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Lesson Exemplar for Music and Arts

Quarter 3

Lesson

2

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

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LESSON EXEMPLAR

MUSIC AND ARTS / GRADE 4 / QUARTER 3

| I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES | |
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| A. Content Standards | 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. Performance Standards | The learners produce creative works about relevant narratives/ stories in their province or culture using local Music and Arts concepts, processes, and practices. |
| C. Learning Competencies and Objectives | <p>Learning Competency</p> <ul style="list-style-type: none"> Relate stories/ narratives as expressed in relevant creative works to properties of sound, theatrical, dance and visual elements <p>Learning Objectives:</p> <ul style="list-style-type: none"> Describe how dance, theater, visuals, and sound are used to tell stories. Explore how properties of sound, theatrical, dance and visual elements enhance Fugtong: A Kalinga Folktale narrative <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 | <ul style="list-style-type: none"> Properties of sound, theatrical, dance and visual elements Legends and Folklore of the Province |
| D. Integration | SGD 11: Sustainable Cities and Communities: Protect Cultural and Natural Heritage Culture Identity |

| II. LEARNING RESOURCES |
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| <p>Arts Quarter 4 – Module 1: Theater Arts: Themes and Elements of Art Applied to Performance retrieved from https://depedtambayan.net/wp-content/uploads/2022/05/ARTS10-Q4-MOD1.pdf</p> |

Cordillera Green Network. (2021). Fugtong-Black dog 2014 at TIU Theater [Video]. YouTube.

<https://www.youtube.com/watch?v=Sx17AwYAUUk>

Sarmie Aspe. (2021). 2ND QTR. MUSIC 7_MUSIC OF CORDILLERA: SALIDUMAY - CHANT FOR RAGRAGSAKAN WITH LYRICS [Video].

YouTube. <https://www.youtube.com/watch?v=QLbvDP2K214>

Sir Bon's Music Room. (2021). Bumalaka ay Buwan with lyrics and vocals [Video]. YouTube. <https://www.youtube.com/watch?v=9mm-ft2WdZE>

The Rich Culture and Traditions of Kalinga Province. <https://secret-ph.com/the-rich-culture-and-traditions-of-kalinga-province/>

| III. TEACHING AND LEARNING PROCEDURE | | NOTES TO TEACHERS |
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| A. Activating Prior Knowledge | <p>WEEK 3: Day 1</p> <p>Short Review</p> <p>➤ Play the Filipino folk song “Bumala ka ay Buwan” and ask the learners to clap and sing along. https://www.youtube.com/watch?v=9mm-ft2WdZE&ab_channel=SIRBON%27SMUSICROOMn</p> <p>Ask the learners the following questions:</p> <ol style="list-style-type: none">1. What do you think the song is all about?2. What role does music play in the song's overall mood?3. What does this song tell us about the way of life of the Kankana-ey? <p>Bumala ka ay Buwan is a Cordillera folk song. The Kankana-ey have orally transmitted this song from generation to generation, making it one of the most popular folk songs of the Cordillera, particularly in Mountain Province. The song, sung at night by travelers during the hours they spend walking to their destination in Sadsadan, asks the moon to come out to light the path.</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> |
| B. Establishing Lesson Purpose | <p>Lesson Purpose</p> <p>To establish the lesson's purpose, show the learner this series of pictures and ask them the questions below to process their observations.</p> | |

Picture 1



Picture 2



Picture 3



Let the teacher ask the learner the following

- Describe what you see in the 1st picture, 2nd and 3rd pictures
- What do you think they're doing?

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| | <p>➤ How would you describe the costumes they are wearing?</p> <p>The teacher will properly bridge their observation that this session will look at how Kalinga people utilize music, dance, theater, and visual arts to tell stories and narratives and express their cultural identities.</p> <p>Unlocking Content Area Vocabulary</p> <p>The teacher will clearly define the following terms as used in this lesson.</p> <p>a. Folktale - a traditional story that people of a particular region or group repeat among themselves</p> <p>b. Theater- the art or activity of writing and performing plays, or the public performance of plays</p> <p>c. Visual arts - the arts of drawing, painting, sculpture, photography</p> <p>d. Music - a pattern of sounds made by musical instruments, voices, or a combination of these, intended to give pleasure to people listening to it</p> <p>e. Dance – to move the body and feet to music.</p> <p>f. Visual Effects - the way that something appears and the impression that it gives when you look at it</p> <p>g. melody - a tune, often forming part of a larger piece of music</p> <p>Source: https://dictionary.cambridge.org/dictionary/english/dance</p> | |
| C. Developing and Deepening Understanding | <p>SUB-TOPIC 1: Relate stories/ narratives as expressed in relevant creative works to properties of sound, theatrical, dance and visual elements</p> <p>WEEK 3: Day 2</p> <p>EXPLICITATION</p> <p>“Let’s Examine it (Part by Part)”</p> <p>Let the learner watch the video Salidumay, which can be accessed at https://www.youtube.com/watch?v=QLbvDP2K214</p> | |

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| | <p>The teacher will ask the learner to describe the following components of the watched video</p> <ul style="list-style-type: none"> ➤ Music Part ➤ Dance Part ➤ Theater Part ➤ Visual Art Part <p>WORKED EXAMPLE</p> <p>Fugtong: A Kalinga Folktale</p> <p>Directions: Watch the Fugtong at https://www.youtube.com/watch?v=Sxl7AwYAUUk&t=0s</p> <p>While watching the performance, the teacher may narrate the Fugtong.</p> <p>"Once in a village in Kalinga, a family owned a black dog named Fugtong. However, the community believes that a black dog is bad luck. So, the people asked the family to choose between killing the animal and staying in the village or leaving the village with their dog with them. The Family chose the latter. They Settled at the foot of a hill away from the community.</p> <p>One day, the parents asked their two children, Gammi and Mannay, to stay home so they could go to their new UMA (farm). The parents would be staying on their farm for the night, so they advised their children to lock the door of the house because there was an anito called a Tangob, a malevolent spirit roaming around. When night came, the anito came knocking on the door. The children refused to open the door, but the anito insisted on trying to get in, for he would rip off the bamboo floor and use it to stitch the children's intestines and eat it.</p> <p>Fugtong the black dog, got enraged and was able to kill and behead the Tangob, while the children hid at the ceiling of their hearth. Morning came, and the parents</p> | |
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| | <p>arrived. They saw Fugtong sleeping beside the head of the Tangob and got worried about their children. They found their children hiding in the hearth, and the children told them how Fugtong protected them. This is how the black dog Fugtong was accepted in the community."</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>WEEK 4: Day 1</p> <p>Music Part</p> <p>How does the flow of the melody contribute to storytelling? Is it fast or slow? What might be the emotion if the music is fast or slow?</p> <ul style="list-style-type: none"> ➤ How does the musical instrument used contribute to storytelling? ➤ How do the vocal sounds contribute to storytelling? <p>Dance Part</p> <p>Let the learners imitate the dance they watched</p> <ul style="list-style-type: none"> ➤ Describe the dance movements of the performers. ➤ How can different dance movements express emotions and tell stories? ➤ How do the arrangement and sequencing of dance movements tell a story? <p>Theater Part</p> <ul style="list-style-type: none"> ➤ Have you seen the body language and facial expressions of the performers? ➤ Can you imitate their body language and facial expressions? ➤ What do the performers' body language, facial expressions, and stage presence add to the story? <p>Visual Art Part</p> <ul style="list-style-type: none"> ➤ What have you noticed about the costumes and props used in the performance? | |
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- Describe the design of the costumes and the props.
- How do visual arts elements like line, shape, color, texture, perspective, and composition tell a story and express emotions?

WEEK 4: Day 2

LESSON ACTIVITY

“The Story of My Life”

Story Telling Through the Arts

Materials

- Pictures depicting scenes from different art forms (e.g., a person dancing, a scene from a play, a painting with a clear story)
- Whiteboard or chart paper
- Markers or pens (optional)

Instructions:

- Introduce the Activity: Tell learners they will explore how different art forms can tell stories without using words. This is through the concept of stories being told through music, dance, theater, and visuals.
- **Show and Discuss Art Forms:**
Show the first picture/clip (e.g., ballerina dancing). Ask learners:
 - What kind of art form is this? (Dance)
 - Can you guess what story this dancer might be telling? (Encourage creative answers)

Repeat for each picture/clip, covering dance, theater (a scene with clear emotions), and visuals (a painting with a clear narrative).

Wrap-Up

- On the whiteboard or chart paper, write "Music," "Dance," "Theater," and "Visual Arts."

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| | <p>➤ Ask learners: How can each of these art forms tell stories? Briefly discuss their answers, mentioning elements like movement, acting, music, and visuals to create emotions, characters, and settings.</p> | |
| D. Making Generalizations | <p>Learner's Takeaways What did you learn from the story of Fugtong: black dog? We learned that _____. We learned that _____. We learned that _____. What have you realized about the story of Fugtong: black dog? We realized that _____. We realized that _____. Give one question about the story of Fugtong. Our question about the lesson is _____.</p> <p>Reflection on Learning "Sharing is Caring" Ask the learners if they know any other legend or folktales and let them share it to the class</p> | <p>10 minutes</p> <p>The teacher may write or post this to serve as guide for the learners.</p> |

| IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION | | NOTES TO TEACHERS |
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| A. Evaluating Learning | <p>Assessment Method</p> <p>Form of Assessment Written Reflection: Let the learners write a paragraph summarizing what they learned about Kalinga arts and culture. Creative project: (Divide the class into 3 groups. Let them choose one of the 3 choices) a. Let the learners create a visual artwork b. Write a song or poem inspired by the "Fugtong" folktale and Kalinga tradition c. Choreograph a dance inspired by the "Fugtong" folktale and Kalinga traditions</p> | |

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| 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> |
| | strategies explored | | | |
| | materials used | | | |
| | learner engagement/ interaction | | | |
| | others | | | |
| C. Teacher's Reflection 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 | <i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> ■ <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> ■ <u>learners</u> <i>What roles did my learners play in my lesson?</i> <i>What did my learners learn? How did they learn?</i> ■ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> | | | 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. |

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| <p>other notable instructional areas. Notes here can 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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