

4

Lesson Exemplar for Music and Arts

Quarter 4

Lesson

4

Lesson Exemplar for Music and Arts Grade 4
Quarter 4: Lesson 1 (Week 5-7)
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.

LESSON EXEMPLAR

MUSIC AND ARTS / GRADE 4 / QUARTER 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"> Produce creative artworks based on the celebrations of their culture, province, region using available local concepts, processes and practices, and beliefs as the theme <p>Lesson Objective:</p> <ul style="list-style-type: none"> Create an artwork inspired by their local celebration using available concepts, processes, practices, and beliefs.
C. Content	<p>Theme: "Celebrations in my Province and Region"</p> <p>Production of creative artworks based on the celebrations of their culture, province, region using available local concepts, processes and practices, and beliefs as the theme.</p> <ul style="list-style-type: none"> Creating an artwork inspired by their local celebration using available concepts, processes, practices, and beliefs.
D. Integration	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. 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</p> <p>Aldis, D. (2018). The Elements of Dance. The Elements of Dance. https://www.elementsofdance.org/</p> <p>Art in Context. (2022). Elements of Art - An Analysis of the Seven Elements of Art. Artincontext.org. https://artincontext.org/elements-of-art/</p> <p>Barker, C. (2009). Theatrical production. Encyclopedia Britannica. https://www.britannica.com/art/theatrical-production</p>

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

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

Panagbenga - Baguio Flower Festival | Ethnic Groups of the Philippines. (n.d.). <http://www.ethnicgroupsphilippines.com>

Panagbenga 2019 Highlights | Baguio City Guide | Baguio City Vlog | Baguio Flower Festival. (n.d.). [www.youtube.com](http://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

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

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

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

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
1. Activating Prior Knowledge	<p>WEEK 5: Day 1</p> <p>Short Review</p> <p>Activity: “Word of the Day”</p> <p>Divide the class into three groups. Instruct the learners to give one word that tells what they learned yesterday. After saying the word, the group who answered will call the next group to give another word. There shall be no repetition of words. If a word is repeated, the game will be over.</p>	<p>Thee teachers will inform the learners that this is a review of yesterday's tasks and learning. The teacher will say the first word and the first group will be called to say a word. Take note of the words the learners will tell. Limit the activity to three minutes only.</p> <p>After the activity, process the words and randomly select a group to explain what they learned about that word relative to the lesson.</p>
2. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>Activity: “Festive Recall” (Group task)</p> <p>Divide the class into three groups. Instruct the learners to recall their Local Festival's artistic practices, themes, mediums, and concepts. Let them sketch the concept of their local festival and present it to the class. Instruct them to explain their work in three sentences only.</p> <p>Unlocking Content Vocabulary</p> <p>The following are the words that were already unlocked previously but will still be used in this lesson. Review the definition of this word with the learners.</p> <p>Artistic practices – the different ways people create and make art.</p> <p>Themes - theme is the main idea or message that a creative work is about</p> <p>Medium- This refers to any material used to create a creative work.</p> <p>Concept - the thought, intention, or meaning of the creative work.</p> <p>Process- This refers to a series of actions, steps, and procedures taken to achieve a particular output.</p> <p>Practices- this refers to those that are done on a regular basis, as a habit, tradition, or custom.</p>	<p>The teacher must connect the activity word of the day to the Festive recall by stating words relevant to artistic practices, themes, and concepts before starting the new task.</p>

<p>3. Developing and Deepening Understanding</p>	<p>1. Explicitation</p> <p>As preparation for the creative activity, discuss with the learners the details of their planned festival highlights, focusing on the following and answering the questions.</p> <ul style="list-style-type: none"> a. Festival highlight – What is the highlight of the festival that we are going to present? Why did we choose it? b. Chosen theme or concept – What is our inspiration in choosing the theme or concept of our festival highlight? c. Costumes – what costumes should we use? Where can we get it? d. other materials (props, musical instruments, etc.)- what other materials do we need? e. Music – what music shall we use for the presentation? <p>Instruct the learners to write their answers on the worksheet, which will be included in their activity plan, to remind them of the details of their activity.</p> <p>2. Worked Example</p> <p>Activity: “Festive Talent”</p> <p>Review and Finalization of Plan</p> <ol style="list-style-type: none"> 1. Instruct the learners to stay with their groupmates and finalize their festival plan. Tell them to include in their plan the results of their output in the explicitation. 2. After incorporating the important details in their plan, instruct them to submit their plan for the teacher to review and check. <p>WEEK 5: Day 2 and WEEK 6: Day 1-2</p> <p>Preparation and Rehearsal</p> <ol style="list-style-type: none"> 1. After submitting the plan, instruct the learners to start the rehearsal and preparation of materials. Present the rubric to them at the start of their rehearsal to guide them in accomplishing the task. 	<p>For the costumes and props or other materials, teachers may instruct the groups to use any available or recyclable materials like scrap cloth, magazine, newspaper etc.</p> <p>For Week 5 DAY 2, learners’ activity will depend on the completion of their groups’</p>
---	---	---

WEEK 7: Day 1-2

3. Lesson Activity

Presentation of final work

Instructions before presentation:

1. During the scheduled presentation of creative work, remind the class to carefully observe each group's performance and take note of important details.
2. Present the rubric to the class and explain its features.
3. After all the performances, each group will evaluate their group and the other group's performance using the rubrics presented, appreciating the good things and discussing the important concepts, processes, and practices of the festival embedded in the group's work and those needing reinforcement.

RUBRICS IN ASSESSING LEARNERS' CREATIVE ACTIVITY

Criteria	(4)	(3)	(2)	(1)	Score
Creativity	Creative work is highly creative and demonstrates a unique approach in applying local festival concepts, processes, and practices.	Creative work shows creativity in applying local festival concepts, processes, and practices.	Creative work lacks significant creativity, relying on common ideas.	Creative work is unoriginal and lacks creativity in applying local festival concepts, processes, and practices.	

plan. If they are not yet done in Week 5 DAY 1, they may continue the following day. Preparation and Rehearsal will be on Week 6 DAY 1-2.

The teacher will explain to the class the instructions before the presentation of each group.

	Creative work Representati on	Creative work demonstrate s a deep understanding and skillful application of local festival concepts, processes, and practices. .	Creative work shows a good understanding of local festival concepts, processes, and practices. .	Creative work displays a basic understandi ng of local festival concepts, processes, and practices. with some inaccuraci es.	Creative work lacks a clear understandi ng of the local festival concepts, processes, and practices. .	
	Effort and Participation	Evident enthusiasm and active participation throughout the activity.	Shows engagemen t and participatio n in the activity, with some periods of stronger effort.	Demonstra te limited engagemen t	Displays minimal effort and participation .	
	Total Score					/12
4. Making Generalization	Learners' Takeaways Describe how you feel during the preparation and presentation of your work.					
IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION						NOTES TO TEACHERS
A. Evaluating Learning	The teacher will record the performance of the learner from the planning, preparation and presentation through a learner checklist, indicating their efforts and exceptional qualities in the accomplishment of their tasks.					

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	<p><i>Reflection guide or prompt can be on:</i></p> <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? ▪ <u>learners</u> What roles did my learners play in my lesson? What did my learners learn? How did they learn? ▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson? 			<p>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>