

8

Lesson Exemplar for Music and Arts

Quarter 1

Lesson

4

Lesson Exemplar for Music and Art 8
Quarter 1: Lesson 4 (Week 7-8)
SY 2025-2026

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MUSIC AND ARTS / QUARTER 1 / GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of relevant emerging and contemporary concepts, techniques, processes, and/or practices in selected Asian popular music and arts and their cultural influences.
B. Performance Standards	The learners produce integrated creative works by using relevant emerging and contemporary concepts, techniques, processes, and/or practices in selected Asian representations of popular cultures.
C. Learning Competencies and Objectives	<p>Learning Competency</p> <ul style="list-style-type: none"> Integrate relevant concepts, techniques, processes, and/or practices of emerging and contemporary Asian popular performing and visual arts in the production of the creative work. <p>Objectives</p> <ol style="list-style-type: none"> Develop an integrative art production in relation to emerging concepts, techniques, processes, and/or practices; Design a collaborative creative work demonstrating Asian performance and visual arts in a showcase; Create a performance task using steps in producing an integrative creative work for public presentation Assess the constructed creative work using the multidisciplinary production of creative works.
C. Content	<p>Creative Works Production and Presentation</p> <ol style="list-style-type: none"> Production of Integrative Creative Work <ul style="list-style-type: none"> Steps in Production Multidisciplinary Production Presentation <ul style="list-style-type: none"> Theatrical Presentation/Music Video
D. Integration	<ul style="list-style-type: none"> SGD 4 Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Cultural Literacy, Awareness, and Appreciation

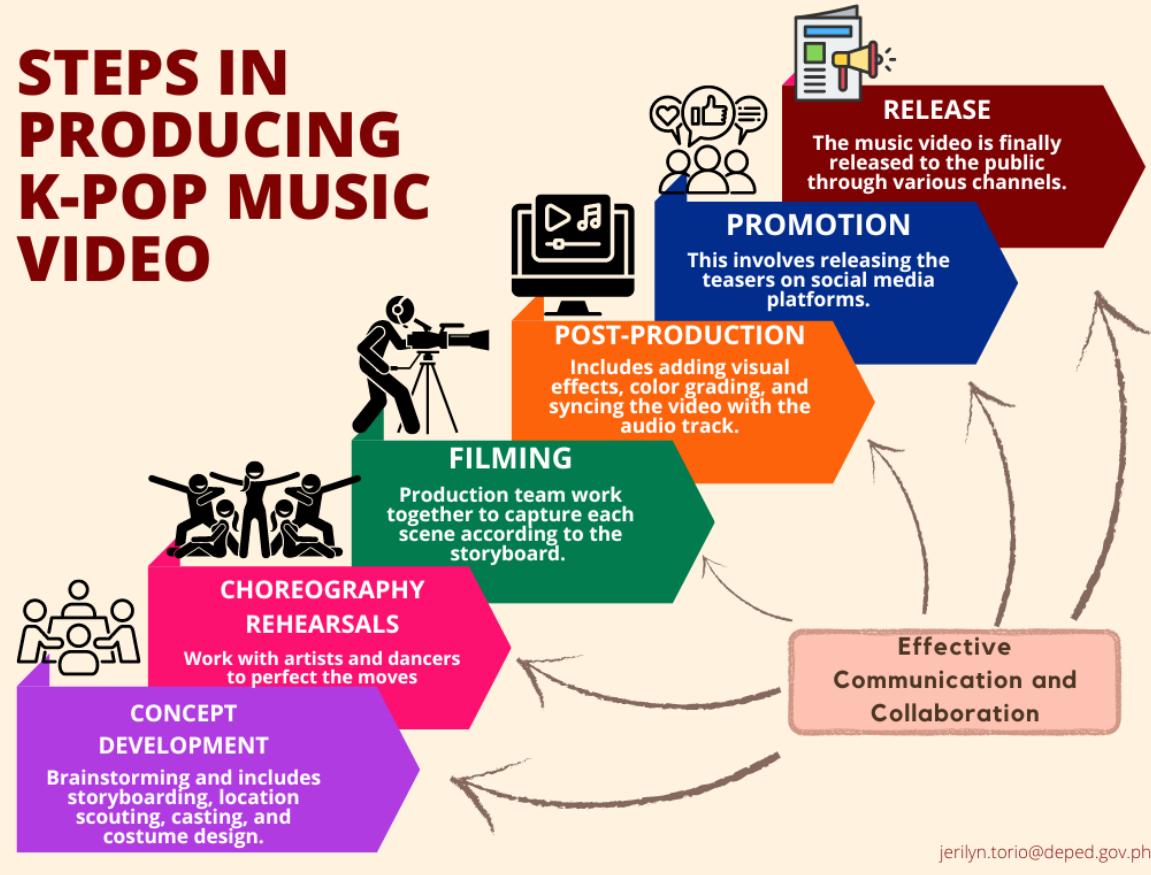
II. LEARNING RESOURCES

Koreaboo (2021) K-Pop Music Video Creators Reveal The Full 8-Step Production Process—From Storyboarding To Editing. Koreaboo.
<https://www.koreaboo.com/lists/kpop-music-video-production-step-step-youtube-evolution/>
 Senpai, R. (2022). *5 Tips On How To Host A Cosplay Event - The Senpai Cosplay Blog*. The Senpai Cosplay Blog.
<https://rogersenpai.com/how-to-host-a-cosplay-event/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	WEEK 6: Day 1 1. Short Review Activity 1: Question and Answer Evaluate the level of student's understanding on the previous topic by posting a question that can be answered by the students. Questions: <ol style="list-style-type: none"> 1. What are the elements of K-pop performance? 2. What are the elements of cosplay? 3. How effectively does the K-pop performance capture the essence of Asian entertainment and culture? 4. How memorable and distinctive is the cosplay compared to other visual arts? 	Possible answer/s: <ol style="list-style-type: none"> 1. The elements of K-pop performance are: vocal abilities, choreography, stage, camera movement, and fans. 2. The elements of cosplay are: costume, accuracy, craftsmanship, wig and hair, makeup and body paint, props and accessories, character portrayal, and performance and interaction. 3. The K-pop performance effectively captures the essence of Asian entertainment and culture through its vibrant visuals, dynamic choreography, and incorporation of cultural elements. 4. In comparison to other visual arts, cosplay have the advantage of embodying beloved characters in a tangible and interactive form, allowing for a unique and immersive experience for both cosplayers and viewers.

<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p>Activity 1: In Order Arrange the steps in producing a creative work in the correct order by writing 1 to 5 on the lines.</p> <p>_____ Filming _____ Rehearsals _____ Concept Development _____ Release _____ Editing</p> <p>1. Unlocking Content Vocabulary</p> <ul style="list-style-type: none"> • MUSIC VIDEO PERFORMANCES - it encompasses elements of artistic expression, storytelling, visual aesthetics, symbolism, and audience engagement. It serves as a powerful medium through which artists can communicate their music and connect with audiences on a deeper level. • COSPLAY - a multifaceted and meaningful practice that combines elements of fandom, creativity, identity expression, performance, community, and celebration. It offers individuals the opportunity to engage with their favorite fictional worlds in a tangible and immersive way, while also fostering connections with others who share their passion. 	<p>The teacher will explain to the class that these steps are general in producing a creative work. Specific steps may be different depending on the needs of the activity.</p> <p>The teacher will explain to the class the meaning of these content words. Ask students to share insights regarding these topics.</p>
<p>C. Developing and Deepening Understanding</p>	<p>WEEK 6: Day 2</p> <p>INTEGRATIVE ARTS: K-POP MUSIC VIDEO PERFORMANCES AND COSPLAY</p> <p>1. Explication Discuss the Steps in Producing K-pop Music Video and Cosplay Event in the classroom.</p> <p>Steps in Producing a K-Pop Music Video Performance</p>	<p>For more information, teacher/s may visit the link: https://www.koreaboo.com/lists/kpop-music-video-production-step-step-youtube-evolution/</p>

STEPS IN PRODUCING K-POP MUSIC VIDEO



Steps in Producing a Cosplay Event in a Classroom

<https://rogersenpai.com/how-to-host-a-cosplay-event/>



WEEK 7: Day 1

2. Worked Example

Activity 2: Creating a Team

- Group the class into two teams (depending on the class size), one group will work on music video production, and one group will work on cosplay event. Smaller class size have the option to choose only one activity.
- Choose a team leader which will lead the group in the conceptualization of the activity.

	<ul style="list-style-type: none"> • Give them one session to brainstorm and discuss their plans to their group. • Let them choose their role (choreographer, artist/cast, costume designer, production team) according to their interests and strengths. However, see to it that the distribution of people is equal according to their functions. • Give them another sessions for rehearsals and setting up for the activity. <p>WEEK 7: Day 2</p> <p>3. Lesson Activity (Presentation Proper) Students will showcase their K-pop music video production/cosplay event.</p> <p>Activity 3: Music Video Production</p> <p>Rubrics for K-pop Music Video Production</p> <table border="1"> <thead> <tr> <th>Criteria</th><th>Description</th><th>Points</th></tr> </thead> <tbody> <tr> <td>Choreography</td><td>Evaluation of the choreography's complexity, synchronization, precision, and execution. Consider the use of formations, transitions, and dynamic movements.</td><td>0-5</td></tr> <tr> <td>Performance Presence</td><td>Assessment of the performer's stage presence energy, charisma, and confidence. Look for engagement with the audience, facial expressions, and overall performance demeanor.</td><td>0-5</td></tr> <tr> <td>Vocal Performance</td><td>Evaluation of vocal quality, pitch accuracy, tone, dynamics, and emotive delivery. Consider the performer's ability to convey emotion through their vocals and maintain consistency throughout the performance.</td><td>0-5</td></tr> <tr> <td>Costumes and Styling</td><td>Assessment of the appropriateness, creativity, and visual impact of the performer's costumes and styling. Consider how well the costumes reflect the concept of the music video, coordination among group members, and attention to detail.</td><td>0-5</td></tr> <tr> <td>Stage Utilization</td><td>Evaluation of how effectively the performers utilize the stage space, props, and set design. Consider use of levels, movement patterns, and interaction with</td><td>0-5</td></tr> </tbody> </table>	Criteria	Description	Points	Choreography	Evaluation of the choreography's complexity, synchronization, precision, and execution. Consider the use of formations, transitions, and dynamic movements.	0-5	Performance Presence	Assessment of the performer's stage presence energy, charisma, and confidence. Look for engagement with the audience, facial expressions, and overall performance demeanor.	0-5	Vocal Performance	Evaluation of vocal quality, pitch accuracy, tone, dynamics, and emotive delivery. Consider the performer's ability to convey emotion through their vocals and maintain consistency throughout the performance.	0-5	Costumes and Styling	Assessment of the appropriateness, creativity, and visual impact of the performer's costumes and styling. Consider how well the costumes reflect the concept of the music video, coordination among group members, and attention to detail.	0-5	Stage Utilization	Evaluation of how effectively the performers utilize the stage space, props, and set design. Consider use of levels, movement patterns, and interaction with	0-5	<p>The rubric on the left can be adjusted or expanded based on specific requirements or focus areas of the K-pop music video performance evaluation. Additionally, qualitative feedback can be provided alongside the numerical scores to offer specific recommendations for improvement.</p>
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		the environment to enhance the performance's visual appeal and storytelling.	
Video Production Quality	Assessment of the technical aspects of the music video, including camera work, editing, visual effects, and overall production value. Consider clarity, coherence, and creativity in conveying the narrative or concept of the music video.	0-5	
Concept and Narrative	Evaluation of the originality, coherence, and creativity of the music video's concept and narrative. Consider how well the storyline or theme is conveyed through visuals, symbolism, and storytelling techniques.	0-5	
Overall Impact	Overall assessment of the performer's ability to captivate the audience, evoke emotion, and leave a lasting impression. Consider the synergy among choreography, vocals, visuals, and storytelling in creating a memorable and impactful performance.	0-5	

WEEK 8: Day 1

Activity 4: Cosplay Event

Rubrics for Cosplay Event Production

Criteria	Description	Points
Costume Craftsmanship	Evaluation of the quality and craftsmanship of the costume. Consider accuracy to the character's design, attention to detail, use of appropriate materials, and overall construction	0-5
Character Portrayal	Assessment of how well the student embodies the character they are cosplaying. Consider posture, gestures, facial expressions, and mannerisms that reflect the character's personality and traits.	0-5
Creativity	Evaluation of the student's creativity in interpreting and presenting their cosplay. Consider originality, uniqueness, and inventive approaches in costume	0-5

The rubric on the left can be adjusted or expanded based on specific requirements or focus areas of the cosplay event evaluation. Additionally, qualitative feedback can be provided alongside the numerical scores to offer specific recommendations for improvement.

		design, character portrayal, or performance elements.		
	Presentation Skills	Assessment of the student's ability to present their cosplay effectively. Consider confidence, stage presence, articulation, and engagement with the audience.	0-5	
	Accuracy to Source Material	Evaluation of how closely the cosplay aligns with the source material (e.g., anime, manga, video game, movie). Consider accuracy in costume design, accessories, hair, makeup, and other visual elements.	0-5	
	Interaction with Audience	Assessment of the student's interaction with the audience during the cosplay presentation. Consider whether the student engages with the audience, responds to questions, and maintains character immersion throughout the performance.	0-5	
	Overall Impression	Overall assessment of the student's cosplay performance, taking into account the combination of costume craftsmanship, character portrayal, creativity, presentation skills, and audience interaction.	0-5	
D. Making Generalizations	WEEK 8: Day 2 1. Learners' Takeaways: Activity 5: DJ Summary Learners write what they learned in the form of a favorite song (at least one stanza). Offer extra praise if they sing. 2. Reflection on Learning Activity 6: Simile Me Have students complete the following sentence: "The (concept/skill/word) is like _____ because _____".			

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment: Identification. Identify the steps in producing a K-pop music video performance and cosplay event. Write numbers 1-5 on your answer sheet.</p> <p>I. Music Video Production _____ A. Adding visual effects, color grading, and syncing the video with the audio track. _____ B. Releasing teasers or trailers on social media platforms. _____ C. Creating a storyboard outlining each scene of the music video and finding skilled dancers who can execute the choreography. _____ D. Releasing to the public through various channels and platforms. _____ E. Working together as a production team to capture each scene according to the storyboard.</p> <p>II. Cosplay _____ A. Setting up stations for students to showcase their costumes, props, and performances. _____ B. Facilitate discussion where students can reflect on their experiences. _____ C. Includes practicing dialogue, gestures, and expressions to bring characters to life. _____ D. Discuss themes, characters, costumes, accessories, and activities that would be suitable for the classroom setting. _____ E. Hosting a cosplay parade where students can showcase their costumes and perform brief skits or character interactions.</p> <p>2. Homework (Optional) Have the students create a cheat sheet of information that would be useful for a summative test in Music and Arts for First Quarter.</p>			<p>The teacher may adjust or expand upon these directions as needed for your specific classroom or learning environment.</p> <p>Answers Key: I. A. 3 B. 4 C. 1 D. 5 E. 2</p> <p>II. A. 3 B. 5 C. 2 D. 1 E. 4</p>
	B. Teacher's Remarks	<p><i>Note observations on any of the following areas:</i></p> <p>Effective Practices</p> <p>Problems Encountered</p> <p>strategies explored</p>		

	materials used			different strategies, materials used, learner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	learner engagement/ interaction			
	others			
C. Teacher's Reflection	<p>Reflection guide or prompt can be on:</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>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? ▪ <u>ways forward</u> What could I have done differently? What can I explore in the next lesson? 			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.