

8

Lesson Exemplar for Music and Arts

Quarter 2

Lesson

2

Lesson Exemplar for Music and Arts 8
Quarter 2: Lesson 2 (Weeks 3 – 4)
SY 2025 – 2026

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MUSIC AND ARTS / QUARTER 2 / GRADE 8

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate an understanding of significant folk Music and Arts of selected Asian countries in relation to the relevant conventional and emerging concepts, techniques, processes, and/or practices of their integrated creative work.
B. Performance Standards	The learners produce creative works of selected Asian communities based on relevant conventional and emerging concepts, techniques, processes, and/or practices in Music and Arts.
C. Learning Competencies and Objectives	<p><i>Learning Competency</i></p> <p>1. Relate Asia's significant folk performing and visual arts to emerging creative concepts, processes, and practices.</p> <p><i>Objectives</i></p> <p>1. Discover the connections between traditional folk performing and visual arts of Asia and emerging creative concepts, processes, and practices.</p> <p>2. Explain how significant folk performing and visual arts in Asia intersect with the emerging creative trends and</p> <p>3. Examine emerging creative concepts, processes, and practices in various Asian folk performing and visual arts.</p>
C. Content	<p>Traditional Asian Folk Arts and New Creative Trends</p> <p>I. Music (Indian Sitar, Japanese Koto, and Indonesian Gamelan)</p> <p>II. Dance (Thai Ram Thai Dance, Balinese Legong Dance, and Korean Fan Dance)</p> <p>III. Visual Arts (Chinese Brush Painting, Japanese Woodblock Painting, Indonesian Wayang Kulit)</p> <p>IV. Theater (Chinese Beijing Opera, Indian Kathakali, Japanese Noh Theater)</p>
D. Integration	SGD 4 Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

II. LEARNING RESOURCES

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Empty Easel. *Outlining* [Image]. <https://emptyeasel.com/wp-content/uploads/2019/02/outlining.jpg>

Gamelan recorded in Peliatan Bali Indonesia in 1985 [Video]. (1985, September 10). YouTube. <https://www.youtube.com/watch?v=nGCSrC8RN6c>

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Lunar New Year Festival. Performances. <https://lmyf.wustl.edu/performances/>

Nursery Rhymes TV. (2015). *SITAR | Musical Instruments | Nursery Rhymes TV | Music For Kids*. YouTube. <https://youtu.be/GL27Kcvnk5o?feature=shared>

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Portrait of an Indian classical musician playing an instrument [Photograph]. Alamy. <https://www.alamy.com/stock-photo/portrait-indian-classical-musician-playing.html>

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Wikipedia contributors. (n.d.). *Legong*. Wikipedia. <https://en.wikipedia.org/wiki/Legong>

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III. TEACHING AND LEARNING PROCEDURE

NOTES TO TEACHERS

A. Activating Prior Knowledge

1. Short Review

Activity 1: Preliminary Assessment

Evaluate students' understanding of key terms related to Traditional Asian Folk Arts and New Creative Trends.

Crossword Puzzle. Begin by answering the clues you know for sure. Then, use the letters from those answers to help you with the other clues. If you're stuck, take a break and come back later. Enjoy!

(See worksheet for the activity which students will accomplish.)


Answer Key:

Across:

1. Noh
3. Wayang Kulit
5. Gamelan

Down:

2. Legong
4. Sitar

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
B. Establishing Lesson Purpose	<p>Answer Key:</p> <ol style="list-style-type: none"> 1. Chinese Beijing Opera 2. Chinese Brush Painting 3. Indian Sitar 4. Indonesian Gamelan 5. Japanese Koto 6. Japanese Noh Theater 7. Kathakali Dance Drama 8. Korean Fan Dance 9. Thai Ram Thai Dance <p>Note: Instruct the students to keep the terms in mind as they will be discussed further in the next sessions to come.</p>
C. Developing and Deepening Understanding	<p>SESSION 1 SUB-TOPIC 1: MUSIC</p> <p>1. Explication</p> <p>A. Indian Sitar</p> <p>The sitar is a plucked string instrument that holds a significant place in Indian classical music. The sitar has a long and rich history, with origins dating back to ancient India. It gained popularity and underwent significant development during the Mughal period in the 16th and 17th centuries. Over time, it evolved into the modern sitar we recognize today. Here are some key features and facts about the Indian sitar:</p> <ul style="list-style-type: none"> • Structure: The sitar typically has a long, hollow neck with movable frets, a resonator (often made from a gourd), and a varying number of strings. The most common sitar configuration features 6 or 7 main playing strings and 12 to 13 sympathetic strings. • Materials: Traditionally, sitars are crafted from seasoned gourds for the resonating chamber, and the neck is usually made of seasoned toon or teak wood. The strings were historically made of gut, but modern sitars often use steel strings. • Playing Technique: Sitar players, known as sitarists, employ a combination of plucking and fretting techniques to produce melodies. The main strings are plucked with a wire plectrum called a mizrab, while the sympathetic strings vibrate sympathetically to enrich the sound.  <p>Image source: https://www.alamy.com/stock-photo/portrait-indian-classical-musician-playing.html</p>

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<ul style="list-style-type: none"> ● Famous Players: Some of the most renowned sitar players include Ravi Shankar, Vilayat Khan, Nikhil Banerjee, and Anoushka Shankar. Ravi Shankar, in particular, played a pivotal role in popularizing the sitar globally through collaborations with Western musicians like George Harrison of The Beatles. The sitar's mesmerizing sound, intricate design, and expressive capabilities make it a beloved instrument not only in classical Indian music but also in various fusion and contemporary musical genres worldwide. <p>B. Japanese Koto</p> <p>The Japanese Koto is a traditional stringed instrument that holds a significant place in Japanese music and culture. The origins of the koto can be traced back to ancient China, where it was known as the guzheng. It was introduced to Japan during the Nara period (8th century) and underwent significant development over the centuries, evolving into the modern koto we know today. Here are some key features and facts about the Japanese koto:</p> <ul style="list-style-type: none"> ● Structure: The koto typically has a long, rectangular body made of paulownia wood, with 13 silk strings stretched over movable bridges called ji (地). The bridges allow players to adjust the pitch of individual strings, enabling a wide range of musical expressions. ● Playing Technique: Koto players, known as kotoists, pluck the strings using three-finger picks (picks or "tsume") on their thumb, index, and middle fingers. They employ various techniques, including plucking, bending, and sliding, to produce nuanced melodies and harmonies. ● Repertoire: The koto has a diverse repertoire that encompasses traditional Japanese music, including classical court music (gagaku), chamber music (sankyoku), and solo compositions. It is also used in contemporary music, including collaborations with other instruments and genres. ● Cultural Significance: The koto is highly symbolic in Japan and is often associated with refinement, elegance, and traditional aesthetics. It has been featured in various cultural activities, including tea ceremonies, flower arranging, and traditional theater (kabuki and noh). ● Famous Players: Some notable koto players include Michio Miyagi, Yatsuhashi Kengyo, and Tadao Sawai. These musicians have made significant contributions to the koto's repertoire and have helped popularize the instrument both in Japan and internationally. 	<p>Image source: A musician plays the koto, a traditional Japanese stringed - NARA & DVIDS Public Domain Archive Public Domain Search</p>

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<p>Overall, the Japanese koto is a beautiful and versatile instrument that embodies the rich cultural heritage of Japan. Its hauntingly beautiful sound and expressive capabilities continue to captivate audiences around the world.</p> <p>C. Indonesian Gamelan</p> <p>Indonesian gamelan is a traditional ensemble music of Indonesia, characterized by its distinctive percussive sounds and intricate melodies. Here are some key features and facts about the Indonesian gamelan:</p> <ul style="list-style-type: none"> • Ensemble: Gamelan ensembles typically consist of a variety of percussion instruments, including metallophones (such as the saron and gender), gongs (such as the gong ageng and kempul), drums (such as the kendhang), and bamboo flutes (such as the suling). Each instrument in the ensemble has its own unique tuning and role in creating the overall sound. • Tuning System: Gamelan instruments are tuned to a unique tuning system called slendro or pelog, which consists of five or seven pitches per octave. These tuning systems create a rich and complex harmonic palette, allowing for the creation of intricate melodies and rhythms. • Cultural Diversity: Gamelan music is found throughout Indonesia, with different regions and ethnic groups having their own styles and traditions. The most well-known forms of gamelan include Javanese gamelan (from Java) and Balinese gamelan (from Bali), each with its own repertoire, performance practices, and aesthetic conventions. • Performance Contexts: Gamelan music is often performed as part of various cultural and religious ceremonies, including temple rituals, weddings, and traditional festivals. It is also featured in theatrical performances such as wayang kulit (shadow puppetry) and traditional dance dramas like wayang wong. • Social and Spiritual Significance: In addition to its artistic and entertainment value, gamelan music holds deep social and spiritual significance in Indonesian culture. It is believed to have the power to evoke emotions, connect people with their ancestors, and facilitate communication with the spirit world. • Global Influence: In recent years, gamelan music has gained popularity beyond Indonesia and has become a subject of study and performance in universities and cultural institutions around the world. It has also influenced Western composers and musicians, leading to the incorporation of gamelan elements into contemporary music genres. 	<p>Image source: All About Gamelan, Indonesia's Traditional Orchestra - Indoindians.com</p>

III. TEACHING AND LEARNING PROCEDURE					NOTES TO TEACHERS																								
	<p>Overall, Indonesian Gamelan is a vibrant and diverse musical tradition that reflects Indonesia's rich cultural heritage and artistic creativity. Its mesmerizing rhythms, intricate melodies, and spiritual resonance continue to enchant audiences both within Indonesia and internationally.</p> <p>2. Worked Example</p> <p>To keep the students engaged and interested in the lesson, let them watch the following music productions from different Asian regions.</p> <p>A. SITAR (Musical Instrument) https://youtu.be/GL27Kcvnk5o?feature=shared</p> <p>B. Leaves from the Vine (Japanese Koto cover) https://www.youtube.com/watch?v=QuwF8ecAMEQ</p> <p>C. Gamelan recorded in Peliatan Bali Indonesia in 1985 https://www.youtube.com/watch?v=nGCSrC8RN6c</p> <p>3. Lesson Activity</p> <p>COLLABORATIVE PROJECT DEVELOPMENT. The class will be divided into 6 groups. They will be tasked to make a musical instrument, adapting the musical instruments that were discussed in this session.</p> <p>Rubric for Making a Musical Instrument</p> <table><tr><th>Criteria</th><th>Excellent (4)</th><th>Good (3)</th><th>Fair (2)</th><th>Needs Improvement (1)</th><th>Score</th></tr><tr><td>Creativity and Originality</td><td>Exceptionally creative and original design.</td><td>Creative and original design.</td><td>Some creativity and originality, but lacks uniqueness.</td><td>Lacks creativity and originality, design is unoriginal.</td><td></td></tr><tr><td>Craftsmanship and Construction</td><td>Expertly crafted with precise construction.</td><td>Well-crafted with good construction quality.</td><td>Shows some craftsmanship issues.</td><td>Significant craftsmanship issues, affecting functionality.</td><td></td></tr><tr><td>Sound Quality and Playability</td><td>Produces clear, resonant sounds and is easily playable.</td><td>Produces satisfactory sounds and is playable with minor adjustments.</td><td>Inconsistent sounds may require significant adjustments.</td><td>Poor or no sound, not playable without repairs.</td><td></td></tr></table>				Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Score	Creativity and Originality	Exceptionally creative and original design.	Creative and original design.	Some creativity and originality, but lacks uniqueness.	Lacks creativity and originality, design is unoriginal.		Craftsmanship and Construction	Expertly crafted with precise construction.	Well-crafted with good construction quality.	Shows some craftsmanship issues.	Significant craftsmanship issues, affecting functionality.		Sound Quality and Playability	Produces clear, resonant sounds and is easily playable.	Produces satisfactory sounds and is playable with minor adjustments.	Inconsistent sounds may require significant adjustments.	Poor or no sound, not playable without repairs.		
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III. TEACHING AND LEARNING PROCEDURE

NOTES TO TEACHERS

Presentation and Appearance	Aesthetically pleasing with a polished appearance.	It has a neat appearance and is adequately presented.	It has a somewhat messy appearance and lacks attention to detail.	Sloppy or incomplete appearance, lacking polish.	
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Scoring:

Excellent – 4 points **Good** – 3 points **Fair** – 2 points **Needs Improvement** – 1 point

SESSION 2

SUB-TOPIC 2: DANCE

1. Explication

A. Thai Ram Thai Dance


Thai Ram Thai dance, also known as Thai Classical Dance, is a traditional dance form of Thailand that holds deep cultural significance. Thai Ram Thai dance has ancient roots, dating back to the Ayutthaya period (14th to 18th centuries) and influenced by various regional and courtly dance traditions. It evolved further during the Rattanakosin period (late 18th century onwards) under the patronage of the Thai royal court. Here are some key points about Thai Ram Thai dance:



- **Characteristics:** Thai Ram Thai dance is characterized by its graceful and precise movements, elaborate costumes, and expressive gestures. Dancers often wear ornate attire adorned with traditional jewelry and accessories, reflecting the elegance and refinement of Thai culture.
- **Themes and Narratives:** The repertoire of Thai Ram Thai dance includes a wide range of classical and folk tales, myths, legends, and religious stories. Dancers use their movements, gestures, and facial expressions to convey emotions, depict characters, and narrate stories without words.
- **Music and Instruments:** Thai Ram Thai dance is accompanied by traditional Thai music, featuring instruments such as the pi phat (a set of traditional Thai xylophones), ranat (a Thai xylophone), ching (finger cymbals), and various drums. The music enhances the mood and rhythm of the dance performances.
- **Training and Technique:** Learning Thai Ram Thai dance requires rigorous training and discipline. Dancers undergo years of instruction to master the intricate movements, gestures, and postures of the dance form. Training often begins at a young


Image source:

<https://citydance.org/traditional-thai-dances/>

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<p>age, with students studying under experienced teachers or in specialized dance schools.</p> <ul style="list-style-type: none"> ● Cultural Preservation and Promotion: Thai Ram Thai dance plays a vital role in preserving and promoting Thai cultural heritage. It is performed at various cultural events, festivals, and ceremonies, both within Thailand and internationally, serving as a symbol of Thai identity and tradition. ● Modern Adaptations: While Thai Ram Thai dance remains rooted in tradition, it has also evolved to incorporate contemporary influences and innovations. Modern interpretations of Thai Ram Thai dance may incorporate elements of fusion, experimentation, and collaboration with other art forms. <p>Overall, Thai Ram Thai dance is a captivating and revered art form that continues to enchant audiences with its beauty, grace, and cultural richness. It serves as a testament to the enduring legacy of Thai artistic traditions.</p> <p>B. Balinese Legong Dance</p> <p>Balinese Legong Dance is a traditional dance form from the island of Bali in Indonesia. It is known for its intricate movements, elaborate costumes, and rich cultural symbolism. The dance form has a long history and is deeply ingrained in Balinese culture. It traces its origins to the royal courts of Bali, where it was traditionally performed as part of religious rituals, ceremonies, and entertainment for the royal family. Here are some key points about Balinese Legong Dance:</p> <ul style="list-style-type: none"> ● Characteristics: Balinese Legong Dance is characterized by its delicate and precise movements, graceful gestures, and intricate footwork. Dancers typically perform with great agility and poise, executing intricate choreography with precision and grace. ● Costumes and Makeup: The dancers in Balinese Legong wear elaborate costumes adorned with colorful fabrics, gold ornaments, and intricate headdresses. The makeup is also elaborate, with the dancers often wearing intricate facial makeup and accessories to enhance their appearance and expressiveness. ● Themes and Narratives: Balinese Legong Dance often depicts stories from Hindu mythology, Balinese folklore, and historical legends. The dance narratives may vary depending on the specific Legong dance variant being performed, but common themes include love stories, battles between good and evil, and tales of heroism and sacrifice. ● Music and Instruments: Balinese Legong Dance is accompanied by traditional Balinese music, typically performed by a gamelan ensemble. The gamelan orchestra 	<p>Image source: https://en.wikipedia.org/wiki/Legong</p> 

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<p>consists of various percussion instruments, metallophones, and bamboo flutes, creating a mesmerizing and immersive sonic backdrop for the dance performances.</p> <ul style="list-style-type: none"> • Training and Technique: Learning Balinese Legong Dance requires years of rigorous training and dedication. Dancers undergo intensive instruction from a young age, studying under experienced teachers and mastering the intricate movements, gestures, and expressions of the dance form. • Cultural Significance: Balinese Legong Dance holds significant cultural and religious importance in Bali, serving as a form of artistic expression, spiritual devotion, and community celebration. It is often performed during religious festivals, temple ceremonies, and cultural events, embodying the vibrant cultural heritage of the Balinese people. • Global Recognition: Balinese Legong Dance has gained international recognition and acclaim for its beauty, grace, and cultural significance. It is frequently performed in cultural festivals, dance competitions, and theatrical productions around the world, showcasing the richness and diversity of Balinese performing arts. <p>Overall, Balinese Legong Dance is a captivating and revered art form that continues to enchant audiences with its mesmerizing beauty, intricate choreography, and profound cultural symbolism. It symbolizes Bali's rich cultural heritage and artistic tradition.</p> <p>C. Korean Fan Dance</p> <p>Korean Fan Dance, known as "Buchaechum" in Korean, is a traditional Korean dance that incorporates the use of fans as props. It is a highly aesthetic and graceful dance form that often symbolizes beauty, elegance, and harmony. The fan dance has its roots in ancient Korean culture and has been performed for centuries as part of various traditional ceremonies, celebrations, and rituals.</p> <p>Here are some key aspects of Korean fan dance:</p> <ul style="list-style-type: none"> • Costumes: Performers typically wear hanbok, traditional Korean clothing, which consists of vibrant-colored robes called "chima" (skirt) and "jeogori" (jacket). The costumes are often adorned with intricate embroidery and patterns. • Fans: The dance involves using large, colorful fans made of paper or fabric. The fans are manipulated in various ways, including opening, closing, spinning, and waving, to create beautiful visual patterns and movements. • Themes and Symbolism: Korean fan dance often portrays themes inspired by nature, such as the movement of flowers, birds, and flowing water. It also symbolizes aspects of Korean culture, such as the virtues of modesty, refinement, and grace. 	<p>Image source: https://beautifulsouthkorea.weebly.com/beautiful-south-korea/q2-3-korean-fan-dance-boochoeoom</p>




III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<ul style="list-style-type: none"> • Choreography: The choreography of the fan dance is characterized by its fluidity, precision, and synchronization. Dancers move in harmony with each other, creating mesmerizing patterns and formations with their fans. • Music: The dance is accompanied by traditional Korean music, typically played on instruments such as the gayageum (zither), janggu (hourglass-shaped drum), and daegeum (bamboo flute). The music sets the rhythm and mood for the dance. • Modern Adaptations: While Korean fan dance has deep traditional roots, it has also evolved over time, with modern interpretations and variations emerging. Today, it is not only performed at traditional events but also showcased in contemporary dance performances and cultural festivals both in Korea and around the world. Overall, Korean fan dance is a captivating art form that celebrates the beauty and elegance of Korean culture through graceful movements, vibrant costumes, and symbolic storytelling. <p>2. Worked Example To keep the students engaged and interested in the lesson, let them watch the following dances from different Asian regions.</p> <ul style="list-style-type: none"> A. Apsara Thai Traditional Dance https://www.youtube.com/watch?v=1C030cBqJ-w B. PANCER LANGIIT-TARI LEGONG KREASI - MAHAWIDYA https://www.youtube.com/watch?v=P150KJJLWlo C. Korean Fan Dance Fairies: Journey into Asia 2012 (Rebirth) https://www.youtube.com/watch?v=G7C3zR1wiXE <p>3. Lesson Activity Examine emerging creative concepts, processes, and practices in various Asian folk performing and visual arts by answering the guide questions.</p> <p>SESSION 3 SUB-TOPIC 3: VISUAL ARTS</p> <p>1. Explication</p> <p>A. Chinese Brush Painting Chinese brush painting is a traditional art form that has been practiced for centuries in China. It is characterized by its emphasis on brushwork, ink, and the use of rice paper or silk as a surface for painting. Chinese brush painting has a long history dating back to ancient times, with roots in calligraphy and ink-wash painting. It developed alongside other traditional Chinese art forms such as calligraphy, seal carving, and poetry and has been influenced by Daoist, Confucian, and Buddhist philosophies. Here are some key aspects of Chinese brush painting:</p> 	<p>See worksheet for the activity which students will accomplish.</p> <p>Key to Correction: Answers vary.</p> <p>Image source: https://emptyeasel.com/2019/02/26/how-to-paint-magnolia-blossoms-a-step-by-step-chinese-brush-painting-tutorial/</p>

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<ul style="list-style-type: none"> • Materials and Tools: The primary materials used in Chinese brush painting are brushes, ink, paper, and inkstone. The brush, typically made from animal hair such as goat, rabbit, or wolf, is held upright and used with controlled movements to create precise lines, dots, and strokes. Ink is made from grinding an ink stick on an inkstone with water to achieve the desired consistency. Traditional Chinese painting paper, known as "Xuan paper" (宣纸), is prized for its absorbency and texture. • Techniques and Styles: Chinese brush painting encompasses a wide range of subjects, including landscapes, flowers, birds, animals, figures, and abstract motifs. Artists use a variety of techniques such as "boneless painting" (painting without outlines), "moistening ink" (adding water to ink for gradation effects), and "splashing ink" (sprinkling ink to create texture). Styles can vary from highly detailed and realistic to expressive and abstract, with artists often developing their own signature techniques and interpretations. • Symbolism and Aesthetics: Chinese brush painting is deeply rooted in Chinese culture and aesthetics, with symbolism playing an important role in the composition and subject matter. Each element in a painting may carry symbolic meaning, conveying ideas such as harmony, balance, longevity, and tranquility. The use of negative space and the appreciation of imperfection are valued principles in Chinese aesthetics. • Influence and Evolution: Chinese brush painting has significantly influenced the development of art in East Asia and beyond. It has inspired artists in Japan, Korea, and other Asian countries, leading to the emergence of distinct regional styles. In modern times, Chinese brush painting continues to evolve, with artists experimenting with new materials, techniques, and subject matter while preserving the traditional principles and spirit of the art form. <p>Overall, Chinese brush painting is celebrated for its elegance, simplicity, and expressive power. It reflects the profound connection between art, nature, and culture in Chinese society. It continues to be practiced and appreciated as a timeless expression of artistic creativity and cultural heritage.</p> <p>B. Japanese Woodblock Painting</p> <div data-bbox="611 1158 907 1300" data-label="Image"> </div> <div data-bbox="954 1158 1189 1307" data-label="Image"> </div> <div data-bbox="1227 1158 1563 1307" data-label="Image"> </div> <p>Japanese woodblock printing, known as "Ukiyo-e" (浮世絵) in Japanese, is a traditional art form that flourished during the Edo period (1603-1868) in Japan. It is characterized by its intricate designs, vibrant colors, and meticulous craftsmanship.</p>	<p>Image sources: https://www.cottage9.com/art-technique/art-of-japanese-woodblock-printing/</p> <p>Japanese Print "Courtesan Koimurasaki and kamuro Kocho and Sayuri from the Kadotama house on Edo street in New Yoshiwara" by Utagawa Kunisada</p> <p>https://en.wikipedia.org/wiki/File:Tsunami_by_hokusai_19th_century.jpg</p>

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<p>Ukiyo-e originated in the bustling urban centers of Edo (modern-day Tokyo), Kyoto, and Osaka during the 17th century. Initially, it was primarily associated with depicting the "floating world" (ukiyo), which referred to the transient pleasures of urban life, including entertainment, theater, fashion, and the natural world. Over time, Ukiyo-e evolved to encompass a wide range of subjects, including landscapes, portraits, historical scenes, and mythology. Here are some key aspects of Japanese woodblock painting:</p> <ul style="list-style-type: none"> ● Materials and Process: Traditional Japanese woodblock printing involves a collaborative process between the artist, woodblock carver (horishi), and printer (surishi). The artist creates a design on paper, which is then transferred onto a wooden block. The block is meticulously carved to create raised areas for the ink to adhere to. Multiple blocks are carved for each color used in the design. The printer then applies ink to the blocks and carefully presses them onto paper to create the final print. ● Themes and Subjects: Ukiyo-e prints often depict scenes from everyday life, popular kabuki actors, beautiful courtesans, famous landmarks, and natural landscapes. They reflect the tastes, trends, and social dynamics of the Edo period society. Some of the most renowned Ukiyo-e artists include Katsushika Hokusai, Utagawa Hiroshige, and Kitagawa Utamaro, who contributed to the diversity and sophistication of the art form. ● Influence and Legacy: Ukiyo-e prints had a significant impact on the development of Western art, particularly Impressionism and Post-Impressionism, during the 19th century. Western artists such as Vincent van Gogh, Claude Monet, and Edgar Degas were inspired by the bold compositions, flattened perspective, and expressive use of color found in Ukiyo-e prints. The popularity of Japanese woodblock prints in Europe and America contributed to a broader appreciation of Japanese art and culture. ● Revival and Contemporary Practice: While Ukiyo-e declined in popularity in Japan with the advent of modernization and Westernization in the late 19th century, it experienced a revival in the 20th century due to renewed interest in traditional Japanese arts and crafts. Today, there are artists and printmakers who continue to practice the techniques of Ukiyo-e, preserving its rich legacy while also exploring new interpretations and innovations. <p>Japanese woodblock printing remains an enduring symbol of artistic ingenuity, cultural expression, and aesthetic refinement, embodying the spirit of creativity and craftsmanship that defined the Edo period in Japan.</p> <p>C. Indonesian Wayang Kulit</p>	

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<div data-bbox="640 217 882 389" data-label="Image"> </div> <div data-bbox="972 209 1158 389" data-label="Image"> </div> <div data-bbox="1274 209 1498 389" data-label="Image"> </div> <p>Indonesian Wayang Kulit is a traditional form of shadow puppetry that has been practiced for centuries in Indonesia, particularly on the islands of Java and Bali. Wayang Kulit is deeply rooted in Indonesian culture and mythology. It has its origins in ancient Javanese and Balinese Hindu-Buddhist traditions, where it was used as a medium for storytelling, religious teachings, and social commentary. The performances often draw upon epic tales such as the Ramayana and Mahabharata, as well as local folklore and legends. Here are some key aspects of Wayang Kulit:</p> <ul style="list-style-type: none"> Puppet Construction: Wayang Kulit puppets are intricately crafted from translucent buffalo hide or goat skin, which is carefully shaped, painted, and perforated to create intricate designs. The puppets typically feature elaborate costumes, headdresses, and accessories that represent different characters in the story. Each puppet is crafted with meticulous attention to detail, making it a work of art in its own right. Performance: Wayang Kulit performances are usually held at night in a designated area known as "pondok," which is illuminated by an oil lamp or electric light behind a cotton screen. The dalang, or puppeteer, manipulates the puppets behind the screen while narrating the story, voicing multiple characters, and providing musical accompaniment with a gamelan orchestra or traditional instruments such as a kendang (drum) and gender (metallophone). Symbolism and Philosophy: Wayang Kulit performances often convey moral and philosophical teachings, exploring themes such as good versus evil, loyalty, sacrifice, and the cosmic balance of the universe. The characters represent archetypal figures that embody virtues and vices, with the narrative serving as a reflection of human experiences and struggles. Cultural Preservation and Adaptation: Despite the challenges posed by modernization and changing cultural landscapes, Wayang Kulit remains an integral part of Indonesian cultural identity. Efforts have been made to preserve and promote this traditional art form through educational programs, cultural festivals, and community performances. Additionally, contemporary artists and dalangs are exploring new ways to adapt and innovate within the tradition, incorporating modern themes, technologies, and storytelling techniques. <p>Wayang Kulit is not only a form of entertainment but also a living heritage that continues to evolve and inspire generations of Indonesians, serving as a bridge</p>	<p>Image sources:</p> <p>https://www.objectlessons.org/ceremony-and-celebration-puppets-and-masks/wayang-kulit-shadow-puppets-indonesia/s81/a925/</p> <p>https://commons.wikimedia.org/wiki/File:COLLECTIE_TROPENMUSEUM_Wajangpop_voorstellende_Jayadrata_TMnr_3582-94.jpg</p> <p>https://commons.wikimedia.org/wiki/File:Ramayana_Story.jpg</p>

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<p> <ul style="list-style-type: none"> ● Instruments and Music: The music in Beijing Opera is performed using traditional Chinese instruments such as the erhu (two-stringed fiddle), pipa (lute), and gong (percussion). The music is highly melodic and rhythmic, serving to enhance the mood and action on stage. ● Training and Mastery: Becoming a Beijing Opera performer requires years of rigorous training in singing, acting, martial arts, and acrobatics. Performers often start training at a young age and undergo intense apprenticeships with masters. ● Cultural Heritage: Beijing Opera is considered one of the quintessential art forms of Chinese culture and has been recognized as an Intangible Cultural Heritage by UNESCO. Despite modernization and changes in Chinese society, it continues to be cherished and preserved as a cultural treasure. <p>B. Indian Kathakali</p> <p>Kathakali is a highly stylized classical Indian dance-drama that originated in the state of Kerala in southern India. Kathakali emerged in the 17th century, blending elements of dance, music, theater, and ritualistic storytelling. It has its roots in ancient Sanskrit theatrical traditions, folk dances, and martial arts. Here are some key features:</p> <ul style="list-style-type: none"> ● Elaborate Costumes and Makeup: One of the most striking aspects of Kathakali is its elaborate costumes and makeup. Performers wear colorful and intricately designed costumes, often adorned with jewelry and accessories. The makeup, known as "pachha" (green), "kathi" (knife), "tati" (red), and "minukku" (polished), is applied in a highly stylized manner to depict various characters such as gods, demons, heroes, and heroines. ● Mudras and Gestures: Kathakali is known for its elaborate hand gestures, known as "mudras," which are used to convey emotions, actions, and characters. These gestures are highly symbolic and precise, with each mudra having specific meanings. ● Facial Expressions and Eye Movements: The facial expressions and eye movements in Kathakali are highly expressive and play a crucial role in conveying emotions and telling stories. Performers undergo extensive training to master these expressions, which are essential for communicating with the audience. ● Narrative Themes: Kathakali typically depicts stories from Hindu mythology, epics such as the Ramayana and Mahabharata, and other traditional texts. The performances often explore themes of love, devotion, valor, and the triumph of good over evil. ● Accompaniment: Kathakali performances are accompanied by live music, typically featuring traditional Kerala percussion instruments such as the chenda (drum) and </p>	<p>See worksheet for the activity which students will accomplish.</p> <p>Key to Correction: Answers vary.</p> <p>Image reference: https://commons.wikimedia.org/wiki/File:Kathakali_performer.jpg</p>

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<p>maddalam (barrel-shaped drum), as well as vocalists singing in the Carnatic classical style.</p> <ul style="list-style-type: none"> ● Training and Performance: Becoming a Kathakali performer requires years of rigorous training and dedication. Students undergo training in dance, music, acting, and makeup under the guidance of experienced gurus (teachers) within a traditional guru-shishya (teacher-disciple) relationship. Kathakali is not just a form of entertainment but also a deeply spiritual and cultural art form that continues to be cherished and preserved in Kerala and beyond. <p>C. Japanese Noh Theater</p> <p>Noh is a traditional form of Japanese theater that has been performed for over 600 years. Noh originated in the 14th century, primarily developed by Kan'ami Kiyotsugu and his son Zeami Motokiyo. It flourished during the Muromachi period (1336–1573) and has remained an important part of Japanese cultural heritage ever since. Here's an overview of its key features:</p> <ul style="list-style-type: none"> ● Blend of Elements: Noh combines elements of dance, drama, music, and poetry. It is characterized by its minimalist stage setting, slow and deliberate movements, and symbolic use of masks and costumes. ● Themes and Stories: Noh plays typically draw upon Japanese mythology, folklore, history, and literature. Common themes include the supernatural, tragic love stories, and encounters between the living and the dead. Many Noh plays feature spirits, ghosts, and deities. ● Roles and Characters: Noh performances involve a small cast of characters, usually including the shite (main character), who often portrays a ghost or spirit, and the waki (secondary character), who serves as a narrator or interlocutor. Other roles include the tsure (companion) and the kyōgen (comic relief). ● Music and Chanting: Noh is accompanied by a specific style of vocal chanting called utai, performed by the actors. The music is played on traditional Japanese instruments such as the flute (nohkan), drums (kotsuzumi and ōtsuzumi), and a stringed instrument (tsuzumi). ● Masks and Costumes: Noh actors wear masks to represent their characters, with each mask conveying specific emotions and characteristics. The costumes are elegant and symbolic, often featuring richly embroidered silk robes and elaborate headdresses. ● Training and Mastery: Becoming a Noh actor requires years of rigorous training and apprenticeship under a master. Training typically includes learning the various 	<p>Image source: Japanese Culture - Entertainment - Noh Theater</p> 

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	<p>forms of movement, mastering vocal techniques, and studying the repertoire of Noh plays.</p> <ul style="list-style-type: none"> ● Preservation and Modern Influence: Despite its ancient origins, Noh continues to be performed and preserved in Japan. It has also influenced modern theater, dance, and literature both within Japan and internationally. Noh theater is known for its profound spiritual and aesthetic qualities, with performances often imbued with a sense of serenity, beauty, and melancholy. It remains an important cultural tradition in Japan, cherished for its rich artistic heritage and timeless themes. <p>2. Worked Example To keep the students engaged and interested in the lesson, let them watch the following theatrical performances from different Asian regions.</p> <p>A. Peking Opera An Introduction https://www.youtube.com/watch?v=PnMRIzpO4nU</p> <p>B. Kathakali Dance Indian Classical Dance of Kerala https://www.youtube.com/watch?v=GBbcYtkgVKQ</p> <p>C. Kyoto Event: Takigi Noh at Heian Shrine 2017 https://youtube.com/watch?v=88v-HYGAKMQ</p> <p>3. Lesson Activity Trace the connections between traditional folk performing and visual arts of Asia and emerging creative concepts, processes, and practices by answering the guide questions below.</p> <p>See worksheet for the activity which students will accomplish.</p> <p>Key to Correction: Answers vary.</p>
<p>D. Making Generalizations</p>	<p>1. Learners' Takeaways: Activity: Framework Completion</p> <p>2. Reflection on Learning Activity: "I Am an Artist"</p> <p>See worksheets for the activities which students will accomplish.</p> <p>The activity can be done in a group of five (5) members, who may then choose a representative to report in front of the class.</p> <p>This is also a wrap-up of the topic for Lesson 2.</p>

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	1. Summative Assessment: Identification. Read and identify each statement carefully. Write your answer on your answer sheet. (See worksheet for the activity which students will accomplish.)			Answers: 1. a) Japanese Koto 2. a) Indonesia 3. a) Chinese Brush Painting 4. d) Moku-hanga 5. a) Wayang Kulit 6. a) Ram Thai Dance 7. a) Legong Dance 8. a) Buchaechum 9. c) Kathakali 10. d) Noh
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/ lesson exemplar.
	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? <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.