

4

Lesson Exemplar for Music and Arts

Quarter 3

Lesson

4

Lesson Exemplar for Music and Arts Grade 4
Quarter 3: Lesson 4 (Week 7 and 8)
SY 2024-2025

This material is intended exclusively for the use of teachers participating in the implementation of the MATATAG K to 10 Curriculum during the School Year 2024-2025. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

Development Team

Writer:

- Wesly M. Tayag (San Vicente Pilot School for Philippine Craftsmen)

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 / GRADE 4 / QUARTER 3

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standard	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 Standard	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>Lesson 4 (Week 7- 8)</p> <ul style="list-style-type: none"> Produce a creative work about their personal story/identity in the community using appropriate local concepts, processes and practices in Music, Theater, Dance and Arts. <p>Learning Objectives:</p> <ul style="list-style-type: none"> Plan a creative work that expresses their own story/identity in their community using appropriate local artistic elements. Present their creative work to the class, explaining how it reflects their personal story and cultural identity. <p><i>Note: The teacher will determine and select the material to be used based on the relevant creative works available in their province.</i></p>
C. Content	Local concepts, processes, and practices in Music, Theater, Dance, and Arts Legends and Folklore of the Province
D. Integration	SGD 11: Sustainable Cities and Communities: Protect Cultural and Natural Heritage Culture Identity

II. LEARNING RESOURCES
<p>Clark, J. (2022). MOUNT ARAYAT Giants of Zambales and the Legend of Apung Sinukuan. THE ASWANG PROJECT. https://www.aswangproject.com/mount-arayat-myth/</p>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>WEEK 7: Day 1</p> <p>Short Review “Share-Your-Thoughts” Post or write this quotation on the board and let the learners explain/share their thoughts.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>“If we are to preserve culture, we must continue to create it.” - Johan Huizinga.”</p> </div> <ul style="list-style-type: none"> • Ask the learners to name one culture they want to preserve and how they will preserve it. What art form will they use to make that culture enduring and long-lasting? • The teacher will mention one that is no longer practiced or present in today's culture (preferably within the community, e.g., an old cuisine, unplayed laro ng lahi, unpracticed manner, a forgotten native song). Ask learners what they could have done to save it. 	5 minutes
B. Establishing Lesson Purpose	<p>Lesson Purpose “I Tell, You Imagine”</p> <ul style="list-style-type: none"> • Since the topic is about telling stories using different art forms, the teacher will narrate the story and let the learners use their imaginations 	20 Minutes

	<p>to visualize what is happening. Local folklore and legend, being the unifying theme, will be the story's focus.</p> <ul style="list-style-type: none">As the teacher tells the story, instruct the learners to close their eyes but once in a while look at the teacher to help them imagine the story. <p>Title of the Folklore: MOUNT ARAYAT The Legend of Apung Sinukuan</p> <p>You may access the story at: https://www.aswangproject.com/mount-arayat-myth/</p> <p>Ask the following question based on how the story was narrated:</p> <ul style="list-style-type: none">Describe how you imagined the characters in the folklore story.Describe how you imagined the scene in the story.Did the change in voice, use of sound effects, props, visual aids, music, your teacher's facial expressions... etc., help you imagine the characters and the scene in the story?If the narration was done plainly, would you still be able to imagine it the same way?How much did using different narrative components help narrate the story? <p>Learners will be assessed according to:</p> <table><tr><th>Criteria</th><th>Description</th><th>Points</th><th>Score</th></tr><tr><td>Brief and Precise</td><td>Answers are short, exact, and accurate</td><td>5</td><td></td></tr><tr><td>Ideas and Content</td><td>Answers clearly show an understanding of the lesson content</td><td>5</td><td></td></tr><tr><td>Legible Handwriting</td><td>Answers are readable and neat</td><td>5</td><td></td></tr></table>	Criteria	Description	Points	Score	Brief and Precise	Answers are short, exact, and accurate	5		Ideas and Content	Answers clearly show an understanding of the lesson content	5		Legible Handwriting	Answers are readable and neat	5		<p>The teacher will determine and select the material to be used based on the relevant creative works available in their province.</p> <p>Tell the learners that you will be using narrative components to improve the narration of local folklore and legends</p> <ul style="list-style-type: none">Change your voice for each character by using different tones, pitches, and volumes.Use sound effects to provide a more immersive experience and to enhance the story's mood.Use props and visual aids to help you imagine people or significant events from the plot.Encourage learners to participate by asking questions, using sound effects, or playing out situations.Express yourself with facial expressions and gestures.If applicable, use music or rhythmic components to lift the atmosphere of the story
Criteria	Description	Points	Score															
Brief and Precise	Answers are short, exact, and accurate	5																
Ideas and Content	Answers clearly show an understanding of the lesson content	5																
Legible Handwriting	Answers are readable and neat	5																

	<table><tr><td>TOTAL SCORE</td><td>/15</td></tr></table>	TOTAL SCORE	/15	<p>The teacher will present and explain the criteria to learners.</p> <p>Teachers can create their own rubric (holistic or specific) and modify the criteria provided in this lesson exemplar.</p>
TOTAL SCORE	/15			
C. Developing and Deepening Understanding	<p>WEEK 7: Day 2</p> <p>SUB-TOPIC 1: Plan a creative work that expresses their own story/identity in their community using appropriate local artistic elements.</p> <p>EXPLICITATION</p> <p>The teacher will guide learners through the process of planning and executing their creative work, which will express their own story or identity within their community, using appropriate local artistic elements.</p> <p>Materials:</p> <ul style="list-style-type: none">• Construction paper or recycled materials• Crayons, markers, paint (optional)• Simple musical instruments (optional: shakers, bells, drums)• Props related to the chosen legend (optional)• Cardboard boxes and fabric scraps for costume elements (Optional, depending on presentation style)• Or any local and available materials <p>1. Choose Your Story</p> <p>The class will brainstorm local legends and folklore about their province or region. It can be the one they studied in the past lesson or something new. The</p>	<p>20 minutes -discussion 25 minutes- group planning, creation of props, script (optional) and practice</p>		

	<p>teacher may provide pre-selected popular legends and folklore and let the class decide.</p> <p>2. Choose Your Medium</p> <p>Choose the medium through which you communicate with your community, focusing on its cultural identity. It can be performance art, visual art, or a combination of both. It can be:</p> <ul style="list-style-type: none"> • Role Playing • Puppet • Interactive Story Narration <p>3. Divide the Scene</p> <p>Organize the chosen legend or folklore into four (4) to five (5) important scenes. Divide the class into the same number of parts as the chosen legend or folklore. Each group will decide which part they will take to re-enact. Each group will perform for a maximum of 2 minutes, with a total of 10 minutes for the entire class performance.</p> <p>4. Create an Outline</p> <p>Talk about how music, theater, dance, and visual arts will be used to show each scene. Summarize all information using an outline. Write down how you intend to present the story. They may incorporate a minimum of 2 art forms in their creative work.</p> <ol style="list-style-type: none"> Make your Visual Art - Create a visual representation of your story. Note colors, shapes, and composition to convey emotions. Symbolism is also a consideration. Add your own Music - Let the pupils use their own voices with different tones, pitches, and volumes, as well as sound effects. Background music is also encouraged for interactive narration. Dance and Movement - Choreograph a dance piece that embodies your narrative. Movement can be a powerful language, and you can combine it with gestures and expressions to convey the story. 	<p>The teacher will help the class to group themselves.</p> <p>A leader for each group will be assigned by the teacher.</p> <p>The teacher will explain the task for each group in preparation for the creative work presentation.</p> <p>The teacher will facilitate and check the learner's progress.</p>
--	--	---

d. Theater - learners will practice their body language, facial expressions, and dialogue delivery (optional).

Criteria for assessment:

Criteria	Description	Points	Score
Cultural relevance	Ensured that the cultural elements were reflected in the creative work	5	
Integration of Art Forms	Integrated components of theater, visual arts, music, and dance into their creative work	5	
Creativity and Originality	Interpretation of the legend/folklore that is both original and imaginative.	5	
Collaboration and Teamwork	Cooperation and communication are effectively carried out within the groups.	5	
Presentation	The performance was engaging and well-organized.	5	
TOTAL SCORE:			/25

WEEK 8: Day 1

WORKED EXAMPLE

“The Greatest Performance of My Community”

The learners (in groups) will practice in preparation for the creative work performance of the story of their community's cultural identity in the most creative and artistic way.

The teacher will present and explain the criteria to learners.

The learners will bring the needed materials.

Teachers can create their own rubric (holistic or specific) and modify the criteria provided in this lesson exemplar.

45 minutes- continuation of creation of props, script (optional), and practice

WEEK 8: Day

LESSON ACTIVITY

The learners (in groups) will perform their creative work on the story of their community's cultural identity in the most creative and artistic way.

Materials Needed: Any materials to be used in their performance

“Lights, Camera, Action!”

- **Lights**—Let the learner set up the performance area. They should arrange the stage, props, costumes, and similar items.
- **Camera**—Position the camera at the best angle to video record the performance. This will help document and grade the performance.
- **Action** - After setting up, begin the presentation.

Criteria for assessment:

Criteria	Description	Points	Score
Cultural relevance	Ensured that the cultural elements were reflected in the creative work	5	
Integration of Art Forms	Integrated components of theater, visual arts, music, and dance into their creative work	5	
Creativity and Originality	Interpretation of the legend/folklore that is both original and imaginative.	5	
Collaboration and Teamwork	Cooperation and communication are effectively carried out within the groups.	5	

30 minutes – including stage set up, performance, and assessment

Teachers can create their own rubric (holistic or specific) and modify the criteria provided in this lesson exemplar.

Also, the teacher is expected to present before the presentation as a guide for the pupils' performances.

	Presentation The performance was engaging and well-organized.	5		
	TOTAL SCORE:		/25	
D. Making Generalizations	Learner's Takeaways "My Realizations" <ul style="list-style-type: none"> What did I learn in the activity? What skills did I learn during the activity? What values did I gain in the activity? Reflection on Learning "Thumbs Up- Thumbs Down" Read the following statement and let your learner do the THUMBS UP if they agree and THUMBS DOWN if NOT. 1. Based on what you've learned about your province's legends and folklore, how can you use local art forms such as music, dance, visual arts, and storytelling to convey the community's distinct cultural identity to others? 2. Were you able to narrate them in the most artistic and creative way? 3. Did you enjoy planning your performance? 4. Did you enjoy staging your work and showing it to your classmates? 5. Did your classmate learn from your performance?			15 minutes

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	Assessment Method Form of Assessment	

	<p>Observation. By replaying the recorded video, the teacher will observe the class's overall participation during the discussion and the individual engagement of the members during the activities.</p> <p>Recording Method. The teacher may utilize the traditional class record to record group and individual performances.</p> <p>Assignment/Homework. None.</p>			
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	<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>students</u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently?</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.

<p>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 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>	<p><i>What can I explore in the next lesson?</i></p>	
---	--	--