

# Lesson Exemplar for Music and Arts

Quarter 3

Lesson

4

**Lesson Exemplar for Music and Arts Grade 8**  
**Quarter 3: Lesson 4 (Week 6-8)**  
**SY 2025-2026**

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**Development Team**

**Writer:**

- Althea Mae B. Bongcawil (Iligan City National High School)

**Validator:**

- Mary Grace J. Badiola (Western Bicutan National High School)

**Management Team**

Philippine Normal University  
Research Institute for Teacher Quality  
SiMERR National Research Centre

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at [blr.od@deped.gov.ph](mailto:blr.od@deped.gov.ph).

**MUSIC AND ARTS/ QUARTER 3/ GRADE 8**

<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>	
<b>A. Content Standards</b>	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>B. Performance Standards</b>	The learners produce creative works inspired by selected Asian court Music and Arts using relevant conventional and emerging concepts, techniques, processes, and practices.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b> The learners produce creative works inspired by selected Asian court music and arts using conventional and emerging concepts, techniques, processes, and/or practices</p> <p><b>Lesson Objective</b></p> <ol style="list-style-type: none"><li>1. Collaborate to put up an exhibit promoting different Asian court music and arts.</li><li>2. Produce creative works inspired by a selected Asian court music and arts using multimedia presentation.</li></ol>
<b>D. Content</b>	“Conventional Significant Court Music and Arts of Asia”
<b>E. Integration</b>	Asian History

<b>II. LEARNING RESOURCES</b>

<b>III. TEACHING AND LEARNING PROCEDURE</b>		<b>NOTES TO TEACHERS</b>
<b>A. Activating Prior Knowledge</b>	<p><b>DAY 1</b></p> <p><b>1. Short Review</b></p> <p><b>2. Feedback (Optional)</b></p>	

<p><b>B. Establishing Lesson Purpose</b></p>	<p><b>1. Lesson Purpose</b>  After the discussions about the techniques and processes that compose a traditional and emerging court music and arts in Asia, students will now have a chance to showcase their talent and skills in creating a production inspired by the different court music and arts in Asia. This is a school base festival/ production is their culminating activity.</p> <p><b>Option A :</b> <a href="https://www.youtube.com/watch?v=muyFLgJSkzQ-">https://www.youtube.com/watch?v=muyFLgJSkzQ-</a>  <b>Please refer on this tutorial video .</b>  Students will create a mixed media collage using different techniques commonly applied in the court performances in Asia. Students should utilize creativity, self-expression, idea development and research.  Mixed media collage is applying many techniques together to create masterpieces.</p> <p>For the teacher:  Consider having students submit their performances as videos, then put these together as a compilation. Remote learning settings (both synchronous and asynchronous) provide a great opportunity to bring parents/guardians, siblings, etc. as performers, audience members, and participants. Don't force students into roles that you think would be good for them. Let them choose their roles.</p> <p><b>Option B:</b>  Students will be asked to create their dance drama based on the Court performances in Asia. The program presents highlights of the creative process, including brainstorming about characters' emotions, creating choreography and movement for the characters, constructing costumes and performing.  So, how will you start your production?  If the learners plan to put up a short theatrical production, the teacher may guide them with the steps to a successful production.</p> <ol style="list-style-type: none"> <li>1. Consider the artistic qualities of the dance and how feasible the drama would be with the budget of the group and their time to practice.</li> <li>2. Next, consider who may be appropriate for the roles and for the crew.</li> <li>3. It is common for the production to establish the production calendar, setting out clear goals over the coming days for the crew and cast members.</li> <li>4. Rehearse. This process allows the director to modify or cut certain sections of the script to make improvements.</li> </ol>	<p>The selection of countries for this quarter will be dependent on the extent of foreign influences and/or the presence of foreign (Asian) nationals dominant in one's locality/region.</p>
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**Option C:**

Create an infomercial that is 20 seconds long promoting video about the contribution of court music performances in some Asian country. Its purpose is to promote with a short conversation about its history, influences and current style of these court performances. No longer than 5 minutes.

Guide on creating a good commercial:

1. Start with coming up with a clear message and storyline.
2. It should have a visual appeal.
3. The best commercials- the ones that will stick out in your audience's mind- trigger some sort of emotional response.
4. Write a good script or storyboard.

**Option D:**

**Photo essay** is a collection of images based around a theme, a topic, a creative approach, or an exploration of an idea. Photo essays balance visual variety with a cohesive style and concept.

A photo essay revolves around a topic, theme, idea, or concept. It visually explores a big picture something.

**Steps in planning your Photo essay:**

1. Choose a theme (Court Music Performances), topic, or concept you want to explore.
2. Create your images.
3. Finalize your selection.
4. Put your images in a purposeful order.
5. Let other group members give feedback.
6. Refine, revise, and finalize

**2. Unlocking Content Vocabulary**

- **Collage-** art form that is made up of overlapping pieces of material, such as photographs, fabric, colored and textured paper and other types of mixed media.

C. Developing and Deepening Understanding	<p>Give ample time for the students to finalize their performance output. Monitor their development by allowing the group leader to share with the class the status of their production or project.</p> <p><b>DAY 2 - 3</b></p> <p><b>1. Worked Example</b> <b>(Please refer to Learning Activity Sheet No.1)</b></p> <p>Project Based Learning: learners will apply the concepts and skills needed for a creative performance. This project work aims to foster students with an opportunity to develop conceptual, analytical, communication and interpersonal skills.</p> <p>Each group is tasked to report on the development of their project by making a progress report.</p> <table><tr><td>DAY</td><td>GROUP 1</td><td>GROUP 2</td><td>GROUP 3</td><td>GROUP 4</td><td>GROUP 5</td></tr><tr><td>1- <b>CONCEPT</b></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2 <b>CASTING</b></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>3 <b>PROPS PRODUCTION</b></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>4. <b>FINAL PRODUCTION</b></td><td></td><td></td><td></td><td></td><td></td></tr></table>	DAY	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	1- <b>CONCEPT</b>						2 <b>CASTING</b>						3 <b>PROPS PRODUCTION</b>						4. <b>FINAL PRODUCTION</b>						
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D. Making Generalizations	<p><b>DAY 4</b></p> <p><b>1. Learners' Takeaways:</b></p> <p>Teachers may also encourage learners to involve themselves in open-ended tasks such as constructing answers, or performing an activity.This may be in a form of</p>	Teacher may decide on the final assessment tools.																														

short written response, analytical essay, curated portfolio of work or an original research paper.

If you were to evaluate your final output, what are some important lessons you learn in the process? Write a reflection paper about your experience

**RUBRIC FOR THE REFLECTION PAPER**

Criteria	Excellent 5	Meets Expectation 4	Approaches Expectations 3	Needs Improvement 2
Completeness	Clear and completely answers the assignment	Almost completely answers the assignment	Partially addresses the assignment	Does not address the assignment
Analysis	Rich, detailed description	Full description	Partial description	No description
Evidence	Clear attempt to indicate relevant facts with conclusions	Clear attempt to indicate relevant facts	Slight or unclear attempt to indicate relevant facts	No attempt to indicate relevant facts
Writing	Impressive and statements were clear and questions were answered	Impressive and statements were clear though some questions were not answered	Reflections were not clearly stated	No impressions or introspection

**TOTAL**

**IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION**

**NOTES TO TEACHERS**

## A. Evaluating Learning

### DAY 4

#### 1. Formative Assessment- The Performance Output will be graded using this Rubric

Skills	4 Advanced - Exceeds expectations	3 Competent - Meets expectations	2 Progressing - Does not fully meet expectations	1 Beginning - Does not meet expectations
Contributions, Attitude	Always willing to help and do more. Always displays positive attitude.	Cooperative. <u>Generally</u> displays positive attitude.	Sometimes cooperative. Rarely displays positive attitude.	Seldom cooperative. Is disruptive.
Cooperation with Others	Did more than others-highly productive. Works extremely well with others.	Did their part of the work-cooperative. Works well with others.	Could have done more of the work-has difficulty. Requires structure, directions, and leadership.	Did not do any work-does not contribute. Does not work well with others.
Focus, Commitment	Tries to keep people working together. Almost always focused on the task and what needs to be done. Is very self-directed.	Does not cause problems in the group. Focuses on the task and what needs to be done most of the time.	Sometimes not a good team member. Sometimes focuses on the task and what needs to be done.	Often is not a good team member. Does not focus on the task and what needs to be done.
Team Role Fulfillment	Participated in all group meetings. Assumed leadership role as necessary. Did the work that was assigned by the group.	Participated in most group meetings. Provided leadership when asked. Did most of the work assigned by the group.	Participated in some group meetings. Provided some leadership. Did some of the work assigned by the group.	Participated in few or no group meetings. Provided no leadership. Did little or no work assigned by the group.
Ability to Communicate	Always listens to, shares with, and supports the efforts of others. Provided effective feedback to other members. Relays a great deal of information-all relates to the topic.	Usually listens to, shares with, and supports the efforts of others. Sometimes talks too much. Provided some effective feedback to others. Relays some basic information-most	Often listens to, shares with, and supports the efforts of others. Usually does most of the talking-rarely listens to others. Provided little feedback to others. Relays very little information-	Rarely listens to, shares with, or supports the efforts of others. Is always talking and never listens to others. Provided no feedback to others. Does not relay any

The assessment is based on the performance of the students. Teacher may decide to make a rubric for the final evaluation.



	<table><tr><th>Skills</th><th>4 Advanced - Exceeds expectations</th><th>3 Competent - Meets expectations</th><th>2 Progressing - Does not fully meet expectations</th><th>1 Beginning - Does not meet expectations</th></tr><tr><td></td><td></td><td>relates to the topic.</td><td>some relates to the topic.</td><td>information to teammates.</td></tr><tr><td>Correctness</td><td>Work is complete, well organized, has no errors and is done on time or early.</td><td>Work is generally complete, meets the requirements of the task, and is mostly done on time.</td><td>Work tends to be disorderly, incomplete, not accurate, and is usually late.</td><td>Work is generally sloppy and incomplete, has excessive errors and is mostly late or not at all.</td></tr><tr><td colspan="5">Total Score:</td></tr></table>	Skills	4 Advanced - Exceeds expectations	3 Competent - Meets expectations	2 Progressing - Does not fully meet expectations	1 Beginning - Does not meet expectations			relates to the topic.	some relates to the topic.	information to teammates.	Correctness	Work is complete, well organized, has no errors and is done on time or early.	Work is generally complete, meets the requirements of the task, and is mostly done on time.	Work tends to be disorderly, incomplete, not accurate, and is usually late.	Work is generally sloppy and incomplete, has excessive errors and is mostly late or not at all.	Total Score:					
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2. Homework (Optional)																						
B. Teacher's Remarks	Note observations on any of the following areas:	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	Reflection guide or prompt can be on: <ul style="list-style-type: none"><li>principles behind the teaching What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</li><li>students What roles did my students play in my lesson? What did my students learn? How did they learn?</li><li>ways forward What could I have done differently? What can I explore in the next lesson?</li></ul>			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.																		