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Lesson Exemplar for Music and Arts

Quarter 4

Lesson

3

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

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LESSON EXEMPLAR

MUSIC AND ARTS / QUARTER 4 / GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of their culture/ province/ region as expressed through local Music and Arts' concepts, processes, and practices.
B. Performance Standards	The learners produce a creative work based on the performing and visual arts in their province.
C. Learning Competencies and Objectives	<p>Learning Competency:</p> <ul style="list-style-type: none">• Select appropriate practices, choice of themes, mediums, and concepts of celebrations found in their province/region for the production of their creative works. <p>Lesson Objectives:</p> <ul style="list-style-type: none">• Determine artistic practices, themes, mediums, and concepts of celebration found in their locality by gathering existing knowledge on the locality's celebrations and cultural practices• Adopt appropriate themes, mediums, and concepts of celebration found in their province/region by incorporating relevant artistic elements in their creative work.
C. Content	<p>Selecting appropriate practices, choice of themes, mediums, and concepts of celebrations found in their province/region for the production of their creative works</p> <ul style="list-style-type: none">• Artistic practices, themes, mediums, and concepts of celebration found in their locality• Adopting appropriate themes, mediums, and concepts of celebration found in their province/region through incorporation of relevant artistic practices in their creative work.
D. Integration	Local/provincial/regional celebrations/holidays; local cultural practices

II. LEARNING RESOURCES

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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
1. Activating Prior Knowledge	<p>WEEK 4: Day 1</p> <p>Short Review</p> <p>Activity: “Pass the Hat”</p> <p>Instruction: Select a popular folk song from your locality (ex: Manang Biday, Bahay kubo, etc.). Instruct the learners to form a circle, sing the song, and pass the hat until you signal STOP. The last learner who is holding the hat will pick one rolled paper from the hat, read what is written, and call a classmate to answer. Repeat the process until all papers from the hat are picked.</p>	<p>Questions for the Pass the Hat Activity. Inside the parenthesis are the answers for each question:</p> <ol style="list-style-type: none"> 1. What traditional Cordillera instruments are used in the Panagbenga festival? (gangsa, solibao, bamboo) 2. Who are involved in decorating the streets for the Panagbenga festival? (community) 3. Where are ethnic and street dances performed as highlights of Panagbenga? (streets and open field) 4. What materials are used during the Panagbenga festival to reduce environmental impacts? (recyclable and sustainable materials) 5. What is incorporated with contemporary style to create a unique musical composition for the Panagbenga Festival? (Cordilleran melodies and rhythm)

<p>2. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p>The teacher may say that the the activity 'Pass the Hat' reminds us of the concepts, processes, and practices of the sample festival highlight we discussed previously. This will serve as the basis for the tasks to be accomplished this week. Let's start with this activity.</p> <p>Activity: “My Local Festival” (Group activity)</p> <p>Instruction: With the group you have during the previous activities, think of your own festival in your locality/province or region (example: Aggao nac Cagayan, , Bambanti, etc). Discuss the following about your local festival:</p> <ol style="list-style-type: none"> Name of your local Festival Festival activities and practices Common Themes of the festival Colors and symbols used in your local festival Types of arts used in the celebration (e.g. music, dance, etc.) <p>Each group is given 5 minutes to discuss and finalize their group’s answer. Instruct them to write their answers on their paper. Afterward, each group will present their output to the class.</p> <p>Unlocking Content Vocabulary</p> <p>The following are the words which we will be using frequently in this lesson.</p> <p>Artistic practices – the different ways people create and make art. Themes - theme is the main idea or message that a creative work is about Medium- This refers to any material used to create a creative work. Concept - the thought, intention or meaning of the creative work. Traditional arts - This refers to arts are learned person to person, passed from generation to the next, and influenced by culture, family, ethnicity, and era. Traditional arts often represent a place or a group of people. It can also express the thoughts and feelings of a point in history.</p>	<p>The teacher will facilitate the processing of learners’ output.</p> <p>The teacher will facilitate the explanation of vocabulary by giving examples.</p>
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<p>3. Developing and Deepening Understanding</p>	<p>1. Explicitation</p> <p>The teacher may say: The activity, My Local Festival is a preparation for the task that we will be doing for this lesson. But before we start with the activity, let us be reminded of the features of Philippine festivals in general.</p> <p>Here are some key features of Philippine festivals:</p> <ul style="list-style-type: none"> • Show Traditional Culture: Festivals highlight traditional arts, local products, music, and dance, celebrating the Philippines' diverse culture. • Keep Traditions Alive: These events help people remember and be proud of their local customs and rituals, passing them down through generations. • Build Community Spirit: Festivals bring people together, creating unity and a sense of belonging. • Attract Tourists: Many festivals draw visitors, helping the local economy and encouraging people to explore different areas. • Honor Religious Beliefs: Some festivals celebrate patron saints or religious events, showing the Philippines' strong Christian faith. • Remember History: Festivals often celebrate important historical events, helping people remember and honor the past. • Showcase Local Products: Local food, crafts, and unique products are featured during these celebrations. • Support Local Businesses: Trade fairs, exhibits, and parades give local businesses a chance to show their goods and services. <p>Embedded in these features are artistic practices, themes, mediums, and concepts of every festive celebration in our country, regardless of the town or province where the celebration happens.</p> <p>2. Worked Example</p> <p>Activity: “Local Fiesta Hub”</p> <p>Through a Local Fiesta Hub activity, learners will immerse themselves in various art forms from the local festival.</p>	<p>The teacher will facilitate brief discussion of the information</p>
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	<p>a. Materials (Prepare beforehand; they must be placed at the designated hub).</p> <p>b. Four designated areas for each station labeled as Music, Dance, Theater, and Visual Arts</p> <ul style="list-style-type: none"> • Music Hub – short festival instrumental music; sound-producing materials/ bamboo instruments (if available) • Dance Hub – short festival music, colorful cloth pieces (optional) <i>Note: The music and dance hubs should be close to each other. Both hubs will use the same music.</i> • Theater Hub –pieces of cloth, any material from the environment that can be used for art, any available art materials (blank papers, markers, and any coloring materials) • Visual Arts Hub - any available art materials (old magazine, newspaper, glue, paste, scissors, coloring materials, etc.) <p>Hub Travel Experience</p> <p>a. Divide the class into groups of 4-5 learners each.</p> <p>b. Instruct the learners to visit the four hubs showcasing the different Festival art forms. Each group gets two minutes for each station to experience the following:</p> <ul style="list-style-type: none"> ◆ Learners will listen to music and any sound-producing material or any available instrument to create a rhythmic soundscape that complements the music. ◆ Using the open space and colorful clothes, learners will develop a dance sequence that shows their local festival’s cultural activities and beliefs (e.g., Tadek steps, Cordilleran ritual, etc.). ◆ Learners can dress up in something depicting the festival theme or practice acting out facial expressions and gestures that portray emotions relative to the festival themes, such as happy faces, fun, excitement, and joy. ◆ Using magazines, newspapers, and any available art materials, learners will create any piece of festival attire, accessory, or simple props that are used in the festival. <p>c. After the activity, gather all the learners together in the classroom</p> <p>d. Ask each group to share their experiences at each hub, explaining how they can relate to their Local Festival.</p> <p>e. Discuss briefly how experiencing these art forms helps them better understand the lesson.</p>	<p>The teacher will facilitate the processing of their performance feedbacking.</p> <p>The teacher will facilitate the checking of the plans for alignment with the local festival’s themes and artistic features.</p>
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WEEK 4: Day 2

3. Lesson Activity

Activity: “Festival Performance Plan” (Group Task)

Instructions: Instruct the learners to write a step-by-step plan of action on how they will present their chosen festival highlight, considering the concept of the festival and adopting an appropriate theme for it. Their plan should include the following information, which is found on the worksheet.

- a. Festival highlight:
- b. Chosen theme or concept:
- c. Materials needed for costumes and props
- d. Brief description of your performance piece
- e. Tasks to do and in charge of every task
- f. Timeline of activities

Let them present to the class the ~~synopsis~~ or highlight of their creative work through a performance of their choice (dance, music, visual art, etc.), showing the theme or concept of their creative work that is inspired by the celebration from their province/region.

FESTIVAL PERFORMANCE PLAN

Name of Festival:
Chosen theme or concept:
Materials needed for costumes and props

Tasks to do:		In charge of the task			
Timeline of activities					
Week 1		Week 2		Week 3	
Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
RUBRICS FOR ASSESSING THE PLAN					
Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)	Score
Detail and Clarity of Plan	Provides a detailed and clear plan with specific descriptions of the project elements and materials needed.	Provides a mostly detailed and clear plan with general descriptions of the project elements and materials needed.	Provides a basic plan with some descriptions of the project elements and materials needed.	Provides a vague or incomplete plan with few descriptions of the project elements and materials needed.	

	Relevance to Local Culture	Plan shows a strong connection to local cultural practices and traditions; highly relevant.	Plan shows a good connection to local cultural practices and traditions; mostly relevant.	Plan shows some connection to local cultural practices and traditions; somewhat relevant.	Plan shows little to no connection to local cultural practices and traditions; not relevant.	
	Use of Artistic Features	Effectively incorporates a wide range of artistic features from the local festival; highly creative and authentic.	Incorporates several artistic features from the local festival; creative and mostly authentic.	Incorporates some artistic features from the local festival; somewhat creative and authentic.	Incorporates few to no artistic features from the local festival; lacks creativity and authenticity.	
	Understanding of Themes	Demonstrates a thorough understanding of the festival's themes and clearly incorporates relevant themes.	Shows a good understanding of the festival's themes and incorporates some relevant themes.	Shows a basic understanding of the festival's themes and incorporates a relevant theme.	Shows little to no understanding of the festival's themes; does not incorporate relevant themes.	
	Total Score					/ 16

4. Making Generalizations	Learners' Takeaways Complete the following statement: 1. Our local festival is _____. 2. The concept of our festival _____. 3. The highlight of our festival includes _____. 4. Our festival is just like _____.	The teacher will facilitate the processing of learners' answers.
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	Formative Assessment In one sentence, tell something about: a. What you have learned about your provincial/regional festival. b. What did you enjoy most in the planning and performing activity.			
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	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.
	strategies explored			
	materials used			
	learner engagement/interaction			
	Others			
C. Teacher's Reflection	<i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> <u>principles behind the teaching</u> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? 			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for

	<ul style="list-style-type: none"> ▪ <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> <i>What can I explore in the next lesson?</i> 	the LAC/Collab sessions.
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