traditional dances reflect the beliefs of the Benguet people?</p> <p>A) By focusing solely on entertainment value</p>	<p>Answer Key:</p> <ul style="list-style-type: none"> 1. D. By depicting stories of their ancestors and gods 2. D. Music is integral to the dance, providing rhythm

	<p>B) By showcasing contemporary dance styles C) By incorporating elements of foreign cultures D) By depicting stories of their ancestors and gods</p> <p>2. Which of the following statements best describes the role of music in Benguet traditional dances? A) Music is incidental and not essential to the dance performance. B) Music is used to drown out external noise during ceremonies. C) Music is solely for entertainment purposes and has no cultural significance. D) Music is integral to the dance, providing rhythm and enhancing the spiritual experience.</p> <p>3. What type of movements are typically seen in Bendian dance? A) Ballet-inspired movements B) Slow and graceful movements C) Martial arts-inspired movements D) Energetic and rhythmic movements</p> <p>4. What is a Cañao dance? A) A traditional dance of the Igorot people B) A traditional dance of the Visayan people C) A dance originating from the Bicol region D) A ceremonial dance performed by the Tagalog tribe</p> <p>5. What traditional instrument is commonly used in accompanying the Bendian, Tayaw and Cañao dance? A) Bamboo flute B) Gongs C) Guitar D) Violin</p>			<p>and enhancing the spiritual experience.</p> <p>3. D. Energetic and rhythmic movements</p> <p>4. A. A traditional dance of the Igorot people</p> <p>5. B. Gongs</p>
	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	The teacher may take note of

B. Teacher's Remarks	<i>strategies explored</i>			<p>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>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><i>principles behind the teaching</i></u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> <i>Did I attain all my lesson objectives?</i> <i>How did I encourage my students to participate in the class discussions and activities?</i> ▪ <u><i>students</i></u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> <i>Did my pupils actively participate in all the class activities that I prepared?</i> <i>Were the instructions in the class activities clear to the pupils?</i> ▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> <i>What challenges did I encounter in implementing the class activities?</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>