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# Lesson Exemplar for Music and Arts

Quarter 3

Lesson

3

**Lesson Exemplar for Music and Arts Grade 4**  
**Quarter 3: Lesson 3 (Week 5 and 6)**  
**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>Learning Competency</b> Determine cultural identity based on the concepts, processes and practices in the Music, Theater, Dance and Art of their respective provinces</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• Identify the elements in the folktale that reflect Kalinga culture;</li> <li>• Explain how these cultural characteristics contribute to the overall story and setting;</li> <li>• Analyze how the Music, Theater, Dance, and visual art used in "Fugtong" reflect aspects of Kalinga culture; and</li> <li>• Determine how these art forms can be used to share and preserve cultural heritage.</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>	<b>SGD 11:</b> Sustainable Cities and Communities: Protect Cultural and Natural Heritage Culture Identity

## II. LEARNING RESOURCES

TIU Theater. (2023). Fugtong; A Kalinga Folktale [YouTube Video]. In YouTube.

<https://www.youtube.com/watch?v=eRZf5zmzkIE&t=135s>

Asael. (2023). The Rich Culture and Traditions of Kalinga Province - Secret Philippines. Secret Philippines. <https://secret-ph.com/the-rich-culture-and-traditions-of-kalinga-province/>

Custodio, A. (2022). NCCA OPENS DAYAW 2022 INDIGENOUS PEOPLES MONTH WITH DANCE FROM KALINGA TRIBE IN NORTHERN LUZON. [https://www.youtube.com/watch?v=uDNOdCKnrHo&t=188s&ab\\_channel=ArloCustodio](https://www.youtube.com/watch?v=uDNOdCKnrHo&t=188s&ab_channel=ArloCustodio)

Kalinga Tradition and Culture: Preserving The Rich Tapestry of The Province. <https://thesneakytraveller.com/kalinga-tradition-and-culture/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<b>A. Activating Prior Knowledge</b>	<p><b>WEEK 5: Day 1</b></p> <p><b>Short Review</b></p> <p>Show this video to the learners  <a href="https://www.youtube.com/watch?v=uDNOdCKnrHo&amp;t=188s&amp;ab_channel=ArloCustodio">https://www.youtube.com/watch?v=uDNOdCKnrHo&amp;t=188s&amp;ab_channel=ArloCustodio</a></p> <ul style="list-style-type: none"> <li>• Ask the learners to dance along with the basic steps of the Kalinga cultural dance.</li> <li>• Ask the learners to enumerate the musical instruments used in the video.</li> <li>• Ask them to describe the costumes, accessories of the ladies and men.</li> </ul>	<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>B. Establishing Lesson Purpose</b>	<p><b>Lesson Purpose</b></p> <p>The teacher will show this picture and allow the pupils to describe the picture</p>	



- Ask the learners to identify the clothing worn by the ladies and their accessories, and the men's attire
- The traditional clothing of the Kalinga people reflects their history, beliefs, way of life, and rich cultural heritage
- The colorful fabrics, intricate embroidery, and unique designs make Kalinga clothing a work of art and a source of pride for the Kalinga people.

### Unlocking Content Area Vocabulary

This lesson is composed of Kalinga words/terms, especially costume-related terms, that are expected to be unlocked for a better understanding



Image from

<https://i.pinimg.com/736x/07/23/5b/07235bb85112d3d1d5042fd5aa628e8c.jpg>

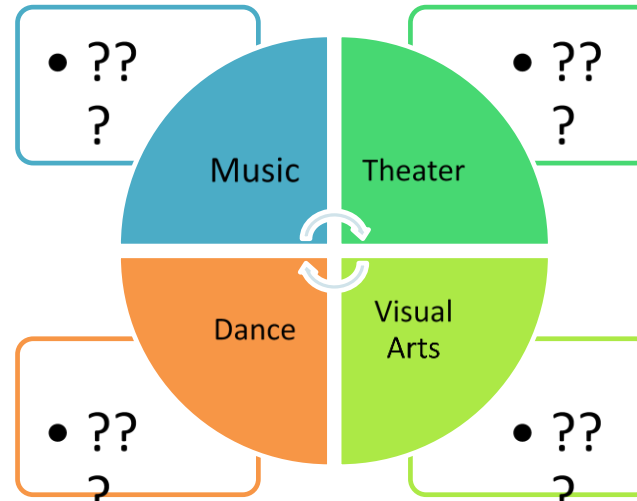
	<table><tr><td>Dalisdis</td><td>Head Piece</td></tr><tr><td>Dalisdis</td><td>Choker</td></tr><tr><td>Silup Ang-Angga</td><td>Blouse</td></tr><tr><td>Pilaked</td><td>Cross Bands</td></tr><tr><td>Kain</td><td>Wrap Around Skirt</td></tr><tr><td>Tilali</td><td>Wrist Bands</td></tr></table>	Dalisdis	Head Piece	Dalisdis	Choker	Silup Ang-Angga	Blouse	Pilaked	Cross Bands	Kain	Wrap Around Skirt	Tilali	Wrist Bands	
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<b>C. Developing and Deepening Understanding</b>	<p><b>SUB-TOPIC 1:</b> Determine cultural identity based on the concepts, processes and practices in the Music, Theater, Dance and Art of their respective provinces</p> <p><b>WEEK 5: Day 2</b></p> <p><b>EXPLICITATION</b></p> <p>Let the learners watch this explainer video titled “Fugtong; A Kalinga Folktale,” where the play's creator discusses the importance of preserving folklore through stage play (performances). <a href="https://www.youtube.com/watch?v=eRZf5zmzkIE&amp;t=135s">https://www.youtube.com/watch?v=eRZf5zmzkIE&amp;t=135s</a></p> <p>After watching, the teacher will discuss the following:</p> <p><b>Elements of Folktale</b></p> <ul style="list-style-type: none"><li>• <b>Characters:</b> Folktales feature various characters, including humans, animals, and imaginary beings. These characters often possess magical abilities or unique traits.<ul style="list-style-type: none"><li>• The learners will identify the characters of the folktale</li></ul></li><li>• <b>Setting:</b> The setting can be a fantastical world, a historical context, or a blend of both. Folktales transport listeners to different realms, from enchanted forests to distant kingdoms.<ul style="list-style-type: none"><li>• The learners will identify the setting of the folktale</li></ul></li></ul>													

- **Plot:** Folktales typically follow a simple and straightforward plot. They may involve quests, challenges, or transformations. Some folktales explain natural phenomena or the origins of things.
  - The learners will identify the plot of the folktale
- **Themes:** Folktales convey universal themes and life lessons. Good versus evil, bravery, kindness, and perseverance are common themes found in these stories.
  - The learners will identify the themes of the folktale
- **Entertainment and Instruction:** Folktales aim to entertain while also instructing the audience. They were originally meant for adults and children, covering a wide range of topics.
  - The learners will identify the message of the folktale

### WORKED EXAMPLE

#### “Cultural Mapping through Concept Mapping”

Ask the pupils to do simple “cultural mapping” using “concept mapping.”



60 minutes

	<p>The pupils may answer:</p> <ul style="list-style-type: none"> <li>• Music- The group used different instruments, mainly bamboo to provide earthy sounds and gongs for suspense effects. Vocal music is also present</li> <li>• Theater- The group employed creative practices typical of community theater, such as striking bamboo slats for, manipulating lights to simulate thunderstorms, and even burning paper to evoke jungle mist.</li> <li>• Dance- The group selected steps that can personify the character of the story and steps that convey narration</li> <li>• Visual Arts—The group adopted a background inspired by the Kalinga community. Costumes, the traditional clothing of Kalinga men, include a bahag, a loincloth made from woven fabric or animal hide, and a turban or headscarf.</li> </ul> <p><b>WEEK 6: Day 2</b></p> <p><b>LESSON ACTIVITY</b></p> <p>Kalinga arts through differentiated activities:</p> <p><b>Group 1: Music</b></p> <ul style="list-style-type: none"> <li>• Use body percussion (clapping, stomping, etc.) or classroom instruments to produce a similar sound in the Fugtong</li> </ul> <p><b>Group 2 Theater</b></p> <ul style="list-style-type: none"> <li>• Retell a key scene from the "Fugtong" story using expressive voices and movement.</li> </ul> <p><b>Group 3 – Visual Arts</b></p> <ul style="list-style-type: none"> <li>• Sketch costume designs for the characters in the story. They can use their knowledge of Kalinga visual arts to incorporate traditional patterns, colors, and materials into their designs.</li> </ul> <p><b>Group 4- Dance</b></p> <ul style="list-style-type: none"> <li>• Imitate steps observed in the play. The steps should narrate the story.</li> </ul>	
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	<p>After each presentation, briefly discuss the group's interpretation and how it connects to Kalinga arts and culture.</p> <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>Process</b><ul style="list-style-type: none"><li>Teamwork and Collaboration</li><li>Resourcefulness</li></ul></td><td>If 2 Sub-indicators are Present</td><td>If 1 Sub-indicator is Present</td><td>If no Sub-indicator is Present</td></tr><tr><td><b>Product</b><ul style="list-style-type: none"><li>Accuracy (Similarity)</li><li>Creativity</li></ul></td><td>If 2 Sub-indicators are Present</td><td>If 1 Sub-indicator is Present</td><td>If no Sub-indicator is Present</td></tr></table>	Indicator	Level 3 – 3 Points	Level 2- 2 Points	Level 1- 1 Point	<b>Process</b> <ul style="list-style-type: none"><li>Teamwork and Collaboration</li><li>Resourcefulness</li></ul>	If 2 Sub-indicators are Present	If 1 Sub-indicator is Present	If no Sub-indicator is Present	<b>Product</b> <ul style="list-style-type: none"><li>Accuracy (Similarity)</li><li>Creativity</li></ul>	If 2 Sub-indicators are Present	If 1 Sub-indicator is Present	If no Sub-indicator is Present	
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<b>D. Making Generalizations</b>	<p><b>Learner’s Takeaways</b></p> <p><b>“One-Word- Closure”</b></p> <p>Ask the learners to give one word they learned from the lesson. And used it in a sentence</p> <p><b>Reflection on Learning</b></p> <p><b>"One-Word- Closure”</b></p> <p>Ask the learners to give one word to describe how they feel after their performance. And used it in a sentence.</p>													

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></p>	

	<p><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	<p><i>Reflection guide or prompt can be on:</i></p> <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>students</u>  <i>What roles did my students play in my lesson?</i>  <i>What did my students 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>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 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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