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# Lesson Exemplar for Music and Arts

Quarter 3

Lesson

1

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

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## LESSON EXEMPLAR

### MUSIC AND ARTS / GRADE 4 / QUARTER 3

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	The learners demonstrate understanding of their cultural identity as expressed through local Music and Arts' concepts, processes, and practices, and in the relevant narratives/ stories in their province.
<b>B. Performance Standards</b>	The learners produce creative works about relevant narratives/ stories in their province or culture using local Music and Arts concepts, processes, and practices.
<b>C. Learning Competencies and Objectives</b>	<p><b>Lesson 1 Week 1 and 2)</b></p> <ul style="list-style-type: none"> <li>Discuss the use of the properties of sound, theatrical, dance and visual elements as expressed in relevant creative works.</li> </ul> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>identify the properties of sound, theatrical, dance and visual elements in Sinukuan: The Kapampangan Legend of Mount Arayat; and</li> <li>explain how the properties of sound, theatrical, dance, and visual elements are used in the Sinukuan: The Kapampangan Legend of Mount Arayat</li> </ul> <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>
<b>C. Content</b>	Properties of sound, theatrical, dance and visual elements Legends and Folklore of the Province
<b>D. Integration</b>	<p><b>Theme: “Legends and Folklore of the Province and/or Region”</b></p> <p><b>SGD 11:</b> Sustainable Cities and Communities: Protect Cultural and Natural Heritage</p> <p>Culture Identity</p>

## II. LEARNING RESOURCES

Obando Church (2022). Obando Fertility Dance (Santa Clarang Pinung-Pino). Youtube. <https://www.youtube.com/watch?v=65ALjmAEjeY>

GMA Playground (2018). Alamat: Ang Alamat ni Mariang Sinukuan | Full Episode 4. Youtube. <https://www.youtube.com/watch?v=Dy57MJJnZp8>

The Art Diary (2023). A Comprehensive Guide to the Seven Elements of Art. <https://www.theartdiary.com/a-comprehensive-guide-to-the-seven-elements-of-art/>



AP®/College Art History (n.d.). Proportion and scale. Khan Academy. <https://www.khanacademy.org/humanities/ap-art-history/start-here-apah/principles-ofcomposition-apah/a/proportion-and-scale>

The Virtual Instructor (nd) Unity, Harmony, and Variety – Principles of Art. <https://thevirtualinstructor.com/blog/unity-harmony-and-variety-principles-of-art>

The Seven Principles of Arts (nd). Unity and Variety. <https://www.purchase.edu/live/files/3467-activity-principles-of-art-unity-and-variety>

Barking Squirrel Media (2024, January 25). Maximizing the Impact of Sound Design in Cinematic Storytelling. <https://barkingsquirrelmedia.com/video-production-blog/maximizing-the-impact-of-sound-design-in-cinematic-storytelling/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<p><b>WEEK 1: Day 1</b></p> <p><b>Short Review</b></p> <p><b>“Think-Pair-Share Activity”</b></p> <ul style="list-style-type: none"> <li>Let the learners watch “Obando Fertility Dance (Santa Clarang Pinung-Pino)”, which manifests the faith and belief of the Province of Bulacan, at <a href="https://www.youtube.com/watch?v=65ALjmAEjeY">https://www.youtube.com/watch?v=65ALjmAEjeY</a></li> <li>Let the children sing along to Santa Clarang Pinung-Pino's lyrics</li> </ul> <p>The learners will answer the following:</p> <ol style="list-style-type: none"> <li>For THINK: Learners will think about this question and come up with an answer in their head. <ul style="list-style-type: none"> <li>What does this song tell us about the culture and beliefs of the people in Bulacan?</li> </ul> </li> </ol>	<p>30 Minutes</p> <p>This activity will serve as recap of the previous discussions. Encourage learners to share what they know about the identified/given concepts.</p> <p>Also, the teacher is free to use other materials, especially those that are prominent and available in their locality, as long as they are within the theme as the unifying element.</p>

	<p>2. For PAIR: Learners will look for a partner nearby and discuss the answer to the following questions for 1 minute.</p> <ul style="list-style-type: none"> <li>Analyze the lyrics of the song, what message does it convey?</li> </ul> <p>3. For SHARE: The teacher will call on a few pairs to share their thoughts on the pair activity with the class: what will call on a few pairs to share their thoughts on the pair activity with the class.</p> <ul style="list-style-type: none"> <li>Do you think this faith and beliefs are still manifested nowadays? Why?</li> </ul> <p>The fertility dance in Obando, Bulacan, is a traditional festival that is deeply rooted in both cultural and faithful celebrations. Couples pray through dance specifically for fertility, a bountiful harvest, and blessings.</p>  <p>Image from <a href="https://www.hellotravel.com/events/obando-fertility-rites">https://www.hellotravel.com/events/obando-fertility-rites</a></p>	
<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>Lesson Purpose</b></p> <p>To establish the lesson's purpose, have the learners describe the picture.</p>  <p>Image from <a href="https://www.aswangproject.com/philippine-mythology/pampanga-mythology-beliefs/#google_vignette">https://www.aswangproject.com/philippine-mythology/pampanga-mythology-beliefs/#google_vignette</a></p>	<p>30 minutes</p> <p>Level 1 Answer: River, Birds, Deer, Lady, etc.</p> <p>Level 2 Answer: River for Overflowing, Lady for Purity, Bird for Peace</p> <p>Level 3 Answers: A magical place, a paradise, a fantasy</p>

	<p>Teacher will ask the following guide questions:  Level 1: Describe the things you see in the picture.  Level 2: Describe the symbolism you see in the picture.  Level 3: Describe the overall picture.  Answers: <i>A magical place, a paradise, a fantasy</i></p> <p><b>Unlocking Content Area Vocabulary</b>  Unscramble the letters in each item to form the words related to our topic. Use the clues provided to answer this activity.</p> <table border="1"> <tr> <td>1</td><td>L_G_N_</td><td>A mythical story that involves heroic characters, elemental beings, or magical events from the past</td></tr> <tr> <td>2</td><td>FO_KL_R_</td><td>A collective culture transmits tales, dances, beliefs, and traditions from generation to generation.</td></tr> <tr> <td>3</td><td>_ES_IV_L</td><td>The annual celebration of events usually takes the form of cultural dance, which is a way to preserve culture and identity.</td></tr> <tr> <td>4</td><td>D_W_T_</td><td>Enchanting spirits, such as forests, seas, and mountains, are usually guardians of nature.</td></tr> <tr> <td>5.</td><td>_ELE_A_T</td><td>This refers to a particular feature of music and arts that is meaningful and appropriate to the place of learners.</td></tr> </table>	1	L_G_N_	A mythical story that involves heroic characters, elemental beings, or magical events from the past	2	FO_KL_R_	A collective culture transmits tales, dances, beliefs, and traditions from generation to generation.	3	_ES_IV_L	The annual celebration of events usually takes the form of cultural dance, which is a way to preserve culture and identity.	4	D_W_T_	Enchanting spirits, such as forests, seas, and mountains, are usually guardians of nature.	5.	_ELE_A_T	This refers to a particular feature of music and arts that is meaningful and appropriate to the place of learners.	<p>Answer Key:  1. Legend  2. Folklore  3. Festival  4. Diwata  5. Relevant</p>
1	L_G_N_	A mythical story that involves heroic characters, elemental beings, or magical events from the past															
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<b>C. Developing and Deepening Understanding</b>	<p><b>SUB-TOPIC 1:</b> Identification of properties of sound, theatrical, dance, and visual elements in Sinukuan: The Kapampangan Legend of Mount Arayat</p> <p><b>WEEK 1: Day 2</b></p> <p><b>EXPLICITATION</b>  To discuss Sub-Topic 1, watch the story of “Sinukuan: The Kapampangan Legend of Mount Arayat” to be found at  <a href="https://www.youtube.com/watch?v=Dy57MJnZp8">https://www.youtube.com/watch?v=Dy57MJnZp8</a></p>	<p>20 minutes</p>															

	<p><b>WORKED EXAMPLE</b></p> <p><b>“Let’s Analyze”</b></p> <p>Instructions: Let the learners analyze the story they just watched. Answer the following question.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What are the main ideas of the story? <ul style="list-style-type: none"> <li>• The learners will identify the main ideas or messages of the folklore/legend.</li> </ul> </li> <li>2. How does the story make you feel? <ul style="list-style-type: none"> <li>• The learners will reflect on their emotions and how they might relate to the story’s themes and characters.</li> </ul> </li> <li>3. What is the historical and cultural background of the story? <ul style="list-style-type: none"> <li>• The learners will realize that the folklore they’ve just watched with their teacher is related to culture.</li> </ul> </li> </ol> <p><b>WEEK 1: Day 2</b></p> <p><b>“Break-It-Down”</b></p> <p><b>1. Sound / Music</b></p> <p>Masterfully combining music and sound to tell a story is a strong way to set the mood, express emotions, and drive the plot forward. To prove this, look at some interesting cases of how music and sound are used in storytelling in the story of “Sinukuan: The Kapampangan Legend of Mount Arayat”:</p> <p>The music in the introduction of Mariang Sinukuan in the animated story (0:30 – 1:39) is mysterious and enchanting, effectively helping to create an atmosphere, evoke emotions, advance the plot, and provide information to the audience. The background music for finding the culprit (2:50 – 10:20) is initially suspenseful,</p>	<p>20 minutes</p> <p>The teacher may rephrase the guide question based on the reaction of the learners.</p> <p>The specific content for performing and visual arts are based on the practices in the locality.</p>
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	<p>reflecting the search's tension. Then, it becomes dynamic. The music intensifies as the characters near the villain's location, leading to a dramatic climax upon the villain's final revelation. The use of echo or reverb effects during the verdict delivery (10:35 – 11:48) could symbolize the lasting impact of Mariang Sinukuan's words, implying that her verdict will continue to resonate long after its delivery. The solemn and serious background music reflects Mariang Sinukuan's verdict's gravity.</p> <p>Sound effects are a potent storytelling component. They are not just background noise but key players that add depth, realism, and emotional impact to any narrative. They harmonize with visuals and dialogue, creating a symphony of storytelling that captivates the audience.</p> <p><b>2. Visual Art and Theater</b></p> <p>a. The teacher will define first Relevant Elements of Artistic Expression.</p> <p><b>Elements of Artistic Expression</b></p> <ul style="list-style-type: none"> <li>• <b>Lines</b> In visual arts, lines are the strokes that define a shape. It can be straight, curved, zigzag, or diagonal. 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.</li> <li>• <b>Shapes</b> In visual arts, shapes are defined areas in two-dimensional space. Shapes can be created in theater by the actors' bodies, the set, and the lighting.</li> <li>• <b>Space</b> In visual arts, space refers to the area within, around, between, above, or below objects. In theater, space refers to the stage area and how the actors use it.</li> <li>• <b>Texture</b> In visual arts, texture refers to the surface quality of an artwork. In theater, texture can refer to the 'feel' of a scene or performance, which can be</li> </ul>	<p>The teacher will discuss the elements of artistic expressions and principles of composition based on how they are used in the local art practices.</p>
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	<p>influenced by elements such as lighting, sound, and the actors' performances.</p> <ul style="list-style-type: none"> <li>● <b>Rhythm</b> In visual arts, rhythm is created through the repetition of visual elements. In theater, rhythm can refer to the pacing and timing of the dialogue and action.</li> <li>● <b>Movement</b> In visual arts, movement is the path the viewer's eye takes through the artwork. In theater, movement refers to the physical motion of the actors and the emotional changes they portray.</li> <li>● <b>Color</b> In visual arts, color creates mood, represents temperature, expresses emotion, or evokes a response. In theater, color can be used in lighting, set, and costume design to a similar effect.</li> </ul> <p>b. Replay the story and pause it in a scene at 1:02/15:00. Ask the learners to enumerate what they see and let them identify the Relevant Elements of Artistic Expression present in the scene.</p> <p>To apply what the students learned during the lesson, an activity will be given. See the worksheet for the activity which students will accomplish. Kindly refer to Activity No. 2.</p> <p><b>Week 2: Day 1</b> <b>SUB-TOPIC:</b> The properties of sound, theatrical, dance, and visual elements</p> <p>c. The teacher will now proceed to describe Principles of Composition and Organization</p> <p><b>Principles of Composition and Organization</b></p> <ul style="list-style-type: none"> <li>● <b>Harmony</b> is when different elements complement one another in a creative work. Similarities in color, shape, or texture could result in a well-balanced appearance.</li> </ul>	60 minutes
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	<ul style="list-style-type: none"><li>● <b>Unity</b> refers to the smooth integration of many elements in creative work, creating a sense of total oneness.</li><li>● <b>Variation</b> is the combination of different elements in a creative work that generates fascination and excitement. It enhances its appeal and prevents it from becoming monotonous.</li></ul> <p>d. Based on the paused scene in the story, the teacher will ask the learners to determine the relevant elements of artistic expression and the Principle of Composition and Organization present in the scene.</p> <p>e. Ask these questions:</p> <ul style="list-style-type: none"><li>● From the video you’ve just watched, how are the relevant elements of artistic expression for visual arts and theater used in the story?</li><li>● Can you tell me what principles of composition and organization for visual arts and theater are in this scene, and why do you think so?</li><li>● How did the relevant elements of artistic expression and principles of composition and organization help enhance storytelling?</li></ul> <p><b>WEEK 2: Day 2</b></p> <p><b>LESSON ACTIVITY</b></p> <p><b>“Sound Check!”</b></p> <ol style="list-style-type: none"><li>1. The teacher will look for a scene in the story, preferably in a forest. The teacher may check the scene from 12:42 to 13:24.</li><li>2. Group the class with a maximum of 5 members.</li><li>3. Instruct the learners to ADD SOUND EFFECT, like the chirping of birds, running rivers, blowing winds, moving heavy trucks, and the like, while playing the scene.</li><li>4. Each group will be given 15 minutes to practice and 5 minutes to perform.</li></ol> <p>Sample Rubrics</p> <table><tr><th>Indicator</th><th>Level 3 – 3 Points</th><th>Level 2- 2 Points</th><th>Level 1- 1 Point</th></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Indicator	Level 3 – 3 Points	Level 2- 2 Points	Level 1- 1 Point					<p>The teacher may rephrase the guide question based on the reaction of the learners.</p> <p>50 Minutes</p> <p>Teachers can make his/her own rubric (holistic or specific). They may also modify the rubric provided in this lesson exemplar.</p>
Indicator	Level 3 – 3 Points	Level 2- 2 Points	Level 1- 1 Point							

	<table><tr><td><b>Vocal Ability</b><ul style="list-style-type: none"><li>Variety of Voices Imitated</li><li>Quality of Sound</li></ul></td><td>If 2 Sub-indicator is Present</td><td>If 1 Sub-indicator is Present</td><td>If no Sub-indicator is Present</td></tr><tr><td><b>Over-all Presentation</b><ul style="list-style-type: none"><li><b>Quality of Transition</b></li><li><b>Time</b></li></ul></td><td>If 2 Sub-indicator is Present</td><td>If 1 Sub-indicator is Present</td><td>If no Sub-indicator is Present</td></tr></table> <p><b>“Dress like Diwata”</b></p> <ol style="list-style-type: none"><li>In the same group, assign one female member to dress like a diwata using the items and materials available in the classroom.</li><li>Ask the Diwata to introduce herself by completing the sentence. “A magical day to everyone, I am (name), the Diwata of _____, and my superpower is _____”</li><li>After dressing up and finalizing the introduction, a quick enchanted runway will start.</li></ol> <p>Sample Rubrics:</p> <table><tr><th>Indicator</th><th>Level 3 – 3 Points</th><th>Level 2- 2 Points</th><th>Level 1- 1 Point</th></tr><tr><td><b>Visual Impact</b><ul style="list-style-type: none"><li>Creativity</li><li>Resourcefulness</li></ul></td><td>If 2 Sub-indicator is Present</td><td>If 1 Sub-indicator is Present</td><td>If no Sub-indicator is Present</td></tr><tr><td><b>Runway Presentation</b><ul style="list-style-type: none"><li>Diwata-Like Movement</li><li>Confidence</li></ul></td><td>If 2 Sub-indicator is Present</td><td>If 1 Sub-indicator is Present</td><td>If no Sub-indicator is Present</td></tr></table>	<b>Vocal Ability</b> <ul style="list-style-type: none"><li>Variety of Voices Imitated</li><li>Quality of Sound</li></ul>	If 2 Sub-indicator is Present	If 1 Sub-indicator is Present	If no Sub-indicator is Present	<b>Over-all Presentation</b> <ul style="list-style-type: none"><li><b>Quality of Transition</b></li><li><b>Time</b></li></ul>	If 2 Sub-indicator is Present	If 1 Sub-indicator is Present	If no Sub-indicator is Present	Indicator	Level 3 – 3 Points	Level 2- 2 Points	Level 1- 1 Point	<b>Visual Impact</b> <ul style="list-style-type: none"><li>Creativity</li><li>Resourcefulness</li></ul>	If 2 Sub-indicator is Present	If 1 Sub-indicator is Present	If no Sub-indicator is Present	<b>Runway Presentation</b> <ul style="list-style-type: none"><li>Diwata-Like Movement</li><li>Confidence</li></ul>	If 2 Sub-indicator is Present	If 1 Sub-indicator is Present	If no Sub-indicator is Present	Teachers can create their own rubric (holistic or specific) and modify the rubric provided in this lesson exemplar.
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D. Making Generalizations	<b>Learner’s Takeaways</b>  <b>“My AHA Moments”</b>	10 minutes																				

	<p>Directions: Let the learners complete the sentence.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Before, I thought that _____, but after listening to the lesson, I found out that _____ and that is <b>My</b> <b>AHA Moment.</b> Aha!</p> </div> <p><b>Reflection on Learning</b> <b>“One-Word-Closure”</b></p> <p>Directions: Ask the learners to describe their learning session/ journey based on the first letter of their name.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>I am Elaine, my name starts with letter E. “ENJOYABLE”</p> </div>	<p>The teacher may write or post this to serve as a guide for the learners.</p>
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION		NOTES TO TEACHERS
<b>A. Evaluating Learning</b>	<p><b>Assessment Method</b></p> <p><b>Form of Assessment</b> <b>Observation.</b> The teacher will observe the class's overall participation during the discussion and the individual engagement of the members during the activities.</p> <p><b>Recording Method</b> The teacher may utilize a checklist to monitor the participation of the learners.</p> <p><b>Assignment/Homework:</b> None</p>	

<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<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>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b> This lesson design component prompts the teacher to record relevant observations and/or critical teaching events that he/she can reflect on to assess the achievement of objectives. The documenting of experiences is guided by possible areas for observation including teaching strategies employed, instructional materials used, learners' engagement in the tasks, and other notable instructional areas. Notes here can	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> <li>▪ <u>principles behind the teaching</u>  <i>What principles and beliefs informed my lesson?</i>  <i>Why did I teach the lesson the way I did?</i></li> <li>▪ <u>learner</u>  <i>What roles did my learner play in my lesson?</i>  <i>What did my learner learn? How did they learn?</i></li> <li>▪ <u>ways forward</u>  <i>What could I have done differently?</i>  <i>What can I explore in the next lesson?</i></li> </ul>			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>also be on tasks that will be continued the next day or additional activities needed. Teachers can be provided with notes on which particular lesson component(s) they can focus on.</p>		
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