

Lesson Exemplar in Music and Arts

Quarter 3

Lesson

1

Lesson Exemplar for Music and Arts Grade 8
Quarter 3: Lesson 1 (Week 1-2)
SY 2025-2026

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MUSIC AND ARTS/THIRD QUARTER/ GRADE 8 (WEEKS 1-2)

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of significant court Music and Arts through creative works using relevant conventional concepts, techniques, processes, and practices in selected Asian communities.
B. Performance Standards	The learners produce creative works inspired by selected Asian court Music and Arts using relevant conventional and emerging concepts, techniques, processes, and practices.
C. Learning Competencies and Objectives	<p>The learners examine representative creative works using relevant conventional and emerging concepts, techniques, processes, and/or practices in selected Asian court performing and visual arts.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. identify the relevant conventional and emerging concepts, techniques, processes, and/or practices of the court performing and visual arts of Japan, China, and Korea 2. Analyze key characteristics of Japan, China, and Korea's court performances and visual arts, including their historical and cultural significance. 3. compare the conventional and emerging concepts, techniques, and processes used in the court music and visual arts of China, Japan, and Korea.
C. Content	<i>"Exploring the Artistic Expressions Across Select Asian Court Performing and Visual Arts"</i>
D. Integration	Intercultural Understanding, Interactive Communication, Collaboration, Critical Thinking, Digital Literacy, Information Literacy, Visual Literacy, Reflective Thinking


II. LEARNING RESOURCES
<ul style="list-style-type: none"> • Asian Humanities. (2015). hyang-ak. https://asianhumanities.wordpress.com/tag/hyang-ak/ • DDanDDanDDan. (2023). The Art of Korean Mask Making: Techniques, Traditions, and Cultural Significance - A Glimpse into Korea's Mask Heritage. https://worldmindhub.tistory.com/447

- Shreibak, S. N. (2019) Modern Gagaku: Six Experimental LPs Inspired By Japanese Classical Music. <https://daily.bandcamp.com/lists/gagaku-in-modern-music-guide>
- UNESCO. (n.d.). Peking Opera. <https://ich.unesco.org/en/RL/peking-opera-00418>
- 국립국악원[National Gugak Center] (2023). (ENG) International Seminar 〈Asian Court Music and Dance: Issues of Transmission 2〉 (2022.11.25.). <https://www.youtube.com/watch?v=QDBa-hkT8kE>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	Day 1 A. NAME THAT COUNTRY! (5 minutes) I. Objective In the "Name that Country" game, students must correctly identify the country of origin of a folk song played in a video recording during the game. II. Materials Needed <ul style="list-style-type: none"> ✓ Video recording of Asian Folk performing and visual arts ✓ Device to play the audio/video recordings ✓ Board chalk or projector to display the game score ✓ Pencils and paper for students to write down their answers III. Game Setup <ol style="list-style-type: none"> 1. Compile a list of 5 videos from different Asian folk performing and visual arts. 2. Divide the class into teams of 3-4 groups. B. Game Play <ol style="list-style-type: none"> 1. During each round, a video from the list will be played, and students should watch and listen attentively. Their task is to identify the country of origin for each piece. Students will be given 10 seconds to write down their answers on paper. 2. Teams will earn 10 points for correctly identifying the correct answer. The teacher will reveal the answer to the class if no one identifies the correct answer. 	<ul style="list-style-type: none"> ✓ Provide Clear Instructions and Objective ✓ Videos may be trimmed to the length the teacher desires for student processing. <p>Suggested folk songs that may be used for this activity:</p> <ol style="list-style-type: none"> 1. Sakura-JAPAN Site: (342) Sakura "Cherry Blossoms": Traditional Music of Japan, Classical Koto Music 日本の伝統音楽 - YouTube 2. Arirang- SOUTH KOREA Site: (342) [Engsub + Vietsub] Arirang (아리랑) - Animation - YouTube 3. Moli Hua-CHINA Site: (342) Moli Hua - Mandarin Chinese Kid Song Nursery Rhymes lyrics - YouTube 4. Rasa Sayang Song -MALAYSIA Site: (342) Art Syrup Episode 3 - Rasa Sayang Song - YouTube 5. Chan Mali Chan-SINGAPORE Site: (342) 《chan mali chan-馬來西亞歌謠》 教育團康帶動 - YouTube

	<p>3. Points will be awarded to teams that correctly identify the answer. This process will be repeated for each remaining item on the list.</p> <p>4. Keep track of the scores for each team on the board chalk or projector. The team with the highest score at the end of the game will be declared the winner.</p> <p>Process Questions</p> <ol style="list-style-type: none"> 1. What important skills are you practicing by participating in this "Name that Country" activity? 2. What strategies are you and your team using to identify the country of origin successfully? 3. How does identifying the country of origin for each traditional song contribute to your understanding of Asian music? 4. What relevant traditional and new concepts, techniques, processes, and/or practices have you observed in the video presented? 	<p>Suggested Site for Exploration of Music in Asia:</p> <p>Folk / traditional music of Asia (folkcloud.com)</p>  <ul style="list-style-type: none"> ✓ Have students reflect on their various skills, such as active listening, critical thinking, teamwork, time management, and research. ✓ Invite students to share their approaches within their teams, such as drawing on prior knowledge, researching quickly, or using the process of elimination. ✓ Encourage students to discuss the significance of being able to connect the musical pieces to their respective cultural and geographical contexts. ✓ Ask them to explain how this helps deepen their appreciation for the diversity and uniqueness of Asian music.
C. Establishing Lesson Purpose	<p>ACTIVITY 1: CULTURAL SCAVENGER HUNT (10 minutes)</p> <ol style="list-style-type: none"> 1. Divide the class into small groups and assign each group to an Asian country (Japan, China, Korea). 2. Challenge the groups to conduct a "cultural scavenger hunt" around the classroom or school, searching for items, images, or other representations that reflect their assigned country's art, music, or cultural traditions. 3. Give the groups a set amount of time (e.g., 5 minutes) to find as many relevant items as possible. 4. Encourage the groups to be creative in their search, looking for obvious and subtle cultural cues. 5. When time is up, have each group present their findings to the class, explaining how the items they found connect to their assigned country's artistic and cultural traditions. 	<p><i>See Worksheet No. 1</i></p> <p>The selected countries mentioned in this activity are optional.</p> <p>On the use of rubrics - <input type="checkbox"/> The teacher can modify the content and scoring criteria in this rubric. Additionally, students are encouraged to participate in making adjustments to enhance its relevance and effectiveness.</p> <p>Synthesis: Have each group share their answers to the process questions with the class.</p>

	<p>6. Award points or prizes to the group that finds the most relevant and creative items, creating a sense of friendly competition.</p> <p>Use this rubric to assess each group's performance during the Cultural Scavenger Hunt activity.</p> <p>Process Questions:</p> <ol style="list-style-type: none"> 1. How did you find the activity? 2. What were some of the difficulties you encountered? 3. What was your basis for picking these items representing your assigned country? <table border="1"> <thead> <tr> <th colspan="3">Possible Answers for Cultural Scavenger Hunt</th></tr> </thead> <tbody> <tr> <td> Japan: <ul style="list-style-type: none"> ✓ Origami paper folding materials ✓ Chopsticks and soy sauce bottles ✓ Anime or manga figurines ✓ Japanese calligraphy brushes and ink ✓ Kimono fabric or accessories ✓ Samurai sword replicas ✓ Sumo wrestler action figures ✓ Bonsai tree miniatures </td><td> China: <ul style="list-style-type: none"> ✓ Chinese lanterns or fans ✓ Mahjong tile sets ✓ Chinese opera masks ✓ Porcelain vases or teapots ✓ Chinese calligraphy scrolls ✓ Cheongsam or qipao dresses ✓ Chinese zodiac animal figurines ✓ Chinese acrobat action figures ✓ Chinese dragon decorations </td><td> Korea: <ul style="list-style-type: none"> ✓ K-pop band posters or merchandise ✓ Korean hanbok clothing accessories ✓ Korean drama OST CDs ✓ Korean language textbooks ✓ Korean cosmetics or beauty products ✓ Korean martial arts belts or gear ✓ Korean traditional musical instruments ✓ Korean drama character dolls or figurines ✓ Korean cuisine cookbooks or ingredients </td></tr> </tbody> </table>	Possible Answers for Cultural Scavenger Hunt			Japan: <ul style="list-style-type: none"> ✓ Origami paper folding materials ✓ Chopsticks and soy sauce bottles ✓ Anime or manga figurines ✓ Japanese calligraphy brushes and ink ✓ Kimono fabric or accessories ✓ Samurai sword replicas ✓ Sumo wrestler action figures ✓ Bonsai tree miniatures 	China: <ul style="list-style-type: none"> ✓ Chinese lanterns or fans ✓ Mahjong tile sets ✓ Chinese opera masks ✓ Porcelain vases or teapots ✓ Chinese calligraphy scrolls ✓ Cheongsam or qipao dresses ✓ Chinese zodiac animal figurines ✓ Chinese acrobat action figures ✓ Chinese dragon decorations 	Korea: <ul style="list-style-type: none"> ✓ K-pop band posters or merchandise ✓ Korean hanbok clothing accessories ✓ Korean drama OST CDs ✓ Korean language textbooks ✓ Korean cosmetics or beauty products ✓ Korean martial arts belts or gear ✓ Korean traditional musical instruments ✓ Korean drama character dolls or figurines ✓ Korean cuisine cookbooks or ingredients 	<p>Please provide feedback to the groups based on their scores in each category, highlighting their strengths and areas for improvement.</p>
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<p>D. Unlocking Content Vocabulary</p>	<p>DECIPHER THE COURT ARTS LINGO!</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Unscramble the letters to reveal the key term related to Asian court music. You will be given 10 seconds to identify the correct answer in each item. If no 	<p>ANSWER</p> <ol style="list-style-type: none"> 1. COURT MUSIC 						

	<p>one guesses the correct answer, the answer will be revealed.</p> <p>2. Use any references available to look up the definition of the revealed term. Be prepared to recite the meaning of the term.</p> <p>1. UOCTR SCIMU Definition: Court music refers to the traditional musical styles and genres performed in the royal courts and palaces of East Asian countries, particularly China, Japan, and Korea.</p> <p>2. INTANGIELB CUTLALRU HERITAGE Definition: includes traditions or living expressions inherited from our ancestors and passed on to our descendants, such as oral traditions, performing arts, social practices, rituals, festive events, knowledge and practices concerning nature and the universe, or the knowledge and skills to produce traditional crafts. (Reference: What is Intangible Cultural Heritage? - intangible heritage - Culture Sector - UNESCO)</p> <p>3. ELNAGET MUSIC Definition: refers to refined and sophisticated musical traditions performed in royal settings, often characterized by their grace, beauty, and ceremonial significance.</p> <p>4. RISNESH Definition: sacred places or structures dedicated to a deity, ancestor, or religious figure, often serving as sites for worship, rituals, and offerings.</p> <p>5. EMPTEL Definition: an edifice or place dedicated to the service or worship of a deity or deities. (Dictionary.com)</p> <p>6. LIBTTERO Definition: refers to the text or lyrics accompanying musical works such as operas, operettas, or other theatrical performances. The term, derived from the Italian word for "booklet," describes the written material that</p>	<p>2. INTANGIBLE CULTURAL HERITAGE</p> <p>3. ELEGANT MUSIC</p> <p>4. SHRINES</p> <p>5. TEMPLE</p> <p>6. LIBRETTO</p> <p>Suggestion to teacher To deepen your understanding of court music from select Asian countries, you may refer to this source: 2022 International Seminar on Asian Court Music and Dance (338) (ENG) International Seminar <Asian Court Music and Dance: Issues of Transmission 2 > (2022.11.25.) - YouTube</p>  <p>This site provides valuable insights and information on the given topic.</p>
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	guides the performance, including the spoken dialogue and the sung lyrics.	
E. Developing and Deepening Understanding	<p>Day 2</p> <p>1. EXPLICATION</p> <p>China, Japan, and Korea have cultivated rich yet distinct court music traditions, each reflecting their unique cultural heritage. Historical artifacts, such as musical archaeology and ancient paintings, reveal a vibrant exchange of musical influences among these three nations throughout the ages.</p> <p>But how can we enjoy “elegant music” in today’s society? By paying close attention to this art form, you might be surprised by the intricate details, from the stunning costumes to the harmonious blend of sounds that create a captivating experience.</p> <p>Often referred to as “elegant music” or “proper music,” this genre is characterized by its serene and calming qualities, devoid of emotional turbulence. Recognizing its significance, various countries have established national music institutes dedicated to training musicians who perform this music for rituals and grand banquets.</p> <p>Join us as we explore the fascinating practices of renowned Asian court music performances and their accompanying visual arts and discover how these timeless traditions continue to resonate in contemporary culture.</p> <p>2. WORKED EXAMPLE</p> <p>ACTIVITY 2: Exploring Asian Court Music: A Cultural Journey</p> <p>Objective:</p> <ol style="list-style-type: none"> 1. Explore the unique characteristics of court music from China, Japan, and South Korea 2. Identify the cultural significance, instruments, visuals, and performances associated with China, Japan, and South Korea’s traditions. 	<p>Start with a captivating overview of Asian court music, emphasizing its vital role in cultural and ceremonial contexts.</p> <p><i>See Worksheet No. 2</i></p> <ul style="list-style-type: none"> ✓ The time allotted for the tasks in this lesson can be adjusted based on the teacher's discretion and tailored to the needs of the learners and the learning environment. ✓ Here are some suggested Resources to be used for this activity:

	<p>Direction:</p> <p>A. Group Research (15 minutes):</p> <ol style="list-style-type: none"> 1. Divide the class into three groups, assigning each group one of these countries: China, Japan, or Korea. 2. Provide each group with resources (books, articles, and online materials) to explore the following aspects: <ol style="list-style-type: none"> a. Key characteristics of their assigned court music (e.g., styles, instruments, historical significance) b. Notable performances or rituals where this music is used c. Traditional instruments and their roles in the music 3. Each group will prepare a short class presentation (5 minutes) summarizing their findings. <p>This rubric will be used to assess the process of presentation:</p> <p>PROCESS QUESTION: After exploring the distinct characteristics and historical contexts of court music in China, Japan, and Korea, how do you think the cultural exchanges between these countries influenced the development of their respective musical traditions?</p> <p>Day 3</p> <p>3. LESSON ACTIVITY</p> <p>ACTIVITY 3: EXPRESS IT! A Creative Showcase! (20 minutes):</p> <ol style="list-style-type: none"> 1. Have students present a creative presentation of what they learned in their research. This could be a poster, a drawing of traditional instruments, a mask, an improvisation of the sounds of instruments, a mimicry, or a costume design inspired by court music assigned to their group. 2. Each group is responsible for bringing the necessary materials to create their projects. 	<p>A. Court Music of China > Peking Opera 1. https://www.youtube.com/watch?v=L2c9urbaZNk 2. (3) What Is Peking Opera? - YouTube</p> <p>B. Court Music of Japan > GAGAKU 4 Music In The Post-Classical World Gagaku: Imperial Court Music of Japan (fraryguitar.com)</p> <p>C. Court Music of Korea > (article with videos) Korean music - Court, Instrumental, Music Britannica > Hyang-ak – asian humanities (wordpress.com)</p> <p>✓ This rubric provides a clear framework for assessing the group project, ensuring that students are evaluated on multiple aspects of their work while encouraging collaboration and creativity.</p> <p>✓ The teacher can modify the content and scoring criteria in this rubric. Additionally, students are encouraged to participate in making adjustments to enhance its relevance and effectiveness.</p> <p>✓ <i>Creative Presentation</i> This presentation encourages differentiated instruction, allowing students to express their understanding creatively. They can showcase their unique perspectives through visual arts, multimedia, performances, or other innovative formats. This approach enhances</p>
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3. Encourage students to include facts and illustrations that reflect the cultural significance of their creative outputs about their assigned court music and performing arts.

Class Sharing (15 minutes):

Each group presents their output to the class, discussing what they learned about their assigned country's court music. Encourage questions and discussions among students.

This will be the Rubric for the output:

CRITERIA	EXCELLENT (4)	VERY GOOD (3)	SATISFACTORY (2)	NEEDS IMPROVEMENT (1)
Creative Expression	Highly original and culturally significant output.	Creative and relevant output	Basic creativity; limited significance.	Lacks creativity and relevance.
Factual Content.	Accurate and detailed facts are included.	Accurate facts are present.	Some accurate facts included	Lacks accurate facts.
Visual Element	Highly effective visuals.	Effective visuals.	Some connection to the topic.	Little to no connection.
Presentation Skills	Engaging and clear; equal participation.	Clear; most participate.	Uneven participation; somewhat clear.	Unclear; little participation.
Class Discussion	Actively engages with insightful contributions.	Participate with relevant comments.	Limited participation.	Little to no participation

Total Score: /20

Scoring Interpretation:

16-20: Excellent

11-15: Good

6-10: Satisfactory

1-5: Needs Improvement

Process Questions:

engagement and fosters deeper comprehension by catering to various learning styles.

- ✓ This rubric provides a clear framework for assessing the group project, ensuring that students are evaluated on multiple aspects of their work while encouraging collaboration and creativity.
- ✓ The teacher can modify the content and scoring criteria in this rubric. Additionally, students are encouraged to participate in making adjustments to enhance its relevance and effectiveness.

Synthesis: After completing the creative showcase, have each group share their answers to the process questions with the class. This will allow students to reflect on their learning experiences, discuss their creative choices, and gain insights from their classmates' perspectives.

- ✓ To enrich the experience, consider utilizing a

1. How did your research on the assigned court music influence your creative expression in the creative work? What specific elements did you choose to highlight?

2. What was the most important lesson you learned about the court music of your assigned country through this activity? How has this knowledge changed your perspective on cultural expression?

Day 4

1. EXPLICITATION

A. COURT MUSIC OF CHINA

❖ **Peking Opera** - Peking opera is a dynamic performance art that combines singing, reciting, acting, and martial arts, primarily practiced in Beijing, Tianjin, and Shanghai. Performances are conducted mainly in the Beijing dialect, with librettos following strict rules of form and rhyme.

Music is essential in Peking opera, setting the pace, creating atmosphere, and guiding the narrative. The performances feature a symbolic style, with actors adhering to established choreography for their movements. Stage settings and props are minimal, allowing the focus to remain on the performers.

Costumes are flamboyant, and the exaggerated facial makeup uses colors and patterns to symbolize characters' personalities and social identities. Each element of Peking opera, from music to makeup, contributes to its rich cultural significance and enduring appeal.



[Peking Opera.jpg \(3162×2108\) \(wittenberg.edu\)](#)



[4f91142a3f7b42479b6c34cc7bb2a92d-1280.jpeg \(1280×720\) \(cgtn.com\)](#)

B. COURT MUSIC OF JAPAN

❖ **Gagaku**- Gagaku is Japan's oldest traditional performing art, featuring long, slow songs and dance-like movements. It is performed at banquets and

multimedia presentation that showcases vivid images and plays short audio clips of court music from each country.

✓ This approach will engage students visually and aurally and deepen their appreciation for the intricate traditions of court music in China, Japan, and South Korea.

ceremonies in the Imperial Palace and across the country, encompassing three distinct forms:

Kuniburi no Utamai: Ancient Japanese songs with harp and flute accompaniment and simple choreography.

Instrumental Music and Dance: Primarily wind instruments, with ceremonial dances adapted from continental Asia.

Utamono: Dances set to vocal music, including Japanese folk songs and Chinese poems.

Over its long history, Gagaku has evolved under various political and cultural influences. It is passed down to apprentices by masters in the Imperial Household Agency, many of whom come from families with deep ties to the art. Gagaku plays a crucial role in affirming Japanese identity and reflects the fusion of diverse cultural traditions into a unique heritage.

Gagaku | Imperial Court Music of Japan | NPR Public Radio International



[4 | Music In The Post-Classical World | Gagaku: Imperial Court Music of Japan \(fraryguitar.com\)](#)

C. COURT MUSIC OF KOREA

❖ **Hyangak** - is a traditional form of Korean court music that originated during the Three Kingdoms period. It represents a distinctively Korean musical style, contrasting with the imported dangak with Chinese roots.

Hyangak developed significantly during the Unified Silla and Goryeo Dynasties, often performed at royal banquets and ceremonies. It is known for its melodic richness and is typically performed with traditional instruments like the geomungo, gayageum, daegeum, and haegeum.

During the **Joseon Dynasty**, hyangak evolved, blending with dangak and reflecting broader cultural changes. It remains a vital part of Korea's musical heritage, symbolizing the country's indigenous identity and historical interactions with neighboring cultures.

See Activity Sheet No. 3

✓ The **time allotted** for the tasks in this lesson **can be adjusted** based on the teacher's discretion and tailored to the needs of the learners and the learning environment.



[Hyang-ak – asian humanities \(wordpress.com\)](http://hyang-ak-asian-humanities.wordpress.com)

2. WORKED EXAMPLE

Activity 4: East Asian Arts Showcase: Tradition Meets Innovation

I. Objectives:

1. Compare and contrast conventional and emerging concepts, techniques, and processes in China, Japan, and Korea court music, performing arts, and visual arts.
2. Foster teamwork, creativity, and critical thinking through research and artistic expression.

II. Directions:

Exploration Stations (15 minutes)

1. Set up three stations in the classroom, each dedicated to one of the countries (China, Japan, Korea).

At each station, provide:

- ✓ Audio/video recordings of traditional and contemporary music.
- ✓ Clips of traditional and modern performances.
- ✓ Visual art examples (both traditional and contemporary).

2. Divide students into small groups and have them rotate through the stations, taking notes on the differences and similarities they observe in music, performance, and visual arts.

3. After exploring the stations, fill in the information needed in his table. You may use any available resource for research. The first column for each art form has already been answered for your guidance. *(See Worksheet)*

Possible answers:

Art Form	Country	Conventional Concepts	Emerging Concepts	Techniques	Emerging Techni
Court Music	China	Traditional instruments (e.g., guqin, pipa)	Fusion genres, modern collaborations	Pentatonic scales, slow tempos	Use of electronic instruments, mixi genres
	Japan	Gagaku, traditional instruments (e.g., sho, koto)	Contemporary interpretations, cross-cultural fusions	Structured forms (Jo-Ha-Kyu)	Incorporation of elements, multimed
	Korea	Hyangak, traditional instruments (e.g., geomungo)	Modern adaptations, global influences	Ornamenta tion, improvisati on	Blending with Western music s
Performi ng Arts	China	Peking Opera, traditional costumes	New narratives, modern themes	Stylized movement s, elaborate costumes	Use of technolog staging, contemporary choreography
	Japan	Noh, Kabuki, traditional storytelling	Modern themes, social issues	Masks, traditional dance forms	Integration of mo dance, multimed storytelling
	Korea	Talchum (mask dance), traditional storytelling	Contemporary dance theater	Folk dance techniques, storytelling through movement	Fusion with mode dance styles, innovative stagin

	<table><tr><td>Visual Arts</td><td>China</td><td>Ink wash painting, calligraphy</td><td>Contemporary art movements, global influences</td><td>Traditional brush techniques, natural themes</td><td>Use of mixed media, digital art</td></tr><tr><td></td><td>Japan</td><td>Ukiyo-e (woodblock prints), traditional painting</td><td>Modern art movements, pop culture influences</td><td>Block printing, detailed line work</td><td>Digital technique, graffiti art</td></tr><tr><td></td><td>Korea</td><td>Traditional ceramics, folk painting</td><td>Contemporary art installations</td><td>Pottery techniques, traditional painting styles</td><td>Use of new materials, conceptual art</td></tr></table>	Visual Arts	China	Ink wash painting, calligraphy	Contemporary art movements, global influences	Traditional brush techniques, natural themes	Use of mixed media, digital art		Japan	Ukiyo-e (woodblock prints), traditional painting	Modern art movements, pop culture influences	Block printing, detailed line work	Digital technique, graffiti art		Korea	Traditional ceramics, folk painting	Contemporary art installations	Pottery techniques, traditional painting styles	Use of new materials, conceptual art	
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	<p>3. LESSON ACTIVITY</p> <p>PROCESS QUESTION</p> <p>Why is preserving and appreciating the cultural heritage of court arts important?</p>																			
<p>F. Making Generalizations</p>	<p>Exit Ticket: Reflecting on the Evolution of East Asian Court Arts</p> <p>Direction: Answer the following questions in your Reflection Journal.</p> <p>1. Choose one art form (music, performing arts, or visual arts) and one country (China, Japan, or Korea). Describe how this art form has evolved from its traditional roots to contemporary expressions.</p> <p>Art Form: _____</p> <p>Country: _____</p> <p>2. What key similarities and differences did you observe in the court arts across the three countries?</p> <p>Similarities: _____</p> <p>Differences: _____</p>																			

	<p>3. How have historical events and cultural exchanges influenced the development and evolution of court arts in East Asia?</p> <p>4. Why is it important to preserve and appreciate the cultural heritage represented by court arts while also embracing contemporary interpretations and innovations?</p> <p>5. What is one new insight or appreciation you gained about East Asian court arts through this activity?</p>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	Formative Assessment Direction: Identify if the following statements are true or false. <ol style="list-style-type: none"> 1. Peking Opera in China features elaborate costumes and masks. 2. Gagaku in Japan is performed in a three-part structure of Jo-Ha-Kyu. 3. Hyangak in Korea is known for its fast tempos and energetic rhythms. 4. The Chinese guzheng, Japanese koto, and Korean gayageum are similar string instruments used in court music. 5. Gagaku, Peking Opera, and Hyangak all incorporate Buddhist influences in their music and performance. 			ANSWERS KEY <ol style="list-style-type: none"> 1. TRUE 2. TRUE 3. False. Hyangak is known for its slow tempos and graceful melodies. 4. TRUE 5. TRUE. The court music traditions of East Asia have been influenced by the spread of Buddhism across the region.
	B. Teacher's Remarks	Homework Research the new trends and innovations of the different court performances from one Asian Country, except Korea, China, and Japan.		
		<i>Note observations on any of the following areas:</i>	Effective Practices	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.
		strategies explored		
		materials used		

				Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
	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> 			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.