

4

# Lesson Exemplar for Music and Arts

Quarter 4

Lesson

2

**Lesson Exemplar for Music and Arts Grade 4**  
**Quarter 4: Lesson 2 (Week 2 and 3)**  
**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 is 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:**

- Ma. Victoria F. Quiambao (Gonzaga National High School)

**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](mailto:blr.od@deped.gov.ph).

## LESSON EXEMPLAR

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

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	The learners demonstrate understanding of their culture/ province/ region as expressed through local Music and Arts' concepts, processes, and practices.
<b>B. Performance Standards</b>	The learners produce a creative work based on the performing and visual arts in their province.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency:</b></p> <ul style="list-style-type: none"> <li>Distinguish the unique musical, visual, dance and theatrical concepts, processes, and practices in the creative works found in the cultural celebrations of their province/region.</li> </ul> <p><b>Lesson Objectives:</b></p> <ul style="list-style-type: none"> <li>Identify unique musical, visual, dance, and theatrical concepts, processes, and practices used the sample creative works found in cultural celebrations of their province/ region (Panabenga Festival).</li> <li>Describe the artistic concepts, processes, and practices used in the sample creative work (Panabenga Festival).</li> </ul>
<b>C. Content</b>	Distinguishing the unique musical, visual, dance and theatrical concepts, processes, and practices in the creative works found in the cultural celebrations of their province/region.
<b>D. Integration</b>	Local/provincial/regional celebrations/holidays; local cultural practices

II. LEARNING RESOURCES
<p>1.7: An Introduction to the Theater and its Elements. (2023). Humanities LibreTexts.  <a href="https://human.libretexts.org/Sandboxes/admin/Exploring_the_Arts_%28Hall_et_al%29/01%3A_Chapters/1.07%3A_An_Introduction_to_the_Theater_and_its_Elements">https://human.libretexts.org/Sandboxes/admin/Exploring_the_Arts_%28Hall_et_al%29/01%3A_Chapters/1.07%3A_An_Introduction_to_the_Theater_and_its_Elements</a></p> <p>Aldis, D. (2018). The Elements of Dance. The Elements of Dance. <a href="https://www.elementsofdance.org/">https://www.elementsofdance.org/</a></p>

Art in Context. (2022). Elements of Art - An Analysis of the Seven Elements of Art. Artincontext.org. <https://artincontext.org/elements-of-art/>

Barker, C. (2009). Theatrical production. Encyclopedia Britannica. <https://www.britannica.com/art/theatrical-production>

Chase, S. (2021). What is Strophic Form In Music? | HelloMusicTheory. <https://hellomusictheory.com/>. <https://hellomusictheory.com/learn/strophic-form/>

College, T. A. W., & Egan, J. (n.d.). Dramatic Conventions. Open.baypath.edu. <https://open.baypath.edu/eng134/chapter/dramatic-conventions/>

Hall, D., Berkeley, K., Khan, N. N., Spieth, D., & Kamath, L. (2022). Chapter 7: An Introduction to the Theater and its Elements. Louis.pressbooks.pub. <https://louis.pressbooks.pub/exploringarts/chapter/iii-theater-arts/>

Inc, P. M. (n.d.). Panagbenga Festival: Here's Everything You Need To Know. Tips & Guides. <https://primer.com.ph/tips-guides/2016/02/01/panagbenga-festival/>

Liu, N. (2024). LIVESTREAM: Baguio flower festival street dance parade for Panagbenga 2024. RAPPLER. <https://www.rappler.com/philippines/luzon/video-baguio-flower-festival-street-dance-parade-panagbenga-2024-livestream/>

Malloy, K. E. (2022). The Art of Theatrical Design: Elements of Visual Composition, Methods, and Practice. In Google Books. Taylor & Francis. [https://books.google.com.ph/books/about/The\\_Art\\_of\\_Theatrical\\_Design.html?id=D4N0EAAAQBAJ&redir\\_esc=y](https://books.google.com.ph/books/about/The_Art_of_Theatrical_Design.html?id=D4N0EAAAQBAJ&redir_esc=y)

Meyer, I. (2024). Theatre Art - Human Storytelling Through Performance. Art in Context. <https://artincontext.org/theatre-art/>

Muzones, G. (n.d.). 11 Best Festivals to Join in the Philippines. Guide to the Philippines. <https://guidetothephilippines.ph/articles/history-culture/best-festivals-philippines>

Mytourguide.ph. (2023). THE MOST POPULAR PHILIPPINE FESTIVALS IN FEBRUARY. Mytourguide.ph. <https://mytourguide.ph/philippine-festivals/philippine-festivals-in-february-2022/>

Mytourguide.ph. (2023). Experience the Vibrant Colors of Panagbenga Festival in the Philippines. Mytourguide.ph. <https://mytourguide.ph/philippine-festivals/panagbenga-festival/> Unveiling the Panagbenga Festival: A Historical Tapestry of Culture and Nature - Best Ideas Ph. (2024, March 6). [https://bestideasph.com/festival/panagbenga-festival-history/#Artistic\\_Expression](https://bestideasph.com/festival/panagbenga-festival-history/#Artistic_Expression)

Panagbenga - Baguio Flower Festival | Ethnic Groups of the Philippines. (n.d.). <http://www.ethnicgroupspilippines.com>. <http://www.ethnicgroupspilippines.com/arts-and-culture/festivals/panagbenga-baguio-flower-festival/>

Panagbenga 2019 Highlights | Baguio City Guide | Baguio City Vlog | Baguio Flower Festival. (n.d.). [www.youtube.com](https://www.youtube.com/watch?v=calx0-ZGBcw). <https://www.youtube.com/watch?v=calx0-ZGBcw>

Pineda, A. (2024). Festivals in the Philippines. Homebasedpinoy.com. [https://homebasedpinoy.com/festivals-in-the-philippines/#Panagbenga\\_Festival](https://homebasedpinoy.com/festivals-in-the-philippines/#Panagbenga_Festival)

Staff, I. (2024). 26 Fascinating Facts About the Panagbenga Flower Festival in Baguio City. Igorotage. <https://www.igorotage.com/blog/panagbenga-facts>

Talamayan, F. (2021). Producing Spectacles, Appropriating Traditions: The Case of Baguio's Panagbenga Festival. Conflict, Justice, Decolonization: Critical Studies of Inter-Asian Societies. [https://www.academia.edu/48921311/Producing\\_spectacles\\_appropriating\\_traditions\\_The\\_case\\_of\\_Baguio\\_s\\_Panagbenga\\_Festival](https://www.academia.edu/48921311/Producing_spectacles_appropriating_traditions_The_case_of_Baguio_s_Panagbenga_Festival)

Talamayan, F. (2021). Producing Spectacles, Appropriating Traditions: The Case of Baguio's Panagbenga Festival. Researchgate.net. <https://doi.org/10.2139/ssrn.4215570>

Teo Siang. (2019). The Building Blocks of Visual Design. The Interaction Design Foundation; UX courses. <https://www.interaction-design.org/literature/article/the-building-blocks-of-visual-design>

The Five Elements of Dance | KQED Art School. (2019). PBS LearningMedia; Art School. <https://www.pbslearningmedia.org/resource/d7fcd19b-ee9b-4d90-a550-833fbe22865c/the-five-elements-of-dance/>

Travel, C. and. (2023). 23 Famous Philippine Festivals & Fiestas to Celebrate Every Year. Chill and Travel. <https://chillandtravel.com/philippine-festivals/>

What are the 4 basic properties of sound? (2023). Physics-Network.org. <https://physics-network.org/what-are-the-4-basic-properties-of-sound/>

Wikipedia Contributors. (2019). Panagbenga Festival. Wikipedia; Wikimedia Foundation. [https://en.wikipedia.org/wiki/Panagbenga\\_Festival](https://en.wikipedia.org/wiki/Panagbenga_Festival)

Wikipedia Contributors. (2019). Panagbenga Festival. Wikipedia; Wikimedia Foundation. The Baguio Channel. (2023, February 26). PANAGBENGA 2023 | SLU Wins Open Festival Street Dancing Category! WATCH the winning performance. YouTube. [https://www.youtube.com/watch?v=1056QL\\_cLXc](https://www.youtube.com/watch?v=1056QL_cLXc)

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
1. <b>Activating Prior Knowledge</b>	<p><b>WEEK 2: Day 2</b></p> <p><b>Short Review</b></p> <p><b>Activity: “I Am What”</b> Divide the class into two groups. The teacher will give a clue about the lesson, and the group that guesses the clue correctly will get the point.</p> <ol style="list-style-type: none"> <li>1. I am a vibrant and colorful celebration in different towns. I am _____.</li> <li>2. I am played by bamboo instruments, gongs, and drums in the Panagbenga street dance. I am _____.</li> <li>3. I am the circular dance of Benguet, where the dances of Panagbenga street dance got their inspiration. I am _____.</li> <li>4. I am the festival of Baguio. I am _____.</li> <li>5. I am the stage and backdrop of the street dances at the Panagbenga Festival. I am _____.</li> </ol>	<p>Answers</p> <ol style="list-style-type: none"> <li>1. Festival</li> <li>2. Music</li> <li>3. Bendian</li> <li>4. Panagbenga or Flower Festival</li> <li>5. streets and environment where the field demonstration happens.</li> </ol>
6. <b>Establishing Lesson Purpose</b>	<p><b>1. Lesson Purpose</b></p> <p>The teacher may say that the activity “I am What” reminded us of the properties and elements of the sample art form from a festival we discussed previously and connected to the next lesson we are about to discuss.</p> <p>Watch the video at <a href="https://www.youtube.com/watch?v=calx0-ZGBcw">https://www.youtube.com/watch?v=calx0-ZGBcw</a> and list the artforms integrated in the activities that highlight the Panagbenga festival. Share your answers with the class.</p> <p><b>2. Unlocking Content Vocabulary</b></p>	

	<p>The teacher may say: Here are the words you will use in this lesson. Read and understand them.</p> <ul style="list-style-type: none"> <li>a) <b>Concept</b> - the thought, intention or meaning of the creative work</li> <li>b) <b>Process</b>- This refers to a series of ,, steps, and procedures taken in order to achieve a particular output.</li> <li>c) <b>Practices</b>- this refers to those that are done on a regular basis, as a habit, tradition, or custom.</li> <li>d) <b>Floral float</b> – the elaborately designed and decorated floats that are major highlight of Panagbenga Festival.</li> <li>e) <b>Thematic choreography</b>- dance movements that are wholesome and align with the concept of the festival dance category.</li> <li>f) <b>Ethnic dancing</b> – a type of dance that comes from a specific group of people who share the same culture and traditions.</li> <li>g) <b>Modern fusion</b> – the blending of modern elements with traditional practices</li> <li>h) <b>Cultural reenactment</b> – the recreation or portrayal of historical events, traditional dances or rituals during the festival.</li> <li>i) <b>Improvisation</b> -spontaneous or creative changes made during performances</li> <li>j) <b>Cultural motif</b> -recurring themes, patterns or symbols the represents the culture.</li> <li>k) <b>Handcrafting</b>- a skilled activity made in a traditional way with the hands.</li> <li>l) <b>Routines</b>- set sequences of activities or performance that take place during the festival.</li> <li>m) <b>Authenticity</b> – the originality of the cultural practices</li> <li>n) <b>Artisan</b> – a skilled craft person</li> <li>o) <b>Gangsa</b> – the traditional flat gong used in the Cordillera region.</li> <li>p) <b>Sulibao</b> – a traditional drum used by Indigenous people in the Philippines</li> </ul>	
7. <b>Developing and Deepening Understanding</b>	<p><b>WEEK 3: Day 1</b></p> <p><b>1. Explicitation</b></p> <p>The teacher may say: Can you guess what our lesson today is from what you watched? Were you able to identify the highlights of the Panagbenga Festival?</p> <p>As we learned in the previous lesson, Panagbenga, like any other festival, is a beautiful mix of unique musical, visual, dance, and theatrical concepts that are</p>	The teacher will facilitate discussion of the lesson.

rooted in our culture. Let us examine the unique concepts, processes, and practices of the art forms integrated in the activities that highlight the festival using the following information and examples.

<b>Art forms integrated in Panagbenga activities</b>	<b>Concept</b>	<b>Process</b>	<b>Practices</b>
<b>Music</b>	<ul style="list-style-type: none"> <li>-Traditional Cordilleran music</li> <li>- Modern Fusion</li> <li>- Parade band</li> </ul>	<ul style="list-style-type: none"> <li>- Incorporation of Cordilleran melodies and rhythms with contemporary styles to create a unique composition</li> <li>- Use of traditional instruments (gangsa, sulibao, bamboo) with the adaptation of modern instruments (guitar, keyboard) that complements traditional sound</li> <li>- Use of improvisation to adapt to the dynamic street dancing performances</li> </ul>	<ul style="list-style-type: none"> <li>-Traditional music blended with modern fusion</li> <li>- Live performances of contemporary bands and musicians</li> <li>- Marching bands on grand parades</li> </ul>

Watch and listen to the music of the street dance performance in <https://www.youtube.com/watch?v=unmks5gH1O0> @ 4:13-5:37.

In this performance, you could hear the sound of bamboo at the start, followed by the drums (that are commonly used for street dancing) and bamboo percussion instruments. You could also hear the chanting of the dancers and the bamboo buzzer which they played while dancing. The traditional bamboo instruments are incorporated with the modern drums to create a unique composition. The music

played also sounds traditional but, at the same time, modern due to the combination of both traditional and contemporary sounds.

Marching bands are also found in the festivals. Watch the SLU Marching Band at <https://www.youtube.com/watch?v=7SLsPbiQudM&t=49s> as they play the Panagbenga Hymn during the street Parade. What have you observed about the music?

Art forms integrated in Panagbenga activities	Concept	Process	Practices
<b>Dance</b>	<ul style="list-style-type: none"> <li>- Street dancing</li> <li>- Ethnic dancing</li> <li>- Thematic choreography</li> </ul>	<ul style="list-style-type: none"> <li>- Incorporation of traditional Cordilleran dance moves, symbols and local stories into modern routines</li> <li>- Creation of routines based on specific themes often reflecting the festival's floral and cultural motifs</li> <li>- Dance camps to practice routines focusing on synchronization, stamina and expression.</li> <li>- Rehearsals with live music to ensure movements are in perfect timing with the music</li> <li>- Performance in open streets requiring awareness of</li> </ul>	<ul style="list-style-type: none"> <li>- Choreographed routines and synchronization</li> <li>- Traditional Cordilleran dance</li> <li>- Theme-based routine</li> </ul>



		surrounding and audience engagements - Use of dynamic movements to adapt to dynamic and unpredictable environment	
--	--	--	--

Below are pictures of dances during the street parade. Can you guess the concept of the dances? What type of dances are these? What is the theme of the performances?



<https://www.youtube.com/watch?v=unmks5gH1O0>

Watch again <https://www.youtube.com/watch?v=unmks5gH1O0> @ 6:20-7:00 and @ 8:08-8:18 and let us compare the two dances:

The use of Banga in the first dance (6:20-7:00) is typical of the Cordillera traditional dances, which incorporate the modern routine and dynamic movement of the dancers and reflect the cultural motif of the festival. The second dance (8:08-8:18) displays the ethnic/traditional dances of the Cordillera, which were displayed and performed in the streets, adapting to the dynamic festival environment.

Art forms integrated in Panagbenga activities	Concept	Process	Practices
<b>Visual</b>	* Floral floats * Street decorations * Costumes	* Floral design and development that aligns with the festivals' float and cultural motif	* Concept development, construction and flower

		<ul style="list-style-type: none"> <li>* Sourcing of flowers locally and ensuring meticulous preparation to ensure freshness</li> <li>* Collaborative creation to construct floral floats</li> <li>* Incorporation of Cordilleran traditional attire elements to modern costumes</li> <li>* Involvement of local community to collaboratively decorate streets</li> <li>* Use of recyclable and sustainable materials to minimize environmental impacts</li> </ul>	<p>arrangement of floral float</p> <ul style="list-style-type: none"> <li>* Community involvement and sustainable practice for street decors</li> <li>* Conduct of cultural research to ensure authenticity and handcrafting for costumes</li> </ul>
--	--	--	--

Can you guess what are in the pictures?



<https://www.youtube.com/watch?v=httM-CSib-M&t=301s>



<https://www.youtube.com/watch?v=unmks5gH1O0>



<https://www.zigzagweekly.net/panagbenga-grand-float-parade-wows-1-m-crowd/>



<https://baguicityguide.com/and-the-winners-are-8panagbenga->



<https://www.youtube.com/watch?v=httM-CSib-M&t=301s>

The first two pictures show the costumes used in the Panagbenga Street parade and performance. The first picture shows the incorporation of Cordilleran textiles into the costume, while the second picture shows a floral-inspired costume, which is the concept of the celebration.

The other three pictures are of different floral floats showing the identity of Baguio City: the Lion head on the first float, the pine trees on the second float, and the swan boat on the third float.

<b>Art forms integrated into Panagbenga activities</b>	<b>Concept</b>	<b>Process</b>	<b>Practices</b>
Theatrical	<ul style="list-style-type: none"> <li>• Cultural reenactments</li> <li>• Street theater</li> <li>• Flower-inspired performances</li> </ul>	<ul style="list-style-type: none"> <li>• Creation of scripts based on local legends, folklore, and historical events, ensuring authenticity and relevance</li> <li>• Use of innovative materials to build sets for outdoor performances, encouraging collaboration of set designers and local artisans</li> <li>• Interaction with the audience requires actors to be skilled in improvisation and audience engagement</li> <li>• Integration with parades, actors performing on the floats or alongside dancers and musicians</li> </ul>	<ul style="list-style-type: none"> <li>• Reenactments of Historical and legendary/mythical stories</li> <li>• Spontaneous acts such as mime, puppetry, and other street forms that engage the audience</li> <li>• Theatrical performances inspired by the beauty and symbolism of flowers</li> </ul>

What do you think is captured in the pictures below?

Street performances, cultural reenactments, and flower-inspired performances are shown in the pictures below.



<https://www.youtube.com/watch?v=httM-CSib->



<https://www.youtube.com/watch?v=httM-CSib->

The first picture is a performance in the street, showing how performers engage the audience. The 2<sup>nd</sup> picture depicts a flower-inspired presentation with the costumes and the choreography showing floral motifs.

Sometimes, performers are beside or in front of the floral float, manifested in the third picture, where the cosplayers are about to act. The fourth picture is a cultural reenactment, probably with a ritual being performed as part of the celebration.

Answers of learners may vary depending on their observations.

Teachers may refer to the discussion for the correctness of their answers as well as the content of the video.

	<p><b>WEEK 3: Day 2</b></p> <p><b>2. Worked Example</b></p> <p><b>Activity 1: “Describe Me” (group task)</b></p> <p>Watch again Man-apit at <a href="https://www.facebook.com/watch/?v=1218848278742692">https://www.facebook.com/watch/?v=1218848278742692</a>. Try to describe the concepts, processes, and practices found in the festival highlight. Write your answer on the activity sheet.</p> <p><b>Rubric for scoring</b></p> <table><tr><th>Criteria</th><th>4</th><th>3</th><th>2</th><th>1</th><th>Score</th></tr><tr><td>Content Coverage</td><td>All required aspects of the performance are described thoroughly and accurately. All observations and analyses are included with depth.</td><td>Most required aspects of the performance are covered accurately. Some observations and analyses may lack depth or detail.</td><td>The presentation covers the basic aspects of the performance, but some required points are missing or unclear.</td><td>The presentation misses several required points, providing only minimal information.</td><td></td></tr><tr><td>Group Discussion</td><td>Actively participates in group discussions, shares meaningful insights, and engages constructively with peers.</td><td>Participates in group discussions, shares insights, and collaborates with peers effectively.</td><td>Participates in group discussions but may contribute minimally or lack active collaboration.</td><td>Participates minimally in group discussions and does not contribute substantially.</td><td></td></tr></table>	Criteria	4	3	2	1	Score	Content Coverage	All required aspects of the performance are described thoroughly and accurately. All observations and analyses are included with depth.	Most required aspects of the performance are covered accurately. Some observations and analyses may lack depth or detail.	The presentation covers the basic aspects of the performance, but some required points are missing or unclear.	The presentation misses several required points, providing only minimal information.		Group Discussion	Actively participates in group discussions, shares meaningful insights, and engages constructively with peers.	Participates in group discussions, shares insights, and collaborates with peers effectively.	Participates in group discussions but may contribute minimally or lack active collaboration.	Participates minimally in group discussions and does not contribute substantially.		<p>The teacher should prepare the materials to be used in advance such as:</p> <ol style="list-style-type: none"><li>1. Music or video of Man-apit</li><li>2. Kalingga Musical instruments or any sound-producing material</li><li>3. Fabric for costumes</li><li>4. Any materials that can be used as props</li></ol>
Criteria	4	3	2	1	Score															
Content Coverage	All required aspects of the performance are described thoroughly and accurately. All observations and analyses are included with depth.	Most required aspects of the performance are covered accurately. Some observations and analyses may lack depth or detail.	The presentation covers the basic aspects of the performance, but some required points are missing or unclear.	The presentation misses several required points, providing only minimal information.																
Group Discussion	Actively participates in group discussions, shares meaningful insights, and engages constructively with peers.	Participates in group discussions, shares insights, and collaborates with peers effectively.	Participates in group discussions but may contribute minimally or lack active collaboration.	Participates minimally in group discussions and does not contribute substantially.																

	Group Presentation	Delivers a well-organized and engaging presentation with all required points clearly covered.	Delivers an organized presentation with most required points covered clearly.	Delivers a somewhat organized presentation but may miss some key points.	Delivers a disorganized presentation with limited coverage of key points.		
TOTAL SCORE						/12	
<div>3. Lesson Activity</div> <div>Activity 2: “Panagbenga Moves”</div> <p>The teacher will let the learners experience the Panagbenga festival in the class through simultaneous art performances that are suited to their diverse intelligence.</p> <p>Instruct the learners to look around the classroom and find materials they can use for performance. If there are no available costumes or musical instruments in the classroom, the teacher may teach learners to use available fabric for costumes and sound-producing material that may serve, for example, stamping tubes, etc. When everything is set, play the music of the Man-apit to signal the start of performance. Encourage the learners to participate in the activity by letting them perform according to their interest. They may either dance, sing, play instrument or act as a props or props man to participate in the activity.</p>							
8. Making Generalizations	Learners’ Takeaways						
Instructions: Give three words that describe the concepts, process and practices of Panagbenga Festival							
IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION							NOTES TO TEACHERS

<b>A. Evaluating Learning</b>	<b>Formative Assessment</b>  Direction: Match Column A to Column B. Write only the letter of your answer.  <table><tr><td><b>COLUMN A</b>  1. Flower-inspired performance 2. Theme-based routines 3. street decorations 4. spontaneous acts to interact with audience 5. Parade bands 6. modern fusion 7. choreographed routines and synchronization 8. rehearsals with live music 9. cultural reenactments 10. handcrafting of costumes</td><td><b>COLUMN B</b>  a. Music b. Theatrical c. Dance d. Visual</td></tr></table>			<b>COLUMN A</b>  1. Flower-inspired performance 2. Theme-based routines 3. street decorations 4. spontaneous acts to interact with audience 5. Parade bands 6. modern fusion 7. choreographed routines and synchronization 8. rehearsals with live music 9. cultural reenactments 10. handcrafting of costumes	<b>COLUMN B</b>  a. Music b. Theatrical c. Dance d. Visual	Answers:  1. b 2. c 3. d 4. b 5. a 6. a 7. c 8. c 9. b 10. d
<b>COLUMN A</b>  1. Flower-inspired performance 2. Theme-based routines 3. street decorations 4. spontaneous acts to interact with audience 5. Parade bands 6. modern fusion 7. choreographed routines and synchronization 8. rehearsals with live music 9. cultural reenactments 10. handcrafting of costumes	<b>COLUMN B</b>  a. Music b. Theatrical c. Dance d. Visual					
<b>B. Teacher’s Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	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.  Teachers may also suggest ways to improve the different activities explored.		
	<b><i>strategies explored</i></b>					
	<b><i>materials used</i></b>					
	<b><i>learner engagement/ interaction</i></b>					
	<b><i>Others</i></b>					
<b>C. Teacher’s Reflection</b>	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"><li><i>principles behind the teaching</i> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i></li></ul>			Teacher’s reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also		

	<ul style="list-style-type: none"> <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>	consider this as an input for the LAC/Collab sessions.
--	---	--