

8

Lesson Exemplar for Music and Arts

Quarter 2

Lesson

4

Lesson Exemplar for Music and Arts Grade 8
Quarter 2: Lesson 4 (Weeks 6 – 8)
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> <ol style="list-style-type: none"> 1. Integrate relevant conventional and emerging concepts, techniques, processes, and practices of significant Asian folk performing and visual arts in the production of one's creative work. <p><i>Objectives</i></p> <ol style="list-style-type: none"> 1. Develop an integrative art production in relation to emerging concepts, techniques, processes, and/or practices; 2. Design a collaborative creative work demonstrating Asian performance and visual arts in a showcase and 3. Create a performance task using steps in producing an integrative creative work for public presentation.
D. Content	<p>Topic: Production of Integrated Creative Works</p> <ol style="list-style-type: none"> I. Visual Art – Designing / Creation of a collection of wearable art pieces, such as t-shirts or tote bags, featuring hand-painted motifs inspired by traditional Asian textiles and patterns, reflecting their cultural exploration through fashion. II. Music and Dance Performances – Composition and Performance of original songs inspired by Traditional Asian music scales and rhythms, incorporating modern lyrics and instrumentation to create a fusion of old and new sounds III. Digital Media – Production of a digital animation short film that retells a traditional Asian folktale using modern animation techniques and storytelling, incorporating vibrant visuals and sound effects to engage viewers
E. Integration	SGD 4 Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

II. LEARNING RESOURCES

Aysu Inan. (September 17, 2019). 3 Easy DIY T Shirt Painting Ideas. Youtube. <https://www.youtube.com/watch?v=HrWJ-WL7pWk>

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.

Guide Questions:

1. Who can give an example of an Asian folk art?
2. Tell its origin and describe the elements present in the Asian folk arts.

B. Establishing Lesson Purpose

1. Lesson Purpose

Activity 1:

Guide Question:

1. How is culture reflected in the Asian folk arts?

2. Unlocking Content Vocabulary

INTEGRATIVE ART PRODUCTION refers to a creative process that combines multiple artistic disciplines and techniques into a cohesive work. This approach emphasizes the blending of different art forms—such as visual arts, music, dance, theater, literature, and digital media—to create a unified artistic expression. The goal of integrative art production is to transcend the boundaries of individual art forms and explore new, synergistic ways of conveying themes, emotions, and narratives.

COLLABORATIVE CREATIVE WORK refers to a creative process that combines multiple artistic disciplines and techniques into a cohesive work. This approach emphasizes the blending of different art forms—such as visual arts, music, dance, theater, literature, and digital media—to create a unified artistic expression. The goal of integrative art production is to transcend the boundaries of individual art forms and explore new, synergistic ways of conveying themes, emotions, and narratives.

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
	<p>PERFORMANCE TASK is an assessment activity that requires individuals to apply their knowledge and skills to perform a specific task or solve a problem. This type of task is designed to evaluate higher-order thinking, creativity, and the ability to integrate and use information in practical, often real-world contexts. Performance tasks are commonly used in education, professional training, and certain workplace scenarios to assess competencies beyond what traditional tests measure.</p>
<p>C. Developing and Deepening Understanding</p>	<p>SESSIONS 1 and 2 SUB-TOPIC 1: VISUAL ART Designing / Creating a collection of wearable art pieces, such as t-shirts or tote bags, featuring hand-painted motifs inspired by traditional Asian textiles and patterns, reflecting their cultural exploration through fashion.</p> <p>1. Explicitation A. Designing and Printing a T-Shirt</p> <ol style="list-style-type: none"> 1. Gather materials such as T-shirts, fabric paint, ink, watercolor, brushes or sponges, stencils, or a screen-printing kit. 2. Create your design. Design your artwork using tools to draw, add text, and apply colors. 3. Prepare the T-shirt. Lay the T-shirt on a clean, hard surface. Ensure the area where you will apply the design is smooth and wrinkle-free. 4. Pre-wash and dry the T-shirt to remove any sizing and prevent shrinkage. 5. Printing Methods. <ul style="list-style-type: none"> ● Screen Printing. Create a stencil of your design using screen printing techniques. Place the stencil on the T-shirt and secure it. Apply fabric ink over the stencil using a squeegee, ensuring even coverage. carefully lift the stencil away and allow the ink to dry according to the ink manufacturer's instruction. ● Hand Painting. Place a cardboard inside the T-shirt to prevent the paint from bleeding to the other side. Use fabric paint and brushes or sponges to apply your design directly onto the T-shirt. Allow the paint to dry completely, then heat-set it according to the manufacturer's instructions (usually ironing the back of the design). 6. Finishing up. Allow the T-shirt to dry completely before wearing or washing. Follow any additional care instructions provided by the ink, paint, or transfer

III. TEACHING AND LEARNING PROCEDURE					NOTES TO TEACHERS																																				
	<p>paper manufacturer to ensure the design stays vibrant and lasts through washes.</p> <p>2. Worked Example To keep the students engaged and interested in the lesson, let them watch the following video tutorial about T-shirt printing. https://www.youtube.com/watch?v=HrWJ-WL7pWk</p> <p>3. Lesson Activity</p> <p style="text-align: center;">Rubric for Performance Task (T-shirt Printing)</p> <table border="1"> <thead> <tr> <th>Criteria</th><th>Excellent (5)</th><th>Good (4)</th><th>Satisfactory (3)</th><th>Needs Improvement (2)</th><th>Poor (1)</th></tr> </thead> <tbody> <tr> <td>Design Quality</td><td>Design is highly creative, original, and visually appealing.</td><td>Design is creative, original, and visually appealing.</td><td>The design is somewhat creative and original.</td><td>Design lacks creativity or originality.</td><td>The design is not visually appealing or original.</td></tr> <tr> <td>Color Application</td><td>Colors are vibrant, consistent, and well-applied.</td><td>Colors are mostly vibrant and consistent.</td><td>The colors are somewhat vibrant but may have minor inconsistencies.</td><td>Colors are dull or have noticeable inconsistencies</td><td>Colors are poorly applied and inconsistent</td></tr> <tr> <td>Print Quality</td><td>Print is sharp, clear, and free of any errors.</td><td>The print is mostly sharp and clear, with minimal errors.</td><td>The print is somewhat clear but has noticeable errors.</td><td>Print is blurry or has significant errors.</td><td>The print is very blurry and filled with errors.</td></tr> <tr> <td>Creativity</td><td>Extremely creative use of materials and techniques.</td><td>Creative use of materials and techniques.</td><td>Somewhat creative use of materials and techniques.</td><td>Minimal creativity in the use of materials and techniques.</td><td>Lacks creativity in the use of materials and techniques.</td></tr> <tr> <td>Overall Presentation</td><td>The final product is highly</td><td>The final product is</td><td>The final product is somewhat polished</td><td>The final product lacks polish and</td><td>The final product is unfinished or</td></tr> </tbody> </table>				Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)	Design Quality	Design is highly creative, original, and visually appealing.	Design is creative, original, and visually appealing.	The design is somewhat creative and original.	Design lacks creativity or originality.	The design is not visually appealing or original.	Color Application	Colors are vibrant, consistent, and well-applied.	Colors are mostly vibrant and consistent.	The colors are somewhat vibrant but may have minor inconsistencies.	Colors are dull or have noticeable inconsistencies	Colors are poorly applied and inconsistent	Print Quality	Print is sharp, clear, and free of any errors.	The print is mostly sharp and clear, with minimal errors.	The print is somewhat clear but has noticeable errors.	Print is blurry or has significant errors.	The print is very blurry and filled with errors.	Creativity	Extremely creative use of materials and techniques.	Creative use of materials and techniques.	Somewhat creative use of materials and techniques.	Minimal creativity in the use of materials and techniques.	Lacks creativity in the use of materials and techniques.	Overall Presentation	The final product is highly	The final product is	The final product is somewhat polished	The final product lacks polish and	The final product is unfinished or	
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	professional and polished.	professional and mostly polished.	but lacks some professionalism.	appears unprofessional.	very unprofession al.													
<p>SESSIONS 3 and 4</p> <p>SUB-TOPIC 2: MUSIC AND DANCE</p> <p>1. Explicitation</p> <p>A. Music and Dance Performances</p> <p>The learners will be tasked to compose and perform original songs inspired by Traditional Asian music scales and rhythms, incorporating modern lyrics and instrumentation to create a fusion of old and new sounds.</p> <p>2. Worked Example</p> <p>The teacher will monitor the progress of group work of students.</p> <p>3. Lesson Activity</p> <p style="text-align: center;">Rubric for Performance Assessment</p> <table><tr><th>Criteria</th><th>Excellent (5)</th><th>Good (4)</th><th>Satisfactory (3)</th><th>Needs Improvement (2)</th><th>Poor (1)</th></tr><tr><td>Creativity and Originality</td><td>Demonstrates exceptional creativity and originality, blending traditional Asian scales and rhythms seamlessly with modern elements.</td><td>Demonstrates strong creativity and originality, effectively blending traditional and modern elements.</td><td>Shows creativity and originality, with a basic blend of traditional and modern elements.</td><td>Lacks creativity or originality, with a weak blend of traditional and modern elements.</td><td>Little to no creativity or originality, with poor blending of elements.</td></tr></table>							Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)	Creativity and Originality	Demonstrates exceptional creativity and originality, blending traditional Asian scales and rhythms seamlessly with modern elements.	Demonstrates strong creativity and originality, effectively blending traditional and modern elements.	Shows creativity and originality, with a basic blend of traditional and modern elements.	Lacks creativity or originality, with a weak blend of traditional and modern elements.	Little to no creativity or originality, with poor blending of elements.
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III. TEACHING AND LEARNING PROCEDURE							NOTES TO TEACHERS
	Use of Traditional Asian Music Scales and Rhythms	Masterfully incorporates traditional Asian scales and rhythms, showing deep understanding and skill.	Effectively incorporates traditional Asian scales and rhythms with good understanding and skill.	Adequately incorporates traditional scales and rhythms, showing some understanding and skill.	Incorporates traditional scales and rhythms but with limited understanding or skill.	Fails to incorporate traditional scales and rhythms appropriately.	
	Modern Lyrics and Instrumentation	Lyrics are highly original and well-written; modern instrumentation is skillfully integrated.	Lyrics are original and well-written; modern instrumentation is effectively integrated.	Lyrics are somewhat original and decently written; modern instrumentation is adequately integrated.	Lyrics lack originality or are poorly written; modern instrumentation is weakly integrated.	Lyrics are not original or poorly written; modern instrumentation is poorly integrated or missing.	
	Fusion of Old and New Sounds	Seamlessly fuses traditional and modern elements, creating a harmonious and innovative sound.	Successfully fuses traditional and modern elements, creating an engaging and innovative sound.	Adequately fuses traditional and modern elements, though some parts may feel disjointed.	Attempts to fuse traditional and modern elements but with noticeable inconsistencies.	Fails to create a cohesive fusion of traditional and modern elements.	
	Performance Quality	Performance is highly polished, confident, and engaging, with excellent execution of musical and vocal elements.	Performance is polished, confident, and engaging, with good execution of musical and vocal elements.	Performance is competent and somewhat engaging, with adequate execution of musical and vocal elements.	Performance lacks polish and confidence, with weak execution of musical and vocal elements.	Performance is unpolished and unengaging, with poor execution of musical and vocal elements.	

III. TEACHING AND LEARNING PROCEDURE						NOTES TO TEACHERS
	Audience Engagement	Captivates the audience, maintaining strong engagement throughout the performance.	Engages the audience effectively, maintaining good engagement throughout the performance.	Engages the audience adequately, with some lapses in engagement.	Struggles to engage the audience, with frequent lapses in engagement.	Fails to engage the audience, with little to no audience engagement.
	SESSIONS 5 and 6					
	SUB-TOPIC 3: DIGITAL MEDIA					
	1. Explicitation					
	A. Music and Dance Performances					
The learners will be tasked to produce a digital animation short film that retells a traditional Asian folktale using modern animation techniques and storytelling, incorporating vibrant visuals and sound effects to engage viewers.						
2. Worked Example						
The teacher will monitor the progress of group work of students.						
3. Lesson Activity						
Rubric for Performance Assessment						
	Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Poor (1)
	Creativity and Originality	Demonstrates exceptional creativity and originality in retelling the folktale with innovative ideas and techniques.	Demonstrates strong creativity and originality, effectively retelling the folktale with innovative elements.	Shows some creativity and originality, adequately retelling the folktale.	Lacks creativity or originality, with a weak retelling of the folktale.	Little to no creativity or originality, poorly retelling the folktale.

III. TEACHING AND LEARNING PROCEDURE						NOTES TO TEACHERS
	Storytelling	Storyline is compelling, coherent, and well-paced, effectively capturing the essence of the traditional folktale.	Storyline is engaging and coherent, capturing the essence of the traditional folktale.	Storyline is adequate, somewhat engaging and coherent, capturing some essence of the folktale.	Storyline is weak, with gaps in coherence and engagement, poorly capturing the essence of the folktale.	Storyline is incoherent and unengaging, failing to capture the essence of the folktale.
	Animation Quality	Animation is of high quality, smooth, and detailed, demonstrating advanced technical skills.	Animation is of good quality, smooth, with sufficient detail and technical skills.	Animation is of fair quality, with some smoothness and detail, demonstrating basic technical skills.	Animation is of poor quality, lacking smoothness and detail, demonstrating limited technical skills.	Animation is of very poor quality, rough, and lacking detail, demonstrating minimal technical skills.
	Visual Design	Visuals are vibrant, highly detailed, and aesthetically pleasing, enhancing the storytelling.	Visuals are vibrant and detailed, effectively supporting the storytelling.	Visuals are adequate, with some vibrancy and detail, somewhat supporting the storytelling.	Visuals are dull or lacking detail, weakly supporting the storytelling.	Visuals are very dull and poorly detailed, failing to support the storytelling.

III. TEACHING AND LEARNING PROCEDURE							NOTES TO TEACHERS
	Sound Effects and Music	Sound effects and music are exceptionally well-integrated, enhancing the atmosphere and engagement.	Sound effects and music are well-integrated, effectively enhancing the atmosphere and engagement.	Sound effects and music are adequately integrated, somewhat enhancing the atmosphere and engagement.	Sound effects and music are poorly integrated, weakly enhancing the atmosphere and engagement.	Sound effects and music are poorly integrated or absent, failing to enhance the atmosphere and engagement	
	Technical Proficiency	Demonstrates high technical proficiency in animation software and tools, with no noticeable errors.	Demonstrates good technical proficiency in animation software and tools, with few minor errors.	Demonstrates basic technical proficiency in animation software and tools, with some errors.	Demonstrates limited technical proficiency in animation software and tools, with frequent errors.	Demonstrate s poor technical proficiency in animation software and tools, with numerous errors.	
	Cultural Accuracy and Respect	Portrays the traditional Asian folktale with exceptional cultural accuracy and respect.	Portrays the traditional Asian folktale with good cultural accuracy and respect.	Portrays the traditional Asian folktale with some cultural accuracy and respect.	Portrays the traditional Asian folktale with limited cultural accuracy or respect.	Fails to portray the traditional Asian folktale with cultural accuracy or respect.	
	Overall Engagement	The animation is highly engaging, capturing and maintaining the viewer's attention throughout.	The animation is engaging, effectively capturing and maintaining the viewer's attention.	The animation is somewhat engaging, with some ability to capture and maintain the viewer's attention.	The animation is weakly engaging, struggling to capture and maintain the viewer's attention.	The animation is unengaging, failing to capture or maintain the viewer's attention.	

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
D. Making Generalizations	<p>1. Learners' Takeaways: Activity: Evaluation of Performance Tasks</p> <p>2. Reflection on Learning Activity: Reflection Journal The students will be asked to write an entry on their reflection journal about the learning and realizations they had during the conduct of performance tasks.</p>	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	1. Summative Assessment: True or False. Write True if the statement is correct and False if the statement is incorrect. (See worksheet for the activity which students will accomplish.)			Answers: 1. False 9. True 2. True 10. True 3. True 11. False 4. True 12. True 5. False 13. True 6. True 14. True 7. False 15. True 8. True
	B. Teacher’s Remarks	Note observations on any of the following areas:	Effective Practices	Problems Encountered
	strategies explored			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.
	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> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <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> 	<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>
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