

8

Lesson Exemplar for Music and Arts

Quarter 3

Lesson

2

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

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Music and Arts/Third Quarter/Grade 8 (WEEKS 3-4)

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><i>Learning Competency</i> The learners apply the salient features of relevant conventional and emerging concepts, techniques, processes, and/or practices of selected Asian court performing and visual arts in their creative works;</p> <p><i>Lesson Objective 2. a:</i> identify the salient features of relevant, conventional, and emerging concepts, techniques, and processes of China, Japan, and Korea's court performing and visual arts</p> <p><i>Lesson Objective 2. b:</i> discuss how the techniques and processes used in traditional and contemporary court arts reflect cultural values and historical contexts.</p> <p><i>Lesson Objective 2. c</i> apply understanding of the salient features of Japan and China's court performing and visual arts by doing creative work incorporating elements from conventional and emerging practices.</p>
C. Content	<i>East Asian Inspirations: Merging Conventional and Contemporary Arts in Creative Expression</i>
D. Integration	<p>(Culture, Identity and Nationhood) Araling Panlipunan- Grade 8 Intercultural Understanding, Interactive Communication (Sustainable Development Goals) Multicultural understanding Critical Thinking and problem-solving Skills Creativity</p>

II. LEARNING RESOURCES

Artelino. (n.d.). *Kabuki makeup*. Retrieved from <https://www.artelino.com/articles/kabuki-makeup.asp>

China Culture. (2012, November 30). The classics. Retrieved from https://en.chinaculture.org/classics/2012-11/30/content_447024_3.htm

Encyclopaedia Britannica. (n.d.). East Asian arts. Retrieved from <https://www.britannica.com/art/East-Asian-arts>

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ResearchGate. (n.d.). *Principal puppets in Wayang Kulit Kelantan and Wayang Kulit Purwa*. Retrieved April 4, 2025, from https://www.researchgate.net/figure/Principal-Puppets-in-Wayang-Kulit-Kelantan-and-Wayang-Kulit-Purwa-Images-Courtesy-of-fig1_269396337

Ritsumeikan University. (n.d.). *Kabuki 2015*. Retrieved from https://www.arc.ritsumei.ac.jp/lib/vm/kabuki2015_e/2015/12/f01.html

III. TEACHING AND LEARNING PROCEDURE

NOTES TO TEACHERS

A. Activating Prior Knowledge

DAY 1

Activity 1: East Asian Court Arts Jeopardy (5 minutes)

I. Objectives:

1. Review key concepts, techniques, and court music and visual arts features from China, Japan, and Korea.
2. Encourage teamwork and critical thinking through a fun and interactive format.

II. Materials Needed:

Jeopardy game board (can be created using PowerPoint, Google Slides, or a physical board).
Categories and questions related to court music, performing arts, and visual arts for each country.
Whiteboards or paper for teams to write their answers.

III. Setup:

1. Create Categories: Divide the content into categories such as:
 - a. Court Music of China
 2. Japanese Performing Arts

Suggested sites to create a Jeopardy Game:

[Start building a jeopardy template \(jeopardylabs.com\)](https://jeopardylabs.com)

[The Classroom Jeopardy Game Maker | Factile \(playfactile.com\)](https://playfactile.com)

Suggested Questions for the Court Arts Jeopardy game

Set 1: Court Music

1. What is the traditional court music of Japan that features a three-part structure known as Jo-Ha-Kyu?

Answer: Gagaku

2. In Korean court music, what is the name of the local style characterized by rich ornamentation and large ensembles?

Answer: Hyangak

	<p>3. Korean Visual Arts 4. Instruments and Techniques 5. Cultural Influences</p> <p>3. Develop Questions: Create questions of varying difficulty for each category. For example: Easy: "What is the name of the traditional court music of Japan?" (Answer: Gagaku) Medium: "Which instrument is commonly used in Korean court music?" (Answer: Geomungo) Hard: "Describe the structure of Gagaku music." (Answer: Jo-Ha-Kyu)</p> <p>4. Organize Teams: Divide the class into three (3) groups.</p> <p>IV. Activity Steps:</p> <ol style="list-style-type: none"> 1. Teams will take turns selecting a category and a point value. 2. The teacher will read the question, and teams will have a set time (e.g., 30 seconds) to discuss and write down their answer. 3. If they answer correctly, they earn the points; if not, other teams can "steal" for half the points. 4. Continue until all questions are answered or a set time limit is reached. 5. Keep track of scores on a board. The team with the highest score wins the game. <p>Process Question How do the features of court music in China, Japan, and Korea connect to the culture and history of each country?</p>	<p>3. Which Chinese instrument is commonly used in court music and resembles a zither? Answer: Guzheng</p> <p>4. What scale is predominantly used in traditional Chinese court music? Answer: Pentatonic scale</p> <p>5. What is the primary purpose of court music in East Asian cultures? Answer: To accompany rituals and ceremonies.</p> <p>Set 2: Performing Arts</p> <p>6. Which Chinese opera is famous for its vocal techniques and elaborate costumes? Answer: Peking Opera</p> <p>7. What type of performance combines music, dance, and drama in Korean culture, often telling historical stories? Answer: Pansori</p> <p>Set 3: Visual Arts</p> <p>8. What traditional Japanese art form involves creating images using carved wooden blocks? Answer: Ukiyo-e</p> <p>9. Which visual art technique is characterized by brush and ink in East Asian cultures? Answer: calligraphy</p> <p>10. What common theme is often depicted in the traditional visual arts of China, Japan, and Korea? Answer: nature and landscapes</p>
B. Establishing Lesson Purpose	<p>Activity 2: Timeline Journey: Tracing East Asian Court Arts</p> <p>I. Objective:</p> <ol style="list-style-type: none"> 1. Students will collaboratively create a visual timeline that highlights the key developments in court music, performing arts, and visual arts in China, Japan, and Korea, identifying significant events, figures, and cultural exchanges. <p>II. Materials Needed:</p>	<p><i>See Worksheet 1</i></p> <p><i>You may visit this site to explore the visual and performing arts of East Asian music:</i></p>

	<p>Long rolls of paper or poster boards for the timeline Markers, colored pencils, and art supplies Research materials (books, articles, online resources) about the history of court arts in China, Japan, and Korea Sticky notes or index cards Access to digital tools (optional) for creating a digital timeline (e.g., Canva, Prezi, or Google Slides)</p> <p>III. Activity Steps:</p> <p>1. Group Formation and Research (10 minutes):</p> <ul style="list-style-type: none"> ✓ Divide students into small groups, assigning each group one of the three countries: China, Japan, or Korea. ✓ Provide each group with research materials to investigate their assigned country's court arts timeline. They should focus on: <ul style="list-style-type: none"> ◆ Key historical events (e.g., the introduction of Buddhism, the Silk Road) ◆ Important figures (e.g., composers, artists, performers) ◆ Significant developments in music, dance, and visual arts ✓ Encourage students to take notes and identify at least 5-7 key events or milestones. <p>2. Creating the Timeline (10 minutes):</p> <ul style="list-style-type: none"> ✓ After research, each group will create a timeline section on a paper or poster board roll. They should: <ul style="list-style-type: none"> ➤ Clearly label each event with dates and descriptions. ➤ Include visuals (drawings, printed images) representing each event or figure. ➤ Use color coding or symbols to differentiate between music, performing arts, and visual arts. ✓ If using digital tools, groups can create their timelines online, including multimedia elements like images, videos, and links to performances. <p>3. See the rubric in the worksheet provided.</p> <p>4. Gallery Walk (5 minutes):</p>	<p><u>East Asian arts - Painting, Sculpture, Calligraphy Britannica</u></p> <p>The selected countries mentioned in this activity are optional.</p> <p>Possible answer:</p> <p>Timeline of Activities in Music, Performing, and Visual Arts of China, Korea, and Japan</p> <p>Ancient Periods</p> <ul style="list-style-type: none"> ➤ China 1000 BCE: Early records describe shamans performing dances and music to invoke heavenly spirits, marking the beginning of documented performing arts in China. 4th Century BCE: The use of makeup and costumes in performances was established, indicating an early form of theatrical representation. ➤ Korea 1st Century CE: Evidence of masked dances with religious functions, reflecting the spiritual significance of performance arts in Korean culture. ➤ Japan 7th Century: The introduction of Buddhism influenced the performing arts, leading to the development of religious dances and theatrical performances that incorporated music and storytelling. <p>Medieval to Early Modern Periods</p> <ul style="list-style-type: none"> ➤ China Tang Dynasty (618–907): Flourishing of the arts, including poetry, set to music and the development of traditional Chinese opera, which combined music, dance, and drama. ➤ Korea Goryeo Dynasty (918–1392): The establishment of unique Korean painting styles and the development of traditional
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	<p>✓ Once all groups have completed their sections, have students display their timelines around the classroom.</p> <p>✓ Conduct a Gallery Walk where students can walk around, observe each timeline, and take notes on interesting facts or connections they notice between the different countries.</p> <p>PROCESS QUESTIONS</p> <ol style="list-style-type: none"> 1. What similarities and differences did you notice in the development of court arts across the three countries? 2. How did cultural exchanges influence the evolution of these art forms? 3. Which event or figure stood out most, and why? <p>❖ Lesson Purpose</p> <p>This lesson helps students understand and appreciate the rich cultural heritage of Asian court performing and visual arts. By studying the salient features, techniques, and practices of these art forms, students will be able to apply their knowledge to create their innovative works.</p>	<p>music forms, such as gugak, which included court music and folk songs.</p> <p>➤ Japan 14th Century: The emergence of Noh theatre, a highly stylized form of drama that integrates music, dance, and poetry, developed by Zeami, a significant figure in Japanese performing arts.</p> <p>Modern Periods</p> <p>➤ China 20th Century: The Chinese Cultural Revolution (1966-1976) led to significant changes in the arts, focusing on revolutionary themes in music and performance, reflecting the political climate of the time.</p> <p>➤ Korea Late 20th Century: The global spread of K-pop and traditional Korean music gained international recognition, showcasing a blend of modern and traditional elements.</p> <p>➤ Japan Post-World War II: A revival of traditional arts alongside the rise of contemporary movements, including the popularity of anime and J-pop, which have become significant cultural exports</p>
C. Unlocking Content Vocabulary	<p><u>Vocabulary Unveiled: Key Terms in Court Arts Exploration</u></p> <p>Direction: <i>Read the vocabulary words below to enhance your learning experience as we explore the salient features of China, Japan, and Korea's court music, performing, and visual arts. Try to use any of these words in a sentence.</i></p> <ol style="list-style-type: none"> 1. Aesthetic - noun a set of principles underlying and guiding the work of a particular artist or artistic movement. (Oxford Language) 2. Technique - noun The methods and skills used in creating art, whether visual or performance-based. 3. Medium - noun The materials or methods used to create art, such as paint, clay, or digital media. 4. Composition - noun The arrangement of elements within a work of art, including balance, harmony, and unity. 5. Symbolism - noun 	<p>Ask students to reflect on how understanding the timeline of court arts enhances their appreciation of these cultural traditions.</p> <p>The teacher has the flexibility to modify the content and scoring criteria in the rubric. Additionally, students are encouraged to participate in making adjustments to enhance its relevance and effectiveness</p>

	<p>The use of symbols to represent ideas or concepts in visual or performing arts.</p> <p>6. Improvisation - noun</p> <p>The spontaneous creation of music or performance is often seen in traditional court music and dance.</p>	
D. Developing and Deepening Understanding	<p>DAY 2</p> <p>1. Explicitation:</p> <p>This lesson invites students to explore the rich traditions that have flourished in East Asia, particularly in China, Japan, and Korea. This exploration offers a unique opportunity to understand how historical, cultural, and social contexts have shaped these art forms, characterized by their sophistication, symbolism, and deep-rooted traditions.</p> <p>In this lesson, students will delve into the distinctive techniques, materials, and themes that define the court arts of each country, from the intricate brushwork of Chinese painting to the dynamic performances of Japanese Kabuki and the elegant ceramics of Korean artisans. By analyzing these salient features, learners will appreciate the aesthetic beauty of these art forms and recognize their significance in reflecting the values and beliefs of the societies from which they originate. This lesson aims to foster a deeper understanding of cultural heritage, encouraging students to connect with and express their interpretations of these traditional arts in their creative works.</p> <p><u>Salient Features of Court Performing and Visual Arts in China, Japan, and Korea</u></p> <p>The court performing and visual arts of China, Japan, and Korea exhibit distinct yet interrelated characteristics shaped by their historical, cultural, and philosophical contexts.</p> <p>➤ China</p> <p>Performance Techniques: Chinese court performing arts, such as Peking Opera, combine music, dance, and acrobatics, featuring elaborate costumes and stylized movements. Masks and face painting are crucial, as they represent different characters and emotions.</p> <p>Visual Arts: Traditional Chinese painting emphasizes landscapes and nature, using techniques like ink wash and calligraphy. The art often reflects philosophical ideals, particularly Confucianism, which values harmony and balance.</p>	<p>To enrich the experience, consider utilizing a multimedia presentation that showcases the salient features of the court music and visual and performing arts of China, Japan, and Korea.</p> <p>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.</p> <p>You may use the Disciplined-Based Art Education (DBAE) Approach to teach the content.</p>

	<p>Emerging Concepts: Contemporary Chinese art incorporates modern themes and techniques, blending traditional elements with global influences, showcasing a dynamic evolution of cultural expression.</p> <p>➤ Japan</p> <p>Performance Techniques: Japanese court performing arts include Noh and Kabuki, which integrate music, dance, and drama. Noh is characterized by its slow, stylized movements and use of masks, while Kabuki is known for its vibrant costumes and energetic performances.</p> <p>Visual Arts: Japanese visual arts, such as ukiyo-e (woodblock prints), often depict scenes from everyday life and nature, emphasizing beauty and fleeting moments. The aesthetics are influenced by Zen Buddhism, focusing on simplicity and elegance.</p> <p>Emerging Concepts: Modern Japanese art often fuses traditional techniques with contemporary themes, which is evident in practices like manga and anime, which have gained global popularity.</p> <p>➤ Korea</p> <p>Performance Techniques: Korean court performing arts, like gugak, involve traditional music and dance, often performed during royal ceremonies. Traditional instruments, such as the gayageum, are prevalent, with performances reflecting historical narratives and cultural values.</p> <p>Visual Arts: Korean visual arts are known for their ceramics, particularly celadon pottery, and painting styles that emphasize nature. Traditional artworks often incorporate motifs of harmony and balance, influenced by Confucian and Buddhist philosophies.</p> <p>Emerging Concepts: Contemporary Korean art is marked by a resurgence of traditional themes alongside modern techniques, particularly in the global phenomenon of K-pop and its associated visual aesthetics. These salient features highlight East Asia's rich tapestry of cultural expression, where traditional practices continue evolving and adapting, reflecting historical legacies and contemporary influences.</p> <p>Process Question:</p>	
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	<p>1. How do the traditional art techniques from China, Japan, and Korea still show up in today's music, dance, and art? What do these connections tell us about how culture and history have changed?</p> <p>2. Worked Example Watch, Listen and Learn: (15 minutes) Cultural Connections: Exploring Court Music, Performing, and Visual Arts in East Asia? (reference: East Asian arts History, Styles, Elements, Movements, & Facts Britannica)</p> <p>China's, Japan's, and Korea's court music, performing, and visual arts differ significantly in media and techniques, reflecting each culture's unique historical and cultural contexts.</p> <p>➤ China Media: Chinese court music primarily utilizes traditional instruments such as the guqin (a seven-string zither), erhu (a two-stringed fiddle), and pipa (a pear-shaped lute). In visual arts, traditional media include silk, rice paper, and ceramics, mainly porcelain. Techniques: In music, techniques such as "silk and bamboo" ensembles highlight the blending of string and wind instruments. Chinese painting techniques often involve ink washing and calligraphy, emphasizing brushwork and negative space. The intricate designs on ceramics showcase glazing techniques that have been refined over centuries.</p> <p>➤ Japan Media: Japanese court music, known as gagaku, features unique instruments like the sho (a mouth organ), hichiriki (a double-reed instrument), and various percussion instruments. Visual arts include woodblock prints (ukiyo-e), textiles, and ceramics, strongly emphasizing aesthetics and minimalism. Techniques: In gagaku, the music is characterized by slow, stately rhythms and specific scales that differ from Western music. Noh theater employs stylized movements and vocal techniques, while visual arts often use layering and color gradation in prints. The use of gold leaf in decorative arts is also notable.</p> <p>➤ Korea</p>	<p>To enrich the experience, consider utilizing a multimedia presentation that showcases the salient features of the court music and visual and performing arts of China, Japan, and Korea.</p> <p>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.</p> <p>You may use the Disciplined-Based Art Education (DBAE) Approach to teach the content.</p>
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	<p>Media: Korean court music features instruments such as the gayageum (a zither), geomungo (a six-stringed instrument), and various flutes. In visual arts, notable media include celadon pottery, traditional painting on silk, and hanbok (traditional clothing) design.</p> <p>Techniques: Korean music emphasizes improvisation and ornamentation, particularly in vocal performances. The strategies in celadon pottery involve unique glazing methods that create a jade-like finish. Traditional painting often incorporates a blend of ink and color, focusing on natural themes and harmony with nature.</p> <p>Summary In summary, while all three cultures share a foundation in traditional art forms, their court music, performing, and visual arts differ in media and techniques. Chinese arts emphasize intricate craftsmanship and philosophical depth, Japanese arts focus on aesthetic refinement and minimalism, and Korean arts highlight harmony with nature and improvisational elements. These differences reflect the distinct cultural values and historical contexts of each society.</p> <p>3. Lesson Activity Activity 3: Comparing Techniques in Traditional and Contemporary Court Arts (15 minutes)</p> <p>I. Objectives</p> <ol style="list-style-type: none"> 1. Students will analyze the techniques and processes used in selected traditional and contemporary court arts examples. 2. Students will discuss how the techniques reflect their respective periods' cultural values and historical contexts. 3. Students will make connections between traditional techniques and their influence on contemporary court arts. <p>II. Materials</p> <ul style="list-style-type: none"> • Examples of traditional court arts (e.g., Chinese imperial paintings, Japanese Noh theater costumes, Korean celadon ceramics) • Examples of contemporary court arts that incorporate traditional techniques (e.g., modern ink paintings, avant-garde Noh-inspired fashion, contemporary ceramic sculptures) 	<p>✓ <i>This question aims to foster critical thinking and discussion among students, encouraging them to make connections between historical and contemporary practices</i></p> <p><i>See worksheet No. 2</i></p> <p>✓ <i>The teacher can select materials according to the</i></p>
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- Art analysis worksheets

III. Activity

A. **Group Analysis:** Divide students into small groups and assign each group a traditional court art and a contemporary piece that references it.

B. **Technique Analysis:** Have students analyze the techniques and processes used in their assigned artworks, considering specific techniques, skill levels, and symbolism.

C. **Cultural Significance:** Discuss how the techniques reflect their assigned artworks' cultural values and historical context.

D. **Group Presentation:** Each group presents their findings, comparing the traditional and contemporary pieces.

E. **Class Discussion:** Facilitate a discussion on the enduring legacy of traditional court arts and their impact on contemporary artistic practices.

Process Question:

How do the art techniques from traditional court arts in China, Japan, and Korea show up in today's music, dance, and visual arts? What do these connections tell us about how culture and society have changed?

DAY 3

Activity 4

Theatrical Transformations: Applying Makeup to the Tune of Court Arts

A. Introduction to Court Makeup (20 minutes)

The teacher begins with a brief presentation on the role of makeup in court performing arts in China, Japan, and Korea. They discuss how makeup enhances performance, reflects cultural values, and signifies status. Reference images of traditional court makeup styles from each culture are shown.

You may check the following sites for reference:

Asian Country	Site for reference
Japan	https://www2.ntj.jac.go.jp/dglib/contents/learn/edc25/en/kumadori-makeup/types.html
China	https://en.chinaculture.org/classics/2012-11/30/content_447024_2.htm

specific examples they wish to demonstrate.

Introduction to Court Makeup:

Begin with a brief presentation on the role of makeup in court performing arts in China, Japan, and Korea. Discuss how makeup enhances



Source: <https://www2.ntj.jac.go.jp/dglib/contents/learn/edc25/en/kumadori-makeup/types.html>

1. Explicitation

I. Kabuki Theatre Overview

Kabuki is a traditional Japanese theatre form where male actors perform exclusively, a practice that persists. Male actors who portray female roles are known as onnagata. They speak in a monotone voice, accompanied by traditional instruments. Key features of Kabuki include its unique music, costumes, stage devices, and distinctive key makeup, which is easily recognizable even to those unfamiliar with the art.

➤ Kumadori Makeup

Kumadori refers to the intricate makeup of Kabuki actors, with specific patterns and colors symbolizing character types—heroes, villains, ghosts, etc. Each color has a distinct meaning:

performance, reflects cultural values, and signifies status. Show reference images of traditional court makeup styles from each culture.

Two countries were emphasized in court make-up because no specific makeup style is mentioned for **Korean court music** performers. Korean court music and performing arts focus more on the musical instruments, genres, and history of Korean court music rather than the visual aspects like makeup.

- **Red:** Strength and passion
- **Indigo blue and black:** Fear, often for villains
- **Green:** Ghosts or supernatural beings
- **Purple:** Nobility

II. Peking Opera Overview

In traditional Peking Opera, each character has a unique facial design. These designs reflect the character's personality and use various colors to enrich the stage's palette and enhance dramatic conflict. The main types of facial makeup are **jing** (painted face) and **chou** (clown).

Color meanings include:

- Red: Loyalty
- Black: Rough and forthright
- Blue: Bravery and pride
- White: Cunning

The Jing and Chou Make-up

Source:

https://en.chinaculture.org/classics/201211/30/content_447024_2.htm



2. Worked Example

Process Questions:

1. Why is makeup important in most Asian court performances?
2. Can makeup enhance the role of the character in a performance? How?
3. What are some important things to consider in planning the makeup for the performer?

A. Listening Session (10 minutes)

The teacher plays a selection of court music from China and Japan. They are tasked to explain the significance of each piece and its connection to the performing arts. Students are encouraged to listen carefully to the music and think about how it makes them feel and relates to the visual aspects of court performances.

3. Lesson Activity

B. Makeup Application (20 minutes)


1. Students are given makeup kits and mirrors. They choose a specific traditional court makeup style they would like to replicate or adapt, mixing elements from

✓ For Listening Session

Including court music throughout the activity helps immerse students in the cultural context and inspires their creative expression.

Suggested sites for court music:

1. [Imperial Court Music of China - YouTube](#)
2. [Authentic Chinese Classical Music - Ming](#)

	<p>different cultures if desired. As students apply their makeup, the teacher circulates the room to provide guidance and support, encouraging creativity and expression.</p> <p>2. During this time, the court music plays in the background, setting the mood and inspiring the students' makeup application.</p> <p>C. Showcase and Reflection (10 minutes)</p> <p>1. Once everyone has completed their makeup, a mini fashion show is held where students can present their looks to the class. After the showcase, the teacher facilitates a discussion about the experience, asking questions like:</p> <p>Process Question</p> <ol style="list-style-type: none"> 1. How did the music influence your makeup application? 2. What elements of traditional court makeup did you find most interesting? 3. How do you think makeup contributes to the storytelling in court performing arts? <p>E. Cleanup (5 minutes)</p> <p>Makeup removal wipes are provided, and students clean their faces after the activity.</p>	<p>Dynasty Court and Taoist music (Yanyue) - YouTube</p> <ol style="list-style-type: none"> 3. Gagaku - YouTube 4. gagaku court music of japan - YouTube <ul style="list-style-type: none"> ● <i>The students may provide make-up kits. It is advisable to use a personal make-up kit for hygiene purposes.</i>
<p>E. Making Generalizations</p>	<p>Express your insights on what you have learned from the lesson by filling up this graphic organizer below:</p> 	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment MODIFIED TRUE OR FALSE: Direction: Identify the following statements if they are TRUE or FALSE. Explain your answer briefly.</p> <p>1. True or False: When creating a mask for a Japanese Noh theater performance, it is important to consider the specific symbolism and meaning associated with the character's role. Make a brief explanation for your answer.</p> <p>2. True or False: In a Peking Opera performance, the actor's makeup should be applied to emphasize the character's personality and social status.</p> <p>3. True or False: Incorporating elements of traditional Korean court music, such as the use of the gayageum or geomungo, can enhance the authenticity of a contemporary performance piece.</p> <p>4. True or False: Replicating the intricate brushwork and calligraphy techniques used in traditional Chinese ink paintings is unnecessary when creating a modern interpretation of a court art scene.</p> <p>5. True or False: Studying the specific materials and techniques used in traditional Japanese court arts, like the creation of silk embroidered costumes, can inform the design choices for a contemporary theatrical production.</p> <p>2. Homework (Optional) Answer this question in your journal: 1. <i>What did you learn about the importance of traditional art forms in preserving cultural identity? How did you balance cultural authenticity with artistic creativity in doing your Court Arts Make-up?</i></p>			<p>ANSWERS KEY:</p> <p>1. True: When creating a Noh mask, consider the symbolism and meaning associated with the character.</p> <p>2. True: In Peking Opera, makeup should emphasize the character's personality and status.</p> <p>3. True: Incorporating traditional Korean court music instruments enhances authenticity in contemporary performances.</p> <p>4. False: Replicating traditional Chinese ink painting techniques is necessary for modern interpretations to maintain authenticity and aesthetics.</p> <p>5. True: Studying materials and techniques of traditional Japanese court arts can inform costume design choices for contemporary theater.</p>
	B. Teacher's Remarks	<p><i>Note observations on any of the following areas:</i></p> <p>Effective Practices</p> <p>Problems Encountered</p>	<p><i>strategies explored</i></p> <p><i>materials used</i></p>	

	<i>learner engagement/ interaction</i>			learner engagement and other related stuff.
	<i>others</i>			Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u><i>principles behind the teaching</i></u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <u><i>students</i></u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u><i>ways forward</i></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.