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# Lesson Exemplar in Music and Arts

Quarter 4

Lesson

2

**Lesson Exemplar for Music and Arts 8**  
**Quarter 4: Lesson 2 (Weeks 3-4)**  
**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 4 / GRADE 8 (WEEKS 3-4)

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	The learners demonstrate understanding of selected Asian Music and Arts and their cultural influences in producing one's integrative creative work.
<b>B. Performance Standards</b>	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.
<b>C. Learning Competencies and Objectives</b>	<b>Learning Competency</b> <b>The learners</b> distinguish the cultural influences (e.g., geography, religion, entertainment, customs, and traditions) of selected Asian performing and visual arts festivals and productions; <b>Objectives:</b> <ul style="list-style-type: none"><li>a. examine cultural influences (e.g., geography, religion, entertainment, customs, and traditions) of selected Asian performing and visual arts festivals and productions;</li><li>b. determine how cultural influences influence the performance and visual arts products in their festivals and productions;</li></ul>
<b>C. Content</b>	<b>Cultural Influences of Asian Festivals and Productions</b>
<b>D. Integration</b>	

II. LEARNING RESOURCES
Sharma, M. (2024). Holi: History and Significance of Holi festival. <a href="https://timesofindia.indiatimes.com/religion/hindu-mythology/holi-history-and-significance-of-holi-festival/articleshow/108711431.cms">https://timesofindia.indiatimes.com/religion/hindu-mythology/holi-history-and-significance-of-holi-festival/articleshow/108711431.cms</a> UNESCO. (n.d.). The Silk Roads Programme. <a href="https://en.unesco.org/silkroad/">https://en.unesco.org/silkroad/</a> Xavier, J. (2020). Shinto Symbols: The Meanings of the Most Common Symbols Seen at Japanese Shinto Shrines. tsunagu Japan. <a href="https://www.tsunagujapan.com/shinto-symbols-meaning-and-history/">https://www.tsunagujapan.com/shinto-symbols-meaning-and-history/</a>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS										
A. Activating Prior Knowledge	<b>DAY 1</b>	Key Answer: 1. Korea 2. China 3. Jordan 4. Japan										
	<b>1. Short Review</b>											
	Recall what Asian countries these festivals are celebrated											
	<table><tr><th>Asian Festivals and Productions</th><th>COUNTRY</th></tr><tr><td>1. Talchum</td><td></td></tr><tr><td>2. Yuan Xiao</td><td></td></tr><tr><td>3. Jerash Festival</td><td></td></tr><tr><td>4. Awa Odori</td><td></td></tr></table>		Asian Festivals and Productions	COUNTRY	1. Talchum		2. Yuan Xiao		3. Jerash Festival		4. Awa Odori	
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1. Talchum												
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<div><div>1. What are the different artworks being integrated into the Jerash festival?</div><div>2. Describe the different patterns of lanterns found during the Yuan Xiao festival.</div><div>3. Why are festivals in Asia being celebrated grandiosely?</div></div>												
B. Establishing Lesson Purpose	<b>1. Lesson Purpose</b> Some Asian festivals are celebrated to honor different religious practices, traditions, and heritage. This lesson will distinguish the <b>cultural influences</b> (e.g., geography, religion, entertainment, customs, and traditions) of selected Asian performing and visual arts festivals and productions;	The selection of countries for this quarter will depend on the extent of foreign influences and/or the presence of foreign (Asian) nationals dominant in one’s locality/region.										
	<b>2. Unlocking Content Vocabulary</b> Zoroastrianism- noun; an Iranian religion Shinto- noun; the indigenous religion of Japan, which consists chiefly of cultic devotion to deities of natural forces. Silk Roads- noun: ancient trade route linking China with the West that carried goods and ideas between the civilizations of Rome and China.											
B. Developing and Deepening Understanding	<b>1. Explicitation</b> <b>Yuan Xiao</b> This celebration occurs fifteen days following the Chinese Lunar New Year. It celebrates good fortune and offers a broader perspective of the unique intercultural exchange between the Iranian and Chinese worlds.  This celebration is deeply rooted in tradition, presumably dating back to the ancient Han Dynasty (250-220), nearly 2,000 years ago. This festival can be											

	<p>traced to the historical cultural exchanges between ancient Iranian religions and China. It reflects the influence of Zoroastrianism, an Iranian religion spread throughout China. The Chinese culture received considerable elements from Zoroastrianism through the religion's followers, known as Sogdians, who constantly exchanged with China along the Silk Roads.</p> <p>Some believe that the legend of this festival tells the tale of the Jade Emperor (YouDI), who became angry at the town for killing his goose. He planned to destroy the town with fire, but he was prevented by a fairy who advised the people to light lanterns across the town on the appointed day of destruction. The emperor, fooled by all the light, assumed the town was already engulfed in flames. The town was spared, and in gratitude, the people continued to commemorate the event annually by carrying colorful lanterns.</p> <p><b>Matsuri</b></p> <p>The original purpose of the Matsuri is to thank God. It can be traced back to ancient Shinto rituals and ceremonies. Shintoism, the indigenous religion of Japan, focuses on the awe of nature and spirits (<b><i>Kami</i></b>) residing in natural elements. Traditional festivals initially revolved around nature worship and offerings to appease the <i>kami</i> for protection, bountiful harvests, and well-being.</p> <p>With the introduction of Buddhism to Japan in the 6<sup>th</sup> century, Buddhist elements began to merge with Matsuri traditions, resulting in a fusion of Shinto and Buddhist customs. Buddhist temples became integral to Matsuri celebrations, further enriching their religious and cultural significance.</p> <p><b><u>Shrine and Temple Festivals:</u></b></p> <ol style="list-style-type: none"> <li>2. Shrine festivals are dedicated to specific Shinto deities and are held at shrines throughout Japan. They involve elaborate rituals, processions, and lively celebrations that bring communities together in worship and gratitude</li> <li>3. Bon Odori Festivals: Based on the Buddhist custom of honoring ancestors, Bon Odori festivals feature traditional dances, music, and lantern-lit processions to welcome and bid farewell to ancestral spirits. Traditional Shinto dance, Kagura, is performed as an offering to the deities. It involves elaborate movements, costumes, and music. Many Matsuri feature processions and parades, during which portable shrines ( mikoshi) are carried on their shoulders and go around the neighborhood of the shrine to</li> </ol>	
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	<p>absorb the disaster, purify, and pray for the harvest. The bearers who wear the festival costume are called <b>Hanten</b> or <b>Happi</b>.</p> <p>Here are some notable Shinto symbols:</p> <ul style="list-style-type: none"> <li>❖ Torii- two -post gateway</li> <li>❖ Shimenawa- Shinto's sacred rope</li> <li>❖ Shide- white zig-zag papers</li> <li>❖ Sakaki- Shinto's sacred tree</li> <li>❖ Tomoe- Swirling commas</li> <li>❖ Shinkyo- God's mirror</li> </ul> <p><b>Nyepi</b></p> <p>Nyepi is a deeply rooted cultural and religious festival in Bali. Several traditional and religious ceremonies are performed two days before Nyepi. Among these ceremonies is the <b>Melasti</b>, where Balinese carry God-like symbols to the beach to purify them with holy water. This will cleanse the human body and the earth from all negative spirits. On the day before Nyepi, the <b>Mecaru</b> ceremony is held; rice is spread around the house while a <i>kentongan</i> drum made from bamboo is beaten until it is noisy. This ceremony symbolizes the expulsion of <i>Bhuta Kala</i>, or negative energy, from the residence. The Mecaru ceremony is accompanied by the <i>Ogoh-ogoh</i> parade, also known as “<i>ngerupuk</i>” or “<i>pengerupukan</i>”.</p> <p><b>Holi</b></p> <p>Holi has roots in ancient Indian rituals and agricultural practices. It is also believed to celebrate the fertility festival, the arrival of spring, and the blossoming of new life. Another popular story linked with the Holi is about <b>Lord Krishna</b> and <b>Radha</b>. According to mythology, Lord Krishna, known for his naughty nature, complained to his mother about his dark skin tone in contrast to Radha's beautiful complexion. In response, his mother suggested coloring Radha's face to match his color. This playful act eventually became the tradition of playing with color and water.</p> <p><b>DAY 2</b>  <b>ACTIVITY 1:</b>  <b>Refer to learning activity sheet no. 1 for students to accomplish</b></p>	<p><b>ACTIVITY 1 ANSWERS:</b></p> <p>A.</p> <ol style="list-style-type: none"> <li>1. Shide</li> <li>2. Torii</li> <li>3. Tomoe</li> <li>4. Sakaki</li> <li>5. Shimenawa</li> <li>6. Shinkyo</li> </ol> <p>B.</p> <ol style="list-style-type: none"> <li>1 TRUE.</li> <li>2 FALSE.</li> <li>3. TRUE</li> <li>4. TRUE</li> <li>5. TRUE</li> </ol> <p>C.</p> <ol style="list-style-type: none"> <li>1. Matsuri</li> <li>2. Holi</li> <li>3. Nyepi</li> </ol>
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### DAY 3

#### 2. Worked Example

##### ACTIVITY 2: Tech-prod!

🎨 Watch how modern technologies influence festivals/productions.

A. Lantern Festivals

<https://www.youtube.com/watch?v=h6Z9wesXyLI>

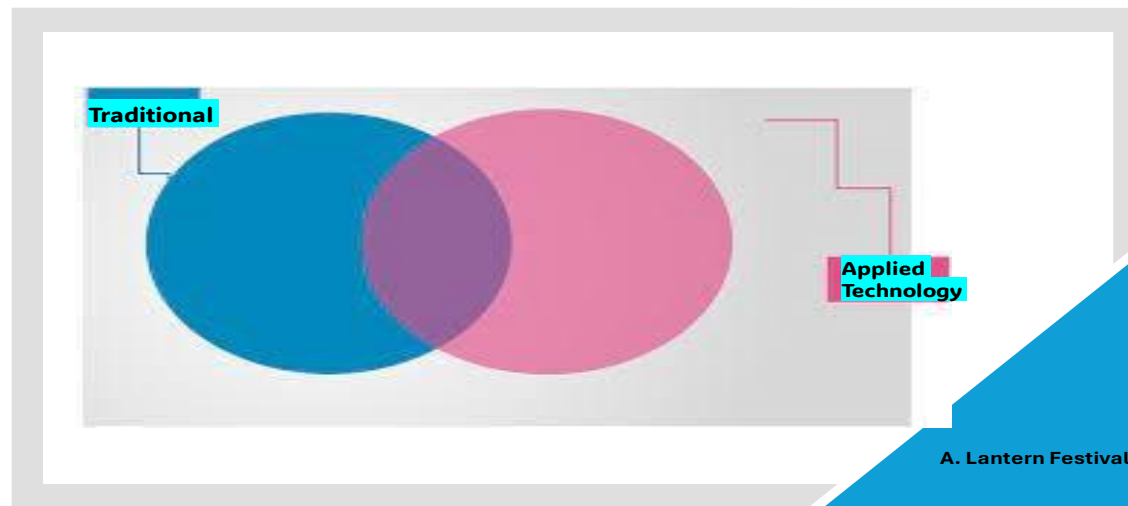
B. Dance Festivals

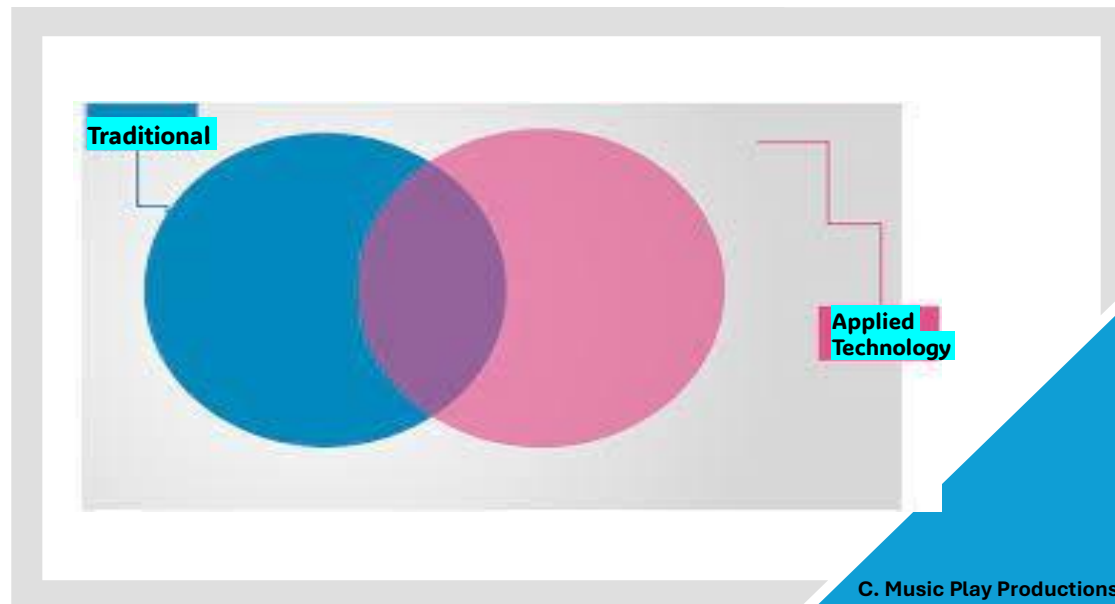
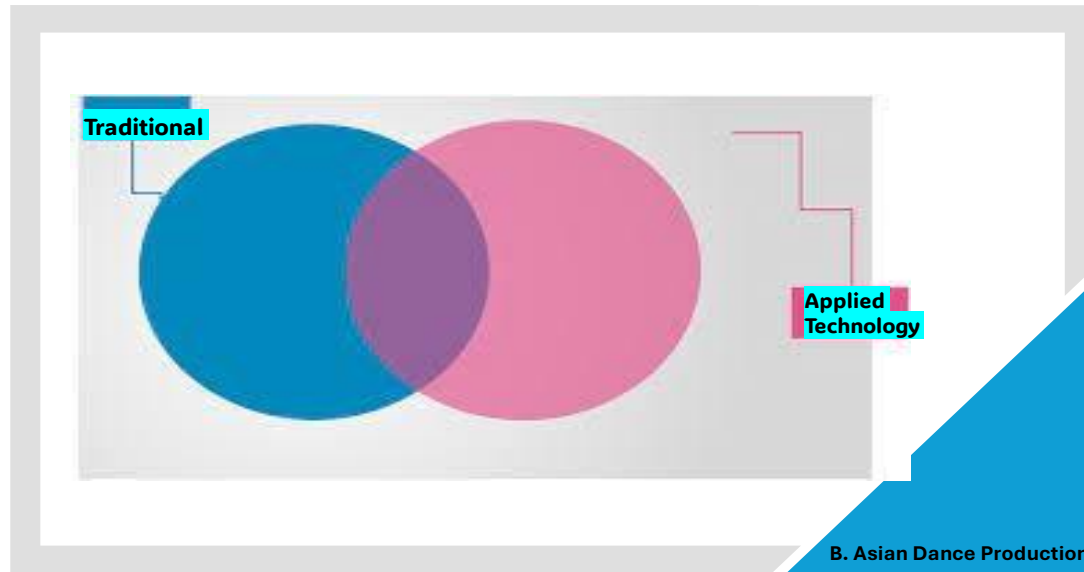
<https://www.youtube.com/watch?v=BRtc2oM-VTA>

C. Music Plays

[https://www.youtube.com/watch?v=bJ60\\_qIRAPU](https://www.youtube.com/watch?v=bJ60_qIRAPU)

🎨 Draw how you envision each festival using the diagrams that follow.







	<p><b>DAY 4</b></p> <p><b>3. Lesson Activity</b></p> <p><b>Activity 7:</b> After discussing the different cultural influences of the festivals. Students will pick five images/visual materials representing their chosen Asian festivals.</p> <p>Process Questions:</p> <ol style="list-style-type: none"> <li>1. What was your basis for choosing the images?</li> <li>2. Does it best represent the festival that you choose?</li> <li>3. What do you think is the relationship among artists, artwork, and the community in celebrating these festivals?</li> <li>4. What beliefs are associated with these festivals?</li> <li>5. What kinds of things do all these festivals have in common?</li> </ol>	
<p><b>C. Making Generalizations</b></p>	<p>Many festivals in Asia are deeply rooted in religious beliefs and practices. This is often a way to celebrate and honor cultural heritage, traditions, and customs. Asia is home to diverse cultures and religions, each with unique festivals and rituals.</p> <p>Festivals allow people to unite, share food, music, and dance, and strengthen community social bonds.</p> <p><b>1. Reflection on Learning</b></p> <ol style="list-style-type: none"> <li>1. Reflect on why festivals are significant in various cultures and communities in your journal.</li> <li>2. Discuss how festivals contribute to the local economy and tourism.</li> <li>3. How are these festivals being celebrated after the Covid lockdown?</li> </ol> <p>Caveat: Avoid overt religious specificity.</p>	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment	<ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. C</li> </ol>

	<p>Cultural influences (<i>geography, religion, entertainment, customs, and traditions</i>) of selected Asian performing and visual arts festivals and productions.</p> <p>1. The original purpose of the Matsuri is to thank God. It can be traced back to</p> <p style="padding-left: 40px;">A. Ancient Shinto rituals and ceremonies B. Ancient Hindu rituals and ceremonies C. Ancient Greek rituals and ceremonies D. Ancient Roman rituals and ceremonies</p> <p>2. A ceremony where Balinese carry God-like symbols to the beach to purify them with holy water.</p> <p style="padding-left: 40px;">A. Madre B. Melasti C. Delasti D. Mamasti</p> <p>3. A famous story linked with the Holi is about</p> <p style="padding-left: 40px;">A. Lord Krishnu and Rhada B. Lord Brahma and Vishnu C. Lord Krishna and Rhada D. Lord Amir and Sita</p> <p>4. Matsuri feature processions and parades during which portable shrines called____ are carried on their shoulder</p> <p style="padding-left: 40px;">A. Oishi B. Miyate C. Mikoshi D. Kimshi</p> <p>5. Another legend of Yuan Xiao tells the tale of the Jade Emperor, who became angry at the town for killing his</p> <p style="padding-left: 40px;">A. Cat B. Goose C. Dog D. Goat</p> <p><b>Homework</b></p> <p><b>Group Activity:</b> Students form groups and suggest how Holi or any Asian festival could be modified to be celebrated in the Philippines. Each group will make their To-Do-List and share this with the class during class discussions.</p>	<p>4. C 5. B</p>
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<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<p>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.</p> <p>Teachers may also suggest ways to improve the different activities explored.</p>
	<b><i>strategies explored</i></b>			
	<b><i>materials used</i></b>			
	<b><i>learner engagement/ interaction</i></b>			
	<b><i>Others</i></b>			
<b>C. Teacher's Reflection</b>	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <u><i>ways forward</i></u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i></li> </ul>			<p>Teachers' reflection in every lesson conducted/ facilitated is essential and necessary for improving practice. You may also consider this as input for the LAC/Collab sessions.</p>