

7

Lesson Exemplar for Music & Arts

Quarter 1

Lesson

1

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Lesson Exemplar for Music and Arts 7
Quarter 1: Lesson 1 (Weeks 1-2)
SY 2024-2025

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Development Team

Writer:

- Anavy I. Cellona
- Bombie A. Dalangin

Validator:

- Rus Will E. Ledesma (West Visayas State University)

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.

MUSIC AND ARTS /QUARTER 1/ GRADE LEVEL 7 (WEEKS 1-2)

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of the contemporary and emerging popular Music and Arts of the Philippines and selected Southeast Asian countries, and their cultural influences, including the subjects, themes, concepts, mediums, processes, techniques, and/or practices.
B. Performance Standards	The learners create works based on relevant concepts, processes, techniques, and/or practices used in selected representative contemporary and emerging works of the Philippines and selected Southeast Asian countries in the production of their creative works.
C. Learning Competencies and Objectives	<p><i>Discuss how representative contemporary and emerging performing and visual arts of the Philippines and selected Southeast Asian countries influence their cultural identity and diversity</i></p> <ol style="list-style-type: none"> <i>1. Identify key contemporary and emerging artists, musicians, and genres from the Philippines and selected Southeast Asian countries.</i> <i>2. Examine the cultural influences that shape contemporary and emerging performing and visual arts in the Philippines and the Southeast Asia.</i> <i>3. Recognize the significance of cross-cultural exchanges and collaborations in the development of Southeast Asian performing and visual arts.</i>
D. Content	<p><i>Theme: “Contemporary and Emerging Music and Arts of the Philippines and the Southeast Asia and their Cultural Influences”</i></p> <p>I. PERFORMING ARTS</p> <p>A. Music</p> <ul style="list-style-type: none"> ○ Popular Music Vocal Music and Instrumental Music <p><i>Musical Behaviors:</i> Active Listening; Describing; Interpreting; Performing; Improvising; Composing; Evaluating</p> <p>B. Theater Arts</p> <ul style="list-style-type: none"> ○ Asian Theater Practices and Relevant Principles of Theater Arts
E. Integration	Global Citizenship and Cultural Heritage

II. LEARNING RESOURCES











Asian Feed. (2021). 11 Southeast Asian Artists You Should Listen to Right Now. <https://asianfeed.com/2021/07/03/11-southeast-asian-artists-you-should-listen-to-right-now/>

Bunrith, S. (2016). *“Evolving Living Traditions: A Study of Contemporary Performing Arts in Cambodia During the Post-Khmer Rouge Period (1979-2015).”*

Ocula. (n.d.) Southeast Asia’s Contemporary Art Platform. <https://ocula.com/art-fairs/sea-focus/#artworks>

Yeo, V. (February 17, 2023). Art Fair Philippines 2023. <https://artandmarket.net/news/2023/2/17/art-fair-philippines-2023>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	DAY 1 1. Short Review Activity 1 “Making Consonance” (10 minutes) In this activity, the teacher will facilitate a song to recall the musical elements and other art forms discussed during primary lessons. <i>“Gento”</i> by SB19 https://youtu.be/VZZA_38RUBI The teacher will ask the students to do the following movements or modifications while singing the chorus part of the song. The teacher must challenge students to recall the musical elements that are being implied in each movement or modification. Beat – stomp your feet following the beat of the song Rhythm – clap the syllable of the lyrics Timbre – students may describe the differences between the voice quality of SB19 members and the musical instruments used in the music. Dynamics – the teacher may show hand signals for the learners to sing loudly or softly. Tempo – the teacher may ask students to visualize a situation that triggers the speed of singing the song (slow and fast). Melody – The teacher may ask the learners to hum the tune of each song and use hand gestures to show melodic movement (ascending, descending, repeated)	The teacher can ask the learners to describe the visual elements used in the sample video leading them to recall the elements and principles in visual arts. <ul style="list-style-type: none"> • Line • Shape • Form • Value • Space • Color • Texture • Balance • Emphasis • Harmony • Movement • Rhythm • Unity • Repetition • Proportion • Variety

	<p>Harmony and Texture – the teacher may ask how many independent melodies they can hear.</p> <p>2. Feedback (Optional)</p>	
<p>B. Establishing Lesson Purpose</p>	<p>1. Lesson Purpose</p> <p>Activity 2 “Guess the Origin” (10 minutes) <i>(this activity may be done individually or by group)</i> The teacher will play representative contemporary music from Southeast Asian countries. Learners will be asked to guess the origin country for each item.</p> <ul style="list-style-type: none"> • Ting Ting Tang Ting (Vietnam) https://youtu.be/gJHSDZfJrRY • Mini Miss U (Philippines) https://youtu.be/QXIMlv7q8TY • Da Yang Gatal Gatal (Indonesia) https://youtu.be/823uvXljaHE • Mong Nan Nan (Thailand) https://youtu.be/823uvXljaHE <p>Processing Questions:</p> <ol style="list-style-type: none"> 1. Were you able to guess the country of origin of the music? 2. How did you come up with your responses? 3. What is your favorite among the examples? Why? <p>Activity 3 “Spot on the Map” (5 minutes) Ask the learners to identify the Southeast Asian country represented by each flag and plot the country on the map using the respective flag.</p> <div style="display: flex; align-items: center;"> <div style="display: flex; flex-direction: column; gap: 5px;">       </div> <div style="display: flex; flex-direction: column; gap: 5px; margin-left: 10px;">      </div> <div style="margin-left: 10px;">  <p>https://commons.wikimedia.org/wiki/File:Map_of_Asia.svg</p> </div> </div>	

2. Unlocking Content Vocabulary

Activity 4 “Word Search” (5 minutes)

Find 10 hidden words in the word search grid and match these words with the list of meanings below.

Use this link to play the online word search puzzle:

<https://puzzel.org/en/wordseeker/play?p=-NdiuE4oEgX0jHkGtWcJ>

Film	Comic
Vocal	Architecture
Documentation	Weaving
Theatre	Instrumental
Animation	Dance



1. It is a series of genres for solo voice and voices in combination, with or without instrumental accompaniment (Porter, 2022).
2. It is a piece of music that does not contain any words or vocals.
3. It is a magazine or book that contains a set of stories told in pictures with a small amount of writing.
4. It is a technique of creating the illusion of movement or change in a visual artwork, typically in the form of a sequence of individual images displayed rapidly in succession.
5. This process involves passing the weft threads over and under the warp threads in a systematic pattern using a device called a loom.
6. It is the art and science of designing buildings and structures.
7. It is the process of recording, capturing, and preserving various aspects of the filmmaking process. This includes the creation of written records, photographs, videos, and other forms of media that document everything from pre-production planning to post-production activities.
8. It is a series of moving pictures, usually shown in a cinema, theatre or on television and often telling a story.
9. It is a form of artistic expression and physical movement that is often accompanied by music or rhythm.

	10. It is where the actors portray characters and convey stories through dialogue, actions, and gestures on a stage, often supported by costumes, sets, lighting, and sound effects.	
B. Developing and Deepening Understanding	<p>1. Explicitation</p> <p>The teacher will provide a brief overview of how each art form offers distinct methods for expressing creativity, conveying concepts, and captivating audiences through varying sensory encounters. (5 Minutes)</p> <p>PERFORMING ARTS</p> <p>Vocal art involves using the human voice to create music, convey emotions, or tell stories. It encompasses singing, chanting, spoken words, and vocalizations in various musical genres and contexts.</p> <p>Instrumental art revolves around creating music using musical instruments without vocal accompaniment. This includes playing instruments like pianos, guitars, violins, and drums to produce melodies, harmonies, and rhythms.</p> <p>Theater is a performative art form where actors perform live on a stage, portraying characters and telling stories. It combines elements like acting, set design, costumes, lighting, and sound to engage audiences in a shared experience.</p> <p>Dance is a physical art form that involves rhythmic movement of the body to express emotions, tell stories, or convey abstract concepts. It comes in various styles and genres, each with its own techniques, movements, and cultural influences.</p> <p>VISUAL ARTS</p> <p>Film is a visual storytelling medium that uses moving images and audio to convey narratives, ideas, and emotions. It involves a combination of cinematography, editing, sound design, and acting to create a complete audiovisual experience.</p> <p>Animation involves creating the illusion of motion by displaying a series of still images in rapid succession. It can be done through various techniques, such as traditional hand-drawn animation, computer-generated imagery (CGI), or stop-motion animation.</p> <p>Architecture is the art of designing and creating physical spaces that encompass both functionality and aesthetics. It involves the planning, designing, and construction of buildings and structures that serve various purposes, from residential and commercial spaces to public and cultural landmarks. Architects</p>	

	<p>blend practical considerations like safety, comfort, and efficiency with artistic elements such as form, materials, and spatial relationships to shape environments that impact human experience and culture. Architecture has the power to shape societies, reflect cultural values, and inspire emotions through the built environment.</p> <p>Comics are visual storytelling mediums that use a combination of illustrations and text to convey narratives, ideas, and humor. They often use panels and sequential art to guide the reader through a story.</p> <p>Weaving is a textile art form that involves creating fabric by interlacing threads or yarns at right angles. It can produce intricate patterns and textures, and it has been used historically for both functional and artistic purposes.</p> <p>Documentation art captures real-life events, situations, or concepts through various artistic mediums like photography, videography, and written records. It aims to preserve and convey moments of reality for artistic or informative purposes.</p> <p>2. Worked Example</p> <p>Activity 5 “Watch and Learn” (20 minutes)</p> <p>The teacher will present five (5) selected contemporary and emerging performing and visual arts to the class and provide readings for each one. The learners will have to choose one from the presented art forms and discuss it within their group using the guide questions below.</p> <p>Title of Performance</p> <ol style="list-style-type: none"> <u>Theme and Message</u>: What do you believe was the main theme or message of the performance? How did the acting, dialogue, and other elements contribute to conveying this theme? <u>Musical Forms</u>: Describe how music contributed to the performance. <u>Setting and Atmosphere</u>: Describe the setting (time and place) of the performance. What kind of atmosphere or mood did the setting create? <u>Costumes and Makeup</u>: Describe the costumes and makeup of the characters. Did the costumes enhance the characters' identities or the overall theme of the performance? <u>Stage Design</u>: Describe the stage design, including any props and scenery. How did the stage design contribute to the storytelling? <u>Acting and Characterization</u>: Choose one main character and describe their portrayal by the actor. Did the actor effectively convey the character's emotions and motivations? 	
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G. *Cultural and Social Context*: Did you notice any cultural or social references within the performance? How did these references contribute to the story or its relevance?

Suggested Performance with References: (*The teacher may choose from the following videos*)

Title	Video Link	Readings
Anak Datu	https://youtu.be/Rb1JG2zUSHk	https://theaterfansmanila.com/review-anak-datu-brings-the-dark-side-of-our-history-to-light/
Batang Rizal	https://youtu.be/bv7qx4mEZuw?list=RD CMUCsqMrPegwaLhdEfqbFKaUqA	https://theaterfansmanila.com/review-batang-rizal-redefines-heroism-for-a-new-generation/
Rak of Aegis	https://youtu.be/zMqgXM3M8ew	https://theaterfansmanila.com/review-rak-aegis-floods-fun-aegis/
Rama Hari	https://youtu.be/yh6QpBJbbkc	https://www.wheninmanila.com/rama-hari-a-masterpiece/
Huling El Bimbo	https://youtu.be/3ha3H5AecL8	https://www.pep.ph/guide/artsand-culture/173580/ang-hulingel-bimbo-the-musical-a71620230602-lfrm
Charot!	https://www.youtube.com/watch?v=LJczZLOnh9M	https://theblissfulbloom.com/2019/03/12/charot-peta/
Urduja	https://www.youtube.com/watch?v=e-uFKUhXP38 https://www.youtube.com/watch?v=bPa0TiCuvR4	https://en-academic.com/dic.nsf/enwiki/9653492
Reamker	https://youtu.be/HIZSmI6Iy9E	https://litlover.school.blog/2019/06/18/reamker-a-cambodian-epic-about-magic-and-adventure/
Khmeropedies II	https://youtu.be/dMPB5879ePA	https://charlestoncitypaper.com/2011/05/25/choreographer-emmanule-phuon-breathes-new-life-into-ancient-dance-steps/
Breaking the Silence	https://youtu.be/FPbXqnd-OOYc	https://www.khmertimeskh.com/50569880/breaking-the-silence-breaking-the-stigma/
Junkyard theatre	https://youtu.be/EVTGCzQgsBc	https://www.junkyardtheatre.com/
Ramakien: Animation	https://www.youtube.com/watch?v=-J60UxGxVvY	https://mysakonnakhon.com/ramakien-story-thailand-khon-drama-summary/

DAY 2**Lesson Activity****Activity 6 “Prep Up!” (20 minutes)**

Directions: Students will prepare visual aids about their chosen art form to be presented to the class. They are free to choose the material to be used in preparing for their presentation.

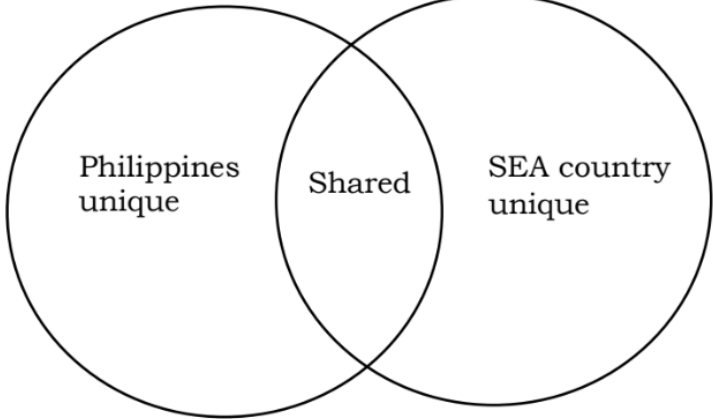
Activity 7: It's Showtime! (5 minutes per group) total of 25 minutes)

The learners will be given 5 minutes per group to present their output.

Rubrics for Performance *(provide this rubric for guidance)*

Criteria	4	3	2	1
Understanding of the Play	Thorough understanding of the play's themes, characters, and context, demonstrated through insightful analysis and interpretation.	Good understanding of the play's main aspects, with some analysis and interpretation.	Adequate understanding of the play's basic elements but lacks depth in analysis and interpretation.	Limited understanding of the play, leading to shallow analysis and interpretation.
Presentation Structure	The presentation is exceptionally well-structured, with a clear introduction, coherent main points, and a strong conclusion. Smooth transitions between sections.	The presentation is well-structured, with a clear introduction, logical main points, and a solid conclusion. Transitions are generally smooth.	The presentation has a basic structure, but some areas could be more organized. The introduction, main points, and conclusions are evident. Transitions are somewhat choppy.	The presentation lacks a clear structure, making it difficult to follow. The introduction main points, and conclusion are unclear. Transitions are abrupt.
Analysis Depth	Provides in-depth analysis of key scenes, characters, and theatrical techniques, highlighting the significance to the overall play.	Offers substantial analysis of important, scenes, characters, and theatrical techniques, demonstrating their relevance to the play.	Presents basic analysis of scenes, characters, and theatrical techniques, but lacks depth and insight.	Offers minimal analysis, with limited exploration of scene characters, and theatrical techniques.

	Visual Aids	Exceptionally effective use of visual aids (slides, props, video clips, etc.) enhances understanding and engagement. Aids are seamlessly integrated into the presentation.	Good use of visual aids enhances understanding and engagement. Aids is relevant and well-integrated	Adequate use of visual aids, but they may not consistently enhance understanding or engagement. Integration is somewhat uneven.	Visual aids are limited and do not significantly contribute to understanding or engagement. Integration is lacking.
	Team Collaboration	Evident and seamless teamwork, with all members contributing equally and effectively. Clear cohesion among presenters enhances the overall presentation.	Effective teamwork, though some minor imbalances in contributions may be noticeable. The presentation flows cohesively.	Adequate teamwork, with contributions from all members, but collaboration could be smoother. Presentation cohesion is somewhat affected.	Uneven teamwork is apparent, affecting the overall coherence of the presentation
	Delivery and Engagement	Engaging and confident delivery, maintaining eye contact, varied vocal tone, and appropriate gestures. Audience engagement is consistently high.	Delivery is confident and mostly engaging, with occasional eye contact, varied vocal tone, and appropriate gestures. Audience engagement is generally maintained.	Delivery is somewhat engaging, but there may be instances of monotone or lack of eye contact. Audience engagement varies.	Delivery lacks engagement, with limited eye contact monotone delivery, and few gestures. Audience engagement is
	Overall Impression	Exceptional presentation that demonstrates deep analysis, strong organization, effective teamwork, and engaging delivery.	A very good presentation that covers the essential elements with clear organization, teamwork, and decent delivery.	Satisfactory presentation that addresses the basic requirements but lacks depth in analysis, organization, teamwork, or delivery.	A presentation that shows several areas for improvement in analysis, organization, teamwork, or delivery.
	<p>Activity 8: “Share your thoughts!” (10 minutes)</p> <p>In this part, the teacher will facilitate the sharing of insights regarding the previous activity.</p> <ol style="list-style-type: none"> 1. What are your overall thoughts and impressions of your chosen performance? 				

	<ol style="list-style-type: none"> Would you recommend it to others? Why or why not? What did you learn about contemporary art forms from analyzing these performances? <p>DAY 3 “Think, Pair, and Share” The teacher will ask learners to choose two art forms (one from The Philippines, and one from other SEA countries) from the links below and accomplish the Venn diagram with the following instructions.</p> <ol style="list-style-type: none"> Examine the cultural influences of the Philippines and other Southeast Asian countries. Share your insights with a classmate and use the Venn diagram below to compare these influences. Fill in the overlapping sections with shared influences and the separate sections with unique influences. 	<p><i>The teacher may set a list for the students to choose from based on the links below)</i></p> <p>11 Southeast Asian Artists You Should Listen to Right Now https://asianfeed.com/2021/07/03/11-southeast-asian-artists-you-should-listen-to-right-now/</p> <p>Southeast Asia’s Contemporary Art Platform https://ocula.com/art-fairs/sea-focus/#artworks</p> <p>Art Fair Philippines 2023 https://artandmarket.net/news/2023/2/17/art-fair-philippines-2023</p>
C. Making Generalizations	<p>The teacher will ask the learners the following questions: (10 minutes)</p> <ol style="list-style-type: none"> How do contemporary performing arts influence our culture as Filipinos? What could be the implications of these cultural influences on our identity as a country? In what way are these influences evident in you as a student? 	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION				NOTES TO TEACHERS																																
A. Evaluating Learning	<p>DAY 4 “Unity in Diversity”</p> <p>1. Formative Assessment</p> <p>Ask the learners to write a short essay discussing the title below:</p> <p><u>“Diversity Gives A Nation Strength”</u></p> <p>The teacher can give a brief explanation about the subtopics below in which the learners can focus on:</p> <ul style="list-style-type: none">- Cultural Enrichment- Social Cohesion- Innovation and Creativity- Global Perspective- Economic Growth- Adaptability <p>2. Homework (Optional)</p>		<p>Rubrics for Short Essay <i>(provide this rubric to the learners for guidance)</i></p> <table><tr><td></td><td>4</td><td>3</td><td>2</td><td>1</td></tr><tr><td>Introductory paragraph</td><td>The introduction is very interesting, clearly states the topic that will be developed in the essay and includes a well-constructed thesis statement that provides a preview of the main points of the paper.</td><td>The introduction clearly states the topic and includes an adequate thesis statement that provides a preview of the main points of the essay.</td><td>The introduction states the topic and includes a thesis statement, but the thesis is either flawed or does not provide a preview of the main points of the essay.</td><td>The introduction does not clearly state the topic, and/or no thesis statement is present.</td></tr><tr><td>Support</td><td>Strong and adequate evidence is used to support the author's main points.</td><td>Appropriate and adequate amount of evidence is used to support the author's main points.</td><td>The evidence provides some support to the author's main points. Some ideas are vague or not clearly supported room for improvement.</td><td>Insufficient amount of evidence, misinterpreted evidence, and/or very limited evidence is used to support the author's main points. Needs vast improvement.</td></tr><tr><td>Quality of Content</td><td>The author demonstrates a superior understanding of the topic he or she is writing about. Main ideas are fully developed.</td><td>The writer has a good control of the topic he or she is writing about. Main ideas are adequately developed.</td><td>The writer shows an understanding of the topic, but some ideas are not fully developed.</td><td>The writer is unclear about the topic he or she is writing about. The discussion is not focused.</td></tr><tr><td>Conclusion</td><td>The essay has a detailed conclusion restating the thesis or main points and wrapped up the paper satisfactorily. The reader is fully convinced by the author's argument.</td><td>The essay has a detailed conclusion restating the thesis or main points. Little doubt is left in the reader's mind.</td><td>The essay has a conclusion restating the thesis or main points. The reader is not completely convinced as the conclusion is not fully clear.</td><td>The essay does not contain a detailed conclusion restating the thesis or main points. The essay ends with the reader doubting the viewpoint of the author. The meaning of the discussion is not clear.</td></tr><tr><td>Language/Grammar/style</td><td>The essay is well-written. The language is clear and sophisticated. Grammar, spelling, and sentence-level errors are minimal.</td><td>The essay is written in a clear, easily accessible form for the reader. It contains some grammatical, spelling, and/or sentence-level errors.</td><td>The essay is mostly clear, but it contains several grammatical, spelling, and/or sentence-level errors.</td><td>The essay is not clear and contains many grammatical, spelling, and/or sentence-level errors.</td></tr></table>					4	3	2	1	Introductory paragraph	The introduction is very interesting, clearly states the topic that will be developed in the essay and includes a well-constructed thesis statement that provides a preview of the main points of the paper.	The introduction clearly states the topic and includes an adequate thesis statement that provides a preview of the main points of the essay.	The introduction states the topic and includes a thesis statement, but the thesis is either flawed or does not provide a preview of the main points of the essay.	The introduction does not clearly state the topic, and/or no thesis statement is present.	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B. Teacher’s Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered																																	
	strategies explored																																			
	materials used																																			
	learner engagement/interaction																																			
	Others																																			

C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <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> 			