

Lesson Exemplar for Music and Arts

Quarter 4
Lesson

1

Lesson Exemplar for Music and Arts 8
Quarter 4: Lesson 1 (Weeks 1-2)
SY 2025-2026

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MUSIC AND ARTS / QUARTER 4 / GRADE 8 (WEEKS 1-2)

| I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES | |
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| A. Content Standards | The learners demonstrate understanding of selected Asian Music and Arts and their cultural influences in producing one's integrative creative work. |
| B. Performance Standards | The learners produce integrative creative works based on selected Asian music and arts using relevant, conventional, and emerging concepts, techniques, processes, and/or practices in Music and Arts. |
| C. Learning Competencies and Objectives | <p><i>Learning Competency</i> 1. The learners examine representative integrative creative works using relevant conventional and emerging concepts, techniques, processes, and/or practices in selected Asian performing and visual arts festivals/productions;</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. identify integrative creative works in selected Asian performing and visual arts festivals/ productions; 2. determine the techniques, processes, and/or practices in selected Asian performing and visual arts festivals/productions; 3. discover the techniques, processes, and/or practices in selected Asian performing and visual arts festivals/productions |
| C. Content | <p>Integrative Creative Works of Selected Asian Music and Arts Asian Performing and Visual Arts Festivals/Productions</p> <ul style="list-style-type: none"> • Shadow Plays • Drama • Puppetry • Musical Plays • Dance • Films |
| D. Integration | |

II. LEARNING RESOURCES

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>
<https://daily.bandcamp.com/lists/gagaku-in-modern-music-guide>
 Jordan Holidays (n.d.). Attend Jerash Festival. https://www.jordan-holidays.com/what_to_do/part/18/en/attend-jerash-festival
 Memphis Tours (n.d.). Jerash Festival of Culture and Arts. <https://www.memphistours.com/Jordan/Jordan-Travel-Guide/Jerash-Attractions/wiki/Jerash-Festival>
 National Geographic Kids. (n.d.) Holi: Festival of Colors. <https://kids.nationalgeographic.com/pages/article/holi>
 Shreibak, S. N. (2019). Modern Gagaku: Six Experimental LPs Inspired By Japanese Classical Music.
 UNESCO. (n.d.). Peking Opera. <https://ich.unesco.org/en/RL/peking-opera-00418>

| III. TEACHING AND LEARNING PROCEDURE | | NOTES TO TEACHERS | | | | | | | | | | | | |
|--------------------------------------|--|---|-------------------|---------|-----------|--|--------|--|-----------------|--|------------|--|------------|--|
| A. Activating Prior Knowledge | Day 1 1. Short Review Which of the following Asian court performances are you familiar with? Identify the country in which they are being performed. | Key Answer: 1. Japan 2. Japan 3. China 4. Korea 5. Indonesia | | | | | | | | | | | | |
| | <table><tr><th>COURT PERFORMANCE</th><th>COUNTRY</th></tr><tr><td>1. KABUKI</td><td></td></tr><tr><td>2. NOH</td><td></td></tr><tr><td>3. PEKING OPERA</td><td></td></tr><tr><td>4. HYANGAK</td><td></td></tr><tr><td>5. GAMELAN</td><td></td></tr></table> | | COURT PERFORMANCE | COUNTRY | 1. KABUKI | | 2. NOH | | 3. PEKING OPERA | | 4. HYANGAK | | 5. GAMELAN | |
| | COURT PERFORMANCE | | COUNTRY | | | | | | | | | | | |
| | 1. KABUKI | | | | | | | | | | | | | |
| | 2. NOH | | | | | | | | | | | | | |
| | 3. PEKING OPERA | | | | | | | | | | | | | |
| | 4. HYANGAK | | | | | | | | | | | | | |
| 5. GAMELAN | | | | | | | | | | | | | | |
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| B. Establishing Lesson Purpose | 1. Lesson Purpose INTRODUCTION Asia is home to diverse cultures and religions, each with unique festivals and rituals. Festivals showcase different cultures and communities' unique traditions, customs, and beliefs. People can learn to appreciate and respect the culture around them by participating in the festivities. | | | | | | | | | | | | | |

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| | <p>A festival can be considered a combination of material and non-material culture. On the material side, festivals often involve physical elements such as decorations, costumes, props, structures, and artistic creations. These tangible components contribute to the visual aesthetics and atmosphere of the festival. For example, during cultural or religious festivals, people may decorate their homes, streets, or public spaces with specific colors, symbols, or traditional ornaments. Parades, processions, and performances may involve elaborate costumes, masks, musical instruments, floats, and other physical representations that add to the festive experience.</p> <p>However, festivals are primarily rooted in non-material culture. They manifest intangible aspects such as traditions, rituals, customs, beliefs, and values. Festivals often commemorate important historical, religious, or cultural events and hold symbolic meanings within a particular community. They reflect shared experiences, cultural identities, and social cohesion.</p> <p>Festivals provide opportunities for people to unite, share food, music, and dance, and strengthen community social bonds. Through these festivals, creative enterprises and runways for business development are formed, and opportunities for growth and employment are possible. These festivals provide safe spaces for diverse creative expression, introducing talent from all backgrounds to the creative economy.</p> <p>Priming Activity Watch the following videos showing Asian festivals/productions.</p> <ol style="list-style-type: none"> 1. Awa Odori Dance Festival https://en.wikipedia.org/wiki/Awa_Dance_Festival 2. Jerash Festival https://www.youtube.com/watch?v=yuAvOGGoQWkA 3. Talchum https://artsandculture.google.com/story/talchum-a-unique-mask-dance-drama-of-korea-ichcap/RwUxCjYG_BurDA?hl=en 4. Dragon Dance | <p>Key Answer.</p> <ol style="list-style-type: none"> 1. Awa Odori Festival https://en.wikipedia.org/wiki/Awa_Dance_Festival 2. Jerash Festival https://www.youtube.com/watch?v=yuAvOGGoQWkA 3. Talchum https://artsandculture.google.com/story/talchum-a-unique-mask-dance-drama-of-korea- |
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| | <p>https://www.youtube.com/watch?v=Ep6FJmh3jJ4</p> <p>5. Whirling Devish Festival https://www.youtube.com/watch?v=UPInWL45enw</p> <p>ACTIVITY 1: Festive Check! Refer to learning activity sheet no. 1 for the students to accomplish.</p> <p>Integrative Creative Works of Selected Asian Music and Arts</p> <p>A. Lantern Festivals a. Chinese Lantern Festival The Chinese Lantern Festival, or yuanxiao, falls on the 15th day of the first lunar month. It comes two weeks after Chinese New Year's Day, the first of the 15-day Spring Festival celebration period. On the night of the Chinese Lantern Festival, streets are decorated with colorful lanterns, often with riddles written on them. People eat sweet rice balls, watch dragon and lion dances, and set off fireworks.</p> <p>The celebration also features music ensembles playing traditional Chinese instruments and peppering their performance with descriptions of the instruments and songs. Traditional Chinese instruments like the guzheng, erhu, and dizi are often played during the festival. Traditional Chinese songs associated with the Lantern Festival, such as "Xiao Yuan Zi" and "Da Dun Hua," are performed by singers or played on traditional instruments to add to the festive atmosphere.</p> <p>b. Seoul Lantern Festival Seoul Lantern Festival is an annual festival held every November in Seoul, South Korea. Hundreds of lanterns are used to decorate the public recreation space of Cheonggyecheon. This festival was created for two reasons. The first reason is to welcome the winter season. The second reason is to celebrate and honor Seoul's history. There are lanterns such as the UNESCO Culture Heritage icons, Korean cultural symbols, and domestic and international lantern artisanry.</p> <p>B. Dance Festivals a. Awa Odori Festivals The Awa Dance (Awa Odori) festival is a major traditional dance festival held</p> | <p>https://www.youtube.com/watch?v=Ep6FJmh3jJ4</p> <p>4. Dragon Dance https://www.youtube.com/watch?v=Ep6FJmh3jJ4</p> <p>You may use the videos as a reference for discussion.</p> |
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| | <p>annually in Tokushima City, Tokushima Prefecture, Japan. Some key details about the Awa Dance festivals:</p> <ol style="list-style-type: none"> 1. The main Awa Dance festival occurs from August 12-15 each year in Tokushima City during the Obon holiday season. 2. Thousands of dancers, organized into groups called “rens,” perform the lively, energetic Awa Dance in the streets of Tokushima. 3. The dance features a cheerful, boisterous rhythm known as “zomeki” and is accompanied by traditional Japanese instruments like shamisen, taiko drums, and flutes. 4. Dancers wear colorful yukata (summer kimono) and happi coats, often competing for the most unique and elaborate costumes and dance routines. <p>b. Whirling Dervish Dance Festival</p> <p>The whirling dervish festival is an annual celebration in Konya, Turkey, that commemorates the life and teachings of Jalaluddin Rumi, the 13th-century Islamic scholar, poet, and mystic. The key highlights of Whirling Dervish Dance Festivals;</p> <ol style="list-style-type: none"> 1. The festival takes place over ten days in December, usually around the anniversary of Rumi’s death on December 17th. 2. It is held in Konya, the spiritual home of the Mevlevi order founded by Rumi’s followers, which practices the sema ceremony of whirling dervishes. 3. The sema ceremony involves Sufi Muslim dancers, known as semazen, who whirl in rhythmic patterns while trance-like to achieve spiritual unity with the divine. 4. The dancers wear long white robes and tall hats, symbolizing the shedding of one’s ego. Their whirling movements and rising skirts are meant to represent the journey of the soul towards God. <p>C. Music Plays</p> <p>a. Talchum</p> <p>Talchum is a traditional Korean mask dance drama encompassing dance, music, and theatre. Key points about Talchum;</p> <ol style="list-style-type: none"> 1. Talchum involves masked performers who humorously explore social issues through dramatic combinations of songs, dances, movements, and dialogue. 2. The practice uses caricatures of everyday characters to convey an | |
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| | <p>underlying appeal to universal equality and criticism of social hierarchy.</p> <ol style="list-style-type: none"> 3. Talchum performances do not require a formal stage – any space can become a venue, and the audience plays an essential role by contributing cheers and jeers as the drama unfolds. 4. Talchum has historically served as a means for the common people to express their frustrations and criticize the elite ruling class through satire, parody, and free speech. <p>https://www.youtube.com/watch?v=Ubfu6FMm6m4</p> <p>b. Jerash Festival The Jerash Festival of Culture and Arts is an annual cultural festival held in the ancient city of Jerash, Jordan. Some key points about the festival:</p> <ol style="list-style-type: none"> 1. It is one of the most prominent cultural festivals in the region, attracting visitors from around the world. 2. The festival takes place in the historic setting of Jerash, renowned for its well-preserved Roman ruins. This adds a unique and captivating atmosphere to the performances. 3. The festival features diverse artistic performances, including music, dance, theater, and visual arts, showcasing Jordanian/Arab heritage and international artistic expressions. <p>DAY 2 Activity #2: Color Me Asia! Refer to learning activity sheet no. 2 for the students to accomplish.</p> | |
| D. Developing and Deepening Understanding | <p>1. Explicitation A festival can be considered a combination of material and non-material culture.</p> <p>Material Culture: Material culture refers to the physical objects, resources, and spaces people use to define the culture. The physical lanterns, decorations, and festival foods like tangyuan (glutinous rice balls) are all examples of the material culture associated with the Yuan Xiao festival. The costumes, props, and stages used in the lion and dragon dances are also material aspects of the festival celebrations. The fireworks and firecrackers set off during the festival are physical, tangible elements of the celebrations.</p> | <p>The teacher may choose any suggested countries according to the extent of foreign influences and/or the presence of foreign (Asian) nationals dominant in one's locality/region.</p> |

Non-Material Culture:

The traditions, rituals, customs, beliefs, and intangible aspects underlying the festival are non-material. For example, the symbolic meanings behind the round tangyuan representing family reunion and the lion/dragon dances bringing good luck are non-material cultural elements. The celebration's shared sense of community, cultural memories, and social interactions during the festival are also non-material aspects.

Festivals combine the physical, tangible elements (material culture) and the intangible, symbolic aspects (non-material culture) that give the celebration rich cultural significance.

DAY 3**2. Worked Example****Activity #3: InDepth Fest!**

Refer to learning activity sheet no. 3 for the students to accomplish.

3. Lesson Activity**Activity #4: Paper Lanterns**

The history of Chinese paper lanterns is mysterious. Originally used to protect the flame from the wind, lanterns soon became culturally and religiously significant. Before paper was ever used to make books, messages, and stylized symbols were painted on paper lanterns to express Buddhist ideals and sentiments and symbolically transmit these to the world.

There are different types of paper lanterns:

- **Hanging Lanterns**- most common and practical style
- **Flying Lanterns**- made of light paper and lifted by the hot air.
- **Floating Lanterns** are used during festivals near lakes, rivers, or ponds.

If you were to make a paper lantern, how would you make it? Here are some materials commonly used in making a lantern. Select only those that are needed.

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| 1. Paper 2. scissors 3. markers, 4. tape, | MATERIALS SELECTED |
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Follow the link for additional reference:

<https://www.sunstar.com.ph/cebu/lifestyle/illuminating-tradition-and-technology-tainans-lantern-festival-2024>



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| | 5. staple, 6. straw, 7. plastic cups, 8. pebbles, 9. foam, 10. wire | |
| A. Making Generalizations | DAY 4 1. Learners' Takeaways The interplay between material and non-material elements defines the unique cultural experience of festivals. 2. Reflection on Learning What are the benefits of having festivals in a community? What are common practices applied in these festivals? | |

| IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION | | | | NOTES TO TEACHERS |
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| A. Evaluating Learning | 1. Formative Assessment Which of the following statements best explains the art in Asian festivals? A. Most Asian festivals are a fusion of different art forms. B. Most Asian festivals are dull and uninviting. C. Most Asian festivals are not celebrated by their people. Explain your answer and cite a festival that you find very interesting. | | | |
| B. Teacher's Remarks | <i>Note observations on any of the following areas:</i> | Effective Practices | Problems Encountered | The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, |
| | strategies explored | | | |
| | materials used | | | |

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| | <i>learner engagement/ interaction</i> | | | learner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored/ lesson exemplar. |
| | <i>others</i> | | | |
| C. Teacher's Reflection | <i>Reflection guide or prompt can be on:</i> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> <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. |