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# Lesson Exemplar for Music and Arts

Quarter 4

Lesson

3

**Lesson Exemplar for Music and Arts Grade 8**  
**Quarter 4: Lesson 3 (Weeks 5-6)**  
**SY 2025-2026**

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## MUSIC AND ARTS/ QUARTER 4/ GRADE 8 (WEEKS 5-6)

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>1. Content Standards</b>	The learners demonstrate understanding of selected Asian Music and Arts and their cultural influences in the production of one's integrative creative work.
<b>2. 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>3. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b>  <b>The learners</b> assess their competency in the production of integrative creative work based on concepts, processes, techniques, and/or practices of selected Asian performing and visual arts festivals/productions;</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li><i>interpret concepts, processes, and techniques in most Asian integrative performing and visual arts festivals/productions.</i></li> <li><i>select an integrated creative production by evaluating its processes, techniques, and/or practices found in national/local festivals.</i></li> </ol>
<b>C. Content</b>	Asian Festivals and Productions and Their Influence on Our National and/ Local Festivals
<b>D. Integration</b>	

II. LEARNING RESOURCES
<p>Lee, M. (n.d.). Dragon dance. <a href="https://www.nlb.gov.sg/main/article-detail?cmsuuid=848b0702-f59e-4ab6-8dc7-3f7f218131b7">https://www.nlb.gov.sg/main/article-detail?cmsuuid=848b0702-f59e-4ab6-8dc7-3f7f218131b7</a></p> <p>Straits Times. (1994). Popular Festival Customs among the Chinese.  <a href="https://eresources.nlb.gov.sg/newspapers/digitised/article/straitstimes19941031-1.2.62.7.3">https://eresources.nlb.gov.sg/newspapers/digitised/article/straitstimes19941031-1.2.62.7.3</a></p>

III. TEACHING AND LEARNING PROCEDURE						NOTES TO TEACHERS
A. Activating Prior Knowledge	DAY 1					
	1. Short Review					
	Provide necessary information about the following festivals:					
	Festival	Place of Origin	Religion	Performance s Involved	Symbolic figures present in the Celebration	
	1. Holi					
	2. Nyepi					
	3. Talchum					
B. Establishing Lesson Purpose	1. Lesson Purpose					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.  Activities in this lesson will help learners interpret the concepts, processes, and techniques found in most Asian Festivals/productions.
	Ask the learners if they know we also have a Lantern Festival.					
	Elicit answers from the class and identify the country/locality and the key components of the festival.					
	2. Unlocking Content Vocabulary					
	Palanquins- <i>noun</i> ; a structure formerly used in East Asia for transporting one person. It consists of four or six people carrying a box using two long poles.					
	Paraffin- <i>noun</i> ; a clear liquid with a strong smell made from coal or petroleum and used as a fuel, especially in heaters and lights.					
	Deity- <i>noun</i> : a god or goddess					
C. Developing and Deepening Understanding	Subtopic 1					
	1. Explicitation					
	YUAN XIAO					
	When it comes to the Lantern Festival, an essential component is the “Guessing lantern riddles.” Owners of the lantern will write riddles on a piece of paper and					

	<p>post them on the lanterns in advance. Visitors will pull the paper and answer the riddle. If they are correct, they will get a little gift. A riddle guessing is interesting and full of wisdom.</p> <p>In the daytime, there are performances such as the dragon lantern dance, lion dance, a land boat dance, <b>yangge</b> dance, and some will walk on stilts and beat drums while dancing.</p> <p><b>DRAGON DANCE</b></p> <p>The dragon dance, also known as <b>longwu</b> or <b>longdeng</b>, is a form of traditional dance. This is often performed during the Chinese New Year, and they are believed to bring good luck to people. The dragons are believed to possess great power, dignity, fertility, and wisdom. The dance is performed by a team of dancers who manipulate a dragon's long, flexible figure using poles positioned at regular intervals along the length of the dragon. The dance team mimics the movements of this river spirit in a sinuous, undulating manner. The longer the dragon is in the dance, the more luck it will bring to the community.</p> <p><b>HOW IS THE DRAGON PROP CONSTRUCTED?</b></p> <p>The following methods are commonly applied to make dragon props. By understanding these methods, learners may now start to visualize the dragon prop that they would like to create:</p> <ol style="list-style-type: none"> <li>1. The dragon prop used for the dance varies in length and is typically between 14 meters and 54 meters. It comprises three main segments: the head, body, and tail. The dragon's body is usually divided into sections of odd numbers of 9, 11, and 13, but can go as many as 29.</li> <li>2. Connecting these sections makes the dragon's body flexible enough to twist and turn during a performance. The dragon head is commonly depicted with glaring eyes, an open jaw with a long, red, pointed tongue, horns on its head, and a white beard along the fringe of its chin.</li> <li>3. The dragon prop can be made from different materials and is named according to the main material used in its construction. It can be made from cloth, paper, or bamboo and is referred to as a bulong, zhilong, <b>or</b></li> </ol>	
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**zhulong**, respectively. If the dragon can be lit up from the inside like a lantern, it is known as a **longdeng or dragon lantern**.

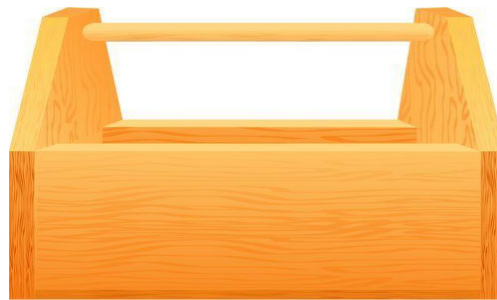
## 2. Worked Example

### ACTIVITY #1: MY DRAGON

Learners will draw the dragon they wish to create in their journal notebooks. The learners will also share their drawn dragon figures with their group mates and decide what part of the dragon needs to be refined and changed.

### CONSIDER THIS

What materials do you need to buy to make your Dragon? Select only the appropriate materials for your Dragon.



Wrapping paper	Scotch tape
Plastic cups	Cellophane
Glue gun	Posterboard
Cheap cloth	Plastic packing tape
Big and Small boxes	Acrylic paint
Cement	Soil
Bricks	Glass

	<p><b>Have you mastered the skill of creating the dragon prop? Do this activity</b></p> <p>Which statements best describe the process of making the dragon prop?</p> <ol style="list-style-type: none"> <li>1. The dragon prop used for the dance varies in length and is typically between 14 meters and 54 meters.</li> <li>2. The dragon's body is usually divided into sections of odd numbers of 9, 11, and 13.</li> <li>3. Dragon dance performers are usually martial artists or acrobats.</li> <li>4. Coordination between the dancers and the musicians is not important.</li> <li>5. There are different forms of dragon dances.</li> </ol> <p><b>DAY 2</b></p> <p><b>3. Lesson Activity</b></p> <p><b>PERFORMANCE</b></p> <p>Dragon dance performers are usually martial artists or acrobats who can move their bodies rhythmically and synchronize their steps so that the dragon appears to move gracefully. The group is predominantly male, but some troupes have female members.</p> <p>There are more than 20 basic steps in the dance, and a performer typically takes about half a year to master them. Coordination between the dancers and the musicians is important, as specific kinds of drum and gong rhythms mark the various movements of the dragon.</p> <p>When the performance starts, a man holding a long pole with <b>longzu</b> (dragon pearl) affixed to the top stands in front of the dragon's head. The dragon, held by its many bearers, chases the pear and attempts to capture it but is never successful, so the dance continues with the dragon pearl teasing the dragon and the dragon showing off its antics while trying to catch it. Most performances last about an hour. There are different forms of dragon dances, such as dragon lanterns, dragon heads, hemp dragons, grass dragons, bench dragons, lotus dragons, and luminous dragons.</p> <p>Can you perform the Dragon dance?</p>	
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Since the dragon is often viewed as a river spirit, dancers often seek to mimic a river's smooth, flowing movement. Other dance patterns have interesting names, such as whirlpool, cloud cave, threading the money, and looking for the pearl. Are you up for a challenge? Design your dragon dance and perform it in class or at home.

### ACTIVITY:

Watch this video: <https://www.youtube.com/watch?v=HbYENmZ2-1k>

Process Question:

1. What do the dancers wear?
2. Is the music fast or slow?
3. Which body parts do they move the most?
4. What are some difficulties shown in the performance?
5. Did the performers find it difficult to manipulate the dragon? How?
6. Did the dancer's movements perfectly synchronize with the beats of the drum?
7. To be able to perform a dragon dance, what are some important things to consider? Cite 5 rules.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### DAY 3

#### Subtopic 2

##### 1. Explication

#### MATSURI

An important element of Japanese festivals is the procession in which the local shrine's **kami** (Shinto) deity is carried through the town in **mikoshi** (palanquins). Many festivals also feature decorated floats (known under various names, such as *dashi*, *yatai*, *danjiri*, etc.), which are paraded through the town, accompanied by drum and flute music by the people sitting on the floats.



	<p><b>NEBUTA MATSURI</b></p> <p>This festival is known for its enormous lantern floats, flanked by large taiko drums, musicians, and dancers. The Nebuta Matsuri is one of the three great festivals of the Tohoku Region.</p> <p><b>How do they create these gigantic lanterns?</b></p> <p>First, a theme (historical figures) is decided upon. A pencil sketch is made when the concept comes together, and then” color is added. Then, the float is built and stored in a shed called <b>nebuta-koya</b>. Smaller parts like face limbs, weapons, and so on are added. Then, the framework is assembled. Hoshogami paper is glued to the framework. Facial features are drawn in black ink. Melted paraffin draws additional patterns into the nebuta, which helps prevent color bleed. Then, the remaining white areas are colored using dyes and water-based pigments.</p> <p><b>AWA ODORI</b></p> <p>The Awa Odori is the most famous of many traditional dancing festivals in Japan during mid-August. The groups dance through designated spectator areas (enbujo) in a procession, playing traditional musical instruments. Although the dance steps are simple, Ren distinguishes themselves with difficult variations and colorful uniforms. Women wear cotton robes called <b>yukata</b>, while men wear <b>happi</b>. The <b>otoko-odori</b> ( masculine dance) is a forceful dance, while the <b>onna-odori</b>( feminine dance) is an elegant dance wearing <b>amigasa</b> hats.</p> <p><b>ANDONG MASK DANCE FESTIVAL</b></p> <p>Masks play a big role in Korean culture. Korean masks were used for different purposes, including war, ceremonial and shamanistic events, and theatrical plays.</p> <p>The Andong Mask Dance Festival takes place in Andong Hahoe Village. The festival includes various cultural performances, including Korean mask dance drama, an intangible cultural heritage, and mask dance performances worldwide. Visitors can also participate in various hands-on experience programs to learn about the dances, masks, and related cultures.</p>	<p>This activity can also be done in their Physical Education class.</p>
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**Let us examine some national/local festivals with the same style as other Asian festivals.**

***Do you know we also have a Lantern Festival in the Philippines?***

**Giant Lantern Festival in Pampanga**

Giant Lantern Festival is an annual Christmas festival held in San Fernando, Pampanga, from December 17 to January 1 of the next year. It is also called Ligligan Parul, a Kapampangan phrase meaning lantern contest or showdown. Considered an intangible cultural heritage, the festival is both an exhibit and a competition of huge decorative Christmas lanterns kitted out with thousands of dancing lights.

**DAY 4**

**2. Worked Example**

**ACTIVITY:**

Investigate the similarities between the Lantern Festival in China and the Giant Lantern Festival in Pampanga

	<b>Lantern Festival in China</b>	<b>Giant Lantern Festival in Pampanga</b>
Time/Season		
Music accompaniment	<input type="radio"/> YES <input type="radio"/> NO Type of music ensemble:	<input type="radio"/> YES <input type="radio"/> NO Type of music ensemble:
Materials Used		
Dance Performance	<input type="radio"/> YES <input type="radio"/> NO Describe the common movements:	<input type="radio"/> YES <input type="radio"/> NO Describe the common movements:

Do you know of other festivals in the Philippines that practice the same techniques as other Asian festivals?

### **Marinduques' Moriones Festival**

They are considered one of the Philippines' most dramatic and active festivals. It relates to the life of St. Longinus, the centurion who pierced Jesus with a spear during crucifixion. They dress up as Roman soldiers, hide among houses, and playfully scare the children of the city. The festival gives a theatrical outlook into the country's traditions and perfectly blends mysticism and pageantry.

### **3. Lesson Activity**

#### **ACTIVITY:**

Compare the similarities and differences between the Marinduques' **Moriones Festival** and the **Andong Mask Festival**

<b>Marinduques' Moriones Festival</b>	<b>Andong Mask Festival</b>
<ul style="list-style-type: none"><li>○ Religious</li><li>○ Non-Religious</li></ul>	<ul style="list-style-type: none"><li>○ Religious</li><li>○ Non-Religious</li></ul>
Time/ Season of Celebration:	Time/ Season of Celebration:
Props Used:	Props Used:
Music Accompaniment:	Music Accompaniment:
Dance Choreography:	Dance Choreography

Conclusion:

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<b>D. Making Generalizations</b>	<b>1. Learners' Takeaways</b> Festivals are an integral part of Filipino culture, with yearly celebrations to mark various occasions, including religious festivals, harvest festivals, and cultural celebrations. What positive values and attitudes can these festivals promote to a community or a nation? 1. Collaborative spirit 2. Respect for tradition 3. Festivals promote innovation and creativity <b>2. Reflection on Learning</b> What are the benefits of having festivals in a community? What are common practices applied in these festivals?	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
<b>A. Evaluating Learning</b>	<b>1. Formative Assessment</b> 1. The important prop used in the Dragon dance is; A. Dog B. Cat C. Dragon D. Snake 2. In Japanese festivals, the most common structure carried by the people is called: A. Kami B. Dummy C. Kani D. Abby  Supply the missing word to complete the statement.  The dragon prop used for the dance varies in length and is typically between 14 meters and 54 meters. It comprises three main segments: the __ (3) __, __ (4) __ and tail. Dragon dance performers are usually martial artists or __ (5) __ who are able to move their bodies rhythmically.  <b>2. Homework (Optional)</b> Apply the methods learned in making a mask or a dragon. Make your replica of a dragon or mask you can use in your festival dance.	

<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/ lesson exemplar.</p>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</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>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></li> <li>▪ <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></li> <li>▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i></li> </ul>			<p>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.</p>