

8

Lesson Exemplar for Music and Arts

Quarter 4

Lesson

4

Lesson Exemplar for Music and Arts 8
Quarter 4: Lesson 4 (Weeks 7-8)
SY 2025-2026

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MUSIC AND ARTS / QUARTER 4 / GRADE 8 (WEEKS 7-8)

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
1. Content Standards	The learners demonstrate understanding of selected Asian Music and Arts and their cultural influences in the production of one's integrative creative work.
2. 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.
3. Learning Competencies and Objectives	<p><i>Learning Competency</i> The learners integrate relevant conventional and emerging concepts, techniques, processes, and/or practices of selected Asian performing and visual arts festivals/productions in their creative works;</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. exhibit different Asian performing and visual arts festivals/productions in their creative works; 2. produce integrative creative works inspired by selected Asian performing and visual arts festivals/productions
C. Content	<i>Production of Asian Festivals</i>
D. Integration	

II. LEARNING RESOURCES

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<p>1. Activating Prior Knowledge</p> <p>DAY 1 1. Short Review</p> <p>Activity 1: View and Tell! Identify the following play production as shown.</p>	<p>Key Answer</p> <p>1. Awa Odori Dance Festival</p>

	<p>1. _____ https://en.wikipedia.org/wiki/Awa_Dance_Festival</p> <p>2. _____ https://www.youtube.com/watch?v=yuAvOGOQWkA</p> <p>3. _____ https://artsandculture.google.com/story/talchum-a-unique-mask-dance-drama-of-korea-ichcap/RwUxCjYG_BurDA?hl=en</p> <p>4. _____ https://www.youtube.com/watch?v=Ep6FJmh3jJ4</p> <p>5. _____ https://www.youtube.com/watch?v=UPInWL45enw</p>	<p>2. Jerash Festival</p> <p>3. Talchum</p> <p>4. Dragon Dance</p> <p>5. Whirling Devish Festival</p>
<p>2. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p><i>Let's Rock and Role....</i></p> <p>On the stage, written are the roles in producing theater presentations. Ask the students to read aloud each word.</p> <p>Each class member selects a role to enhance their strength to contribute to the production.</p> <p>Finale: Asian Theater Production</p> <p>RE-ENACTMENT OF THE FESTIVAL OF.....</p> <p>General Guidelines.</p>	 <p><i>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.</i></p> <p><i>The teacher will decide on the Performance task best suited for her learners. The teacher can still modify and make necessary adjustments to accommodate the different skills and resources found in the classroom.</i></p>

	<ul style="list-style-type: none"> • Groupings for production will depend on the number of students per class. • Choosing the festival for production will depend on the availability of the resources. • Production must not exceed 30 minutes. <p>2. Unlocking Content Vocabulary So, how will you start your production? The teacher may guide them through the steps to a successful production.</p> <ol style="list-style-type: none"> 1. Consider the artistic qualities of the script and how feasible the play would be with the budget of the group and their time to practice. 2. Consider who may be appropriate for the roles and the crew. 3. It is common for the production to establish the production calendar, setting clear goals for the crew and cast members over the coming days. 4. Rehearse. This process allows the director to modify or cut certain sections of the script to make improvements 	
3. Developing and Deepening Understanding	<p>DAY 2 1. Explicitation So, how will you start your production? The teacher may guide them through the steps to a successful production.</p> <ol style="list-style-type: none"> 1. Consider the artistic qualities of the script and how feasible the play would be with the budget of the group and their time to practice. 2. Consider who may be appropriate for the roles and the crew. 	.

Production Staff Definitions

- **Playwright** - Person who develops and writes the script.
- **Producer**- Person who selects the script, secures financial backing, leases the theater, & hires all production personnel; the ultimate authority in the organizational structure of a theatrical production.
- **Director**- the artistic manager and inspirational leader of the production team; coordinates the work of actors, designers, and crews so that the production accurately expresses the production concept.
- **Production Concept**- the creative interpretation of the script, which will unify the artistic vision of

Source: <https://slideplayer.com/slide/3907377/>

DAY 3

2. Worked Example

Rehearse.

This process allows the director to modify or cut certain script sections to make improvements.

It is common for the production to establish the production calendar, setting clear goals for the crew and cast members over the coming days.

To keep the students engaged, modify the schedule for rehearsals and keep track of the rehearsal sessions.

3. Lesson Activity.

Asian Festival Re-enactment Presentation.

4. Making Generalizations	<p>1. Learners' Takeaways The success of the group's final presentation relies on each member's collaborative effort and the group's enthusiasm.</p> <p>2. Reflection on Learning Ask the students what they think about the activity and the importance of these performances to Philippine culture.</p>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION						NOTES TO TEACHERS	
A. Evaluating Learning	1. Formative Assessment: The final assessment for this activity will be based on the teacher’s modification of implementation					The teacher may also create or formulate their rubric.	
	Trait	Criteria					Points
		1	2	3	4		
	Content Did the presentation have valuable material?	Presentation contained little to no valuable material.	Presentation had moments where valuable material was present but as a whole content was lacking.	Presentation had a good amount of material and benefited the class.	Presentation had an exceptional amount of valuable material and was extremely beneficial to the class.		_____
	Collaboration <i>Did everyone contribute to the presentation?</i> Did everyone seem well versed in the material?	The teammates never worked from others’ ideas. It seems as though only a few people worked on the presentation.	The teammates sometimes worked from others’ ideas. However it seems as though certain people did not do as much work as others.	The teammates worked from others’ ideas most of the time. And it seems like every did some work, but some people are carrying the presentation.	The teammates always worked from others’ ideas. It was evident that all of the group members contributed equally to the presentation.		_____
	Organization Was the presentation well organized and easy to follow?	The presentation lacked organization and had little evidence of preparation.	There were minimal signs of organization or preparation.	The presentation had organizing ideas but could have been much stronger with better preparation.	The presentation was well organized, well prepared and easy to follow.	_____	

	Presentation <i>Did the presenters Speak clearly? Did the engage the audience? Was it obvious the material had been rehearsed?</i>	Presenters were unconfident and demonstrated little evidence of planning prior to presentation.	Presenters were not consistent with the level of confidence/ preparedness they showed the classroom but had some strong moments.	Presenters were occasionally confident with their presentation however the presentation was not as engaging as it could have been for the class.	Presenters were all very confident in delivery and they did an excellent job of engaging the class. Preparation is very evident.	
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, learner engagement and other related stuff. Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.		
	<i>strategies explored</i>					
	<i>materials used</i>					
	<i>learner engagement/ interaction</i>					
	<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> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? <u>students</u> What roles did my students play in my lesson? What did my students learn? How did they learn? <u>ways forward</u> What could I have done differently? What can I explore in the next lesson? 					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.