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Lesson Exemplar for Music and Arts

Quarter 1

Lesson

5

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Lesson Exemplar for Music and Arts 7
Quarter 1: Lesson 5 (Week 8)
SY 2024-2025

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MUSIC AND ARTS /QUARTER 1/ GRADE LEVEL 7 (WEEK 8)

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>The learners assess their competency in the production of creative work based on concepts, processes, techniques, and/or practices used in selected Philippine and Southeast Asian contemporary and emerging performing and visual arts.</i></p> <ol style="list-style-type: none"> <i>1. Develop the ability to provide and accept constructive and thoughtful feedback on peers' artworks, considering both artistic elements and conceptual execution.</i> <i>2. Self-assess the acquired competencies in relation to the production of creative work.</i> <i>3. Reflect on the challenges faced during the creative process and on the importance of continuous self-assessment to encourage ongoing improvement and exploration.</i>
C. Content	<p>Theme: “Contemporary and Emerging Music and Arts of the Philippines and the Southeast Asia and their Cultural Influences”</p> <p>I. PERFORMING ARTS</p> <p>A. Music</p> <ul style="list-style-type: none"> ○ Popular Music Vocal Music & Instrumental Music <p>Musical Behaviors: Active Listening; Describing; Interpreting; Performing; Improvising; Composing; Evaluating</p> <p>B. Theater Arts</p> <ul style="list-style-type: none"> ○ Asian Theater Practices & Relevant Principles of Theater Arts <p>C. Dance</p> <ul style="list-style-type: none"> ○ Contemporary and Emerging Southeast Asian Dance Styles <ul style="list-style-type: none"> ▪ Application of the Movement and Meaning – Directions, Speed, and Weight of Movement (Laban) <p>II. VISUAL ARTS</p> <p>A. Visual Art Comics; Animation; Architecture; Weaving</p> <p>B. Film Feature film, Short Film, Historical film, Biographical, Documentary, Animation</p> <p>Arts Processes: Perceiving; Describing; Performing; Producing; Creating</p>
D. Integration	Global Citizenship and Cultural Heritage

II. LEARNING RESOURCES

NewMediaConsortium. (June 7, 2013). Five Minutes of Fame :: Christine Ferrera. https://www.youtube.com/watch?v=ywSC_8eN1pA
 Wray, E. (2020) The RISE Model. <https://www.risemodel.com/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS								
A. Activating Prior Knowledge	<p>DAY 1</p> <p>Short Review</p> <p>Activity 1 “Perfect Caption!” (7 minutes)</p> <p>The teacher will show documented pictures from their previous presentation of creative works. Learners must give the most appropriate caption for each photo and explain the reason for their answer.</p> <p>1. Feedback (Optional)</p>									
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>Activity 2 “Keen Observers” (8 minutes)</p> <p>The learners will provide feedback, both positive and negative, if any, on other committees or groups they observed during the production. Write your feedback on the table.</p> <table><tr><th>Positive</th><th>Negative</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>2. Unlocking Content Vocabulary</p> <p>Activity 3 “Spread Positivity” (5 minutes)</p> <p>Ask the learners to choose from the set of words inside the box that are related to the given meaning of Meaningful Feedback. They should rewrite these words around the figure.</p>	Positive	Negative							
Positive	Negative									

	<div data-bbox="667 185 1061 469" data-label="Diagram"> </div> <div data-bbox="1144 180 1413 502" data-label="Text"> <p>Problem – focused Helpful Encouraging Destructive Subjective Empowering Suggestive Constructive Thoughtful Insensitive Unsupportive</p> </div> <div data-bbox="465 560 896 651" data-label="Section-Header"> <p>Activity 4 “The Rise Model” (25 minutes)</p> </div> <div data-bbox="465 678 1088 821" data-label="Text"> <p>The teacher may provide an introduction to the RISE model (peer-to-peer) by Emily Wray, and the learners will further discuss it within their group.</p> </div> <div data-bbox="465 847 1064 880" data-label="Text"> <p>https://www.risemodel.com/peer-to-peer</p> </div> <div data-bbox="465 906 553 938" data-label="Section-Header"> <p>Video</p> </div> <div data-bbox="465 963 1207 997" data-label="Text"> <p>https://www.youtube.com/watch?v=ywSC_8eN1pA</p> </div> <div data-bbox="1126 560 1637 956" data-label="Diagram"> <p>RISE MODEL</p> <p>RISE is an acronym that stands for Reflect, Inquire, Suggest, and Elevate. When used together, the 4 levels of the RISE Model help to structure and facilitate meaningful feedback.</p> <p>LEVEL 1: REFLECT To reflect means to recall, ponder, and articulate. At this level of feedback, share what stood out to you and why.</p> <p>LEVEL 2: INQUIRE To inquire means to seek new information or understanding. At this level of feedback, explore and ask questions to gain clarity.</p> <p>LEVEL 3: SUGGEST To suggest means to introduce ideas for improvement. At this level of feedback, offer suggestions based on your grasp of the current assignment, issue, or opportunity.</p> <p>LEVEL 4: ELEVATE To elevate means to raise to a higher degree or purpose. At this level of feedback, share any insight or encouragement you have on how to approach or overcome similar situations in the future.</p> <p>EXAMPLE STEMS:</p> <p>1 REFLECT The choice to X made me think that Y. I value your design with X because Y. What affected me most was X because of my perspective as Y.</p> <p>2 INQUIRE Can you further explain X? What is the relationship between X and Y? How would addressing X with Y impact Z?</p> <p>3 SUGGEST I explore involving X for Y effort. I encourage you to revisit section X in order to Y. Consider supporting information from X resource.</p> <p>4 ELEVATE What if you re-visited X as Y for Z? Next time, consider X before Y to achieve similar Z. Perhaps expand this in X capacity to further address Y.</p> <p>Higher order skills: Share examples of qualitative feedback or use feedback.</p> </div>	
<p>C. Developing and Deepening Understanding</p>	<p>The teacher will ask the following questions for the learners to answer: (10 minutes)</p> <ol style="list-style-type: none"> 1. What is the purpose of using the RISE model by Emily Wray? 2. What are the main components of the RISE Model? 3. Explain the process of the RISE model by giving sample feedback statements for each component. 	

Day 2

Activity 5 “Give and Receive” (20 Minutes)

Learners will practice using the RISE model (peer-to-peer) in pairs to give meaningful feedback and accept constructive criticism. They will base their feedback on their recent creative work. They should record the feedback that will be given by their partner or peer for further self-reflection.

Activity 6 “Self-Check: Exploring You” (15 minutes)

The learners will use the RISE model (self-evaluation) and the competency assessment checklist below.

RISE Model for self-evaluation <https://www.risemodel.com/self-evaluation>

	5	4	3	2	1
Demonstrated understanding of key concepts and trends in contemporary art forms.					
Recognized and discussed significant Philippine and Southeast Asian artists and their works. Described various techniques and mediums commonly used in contemporary visual					
Analyzed visual artworks based on concept, technique, and artistic intent.					
Showed comprehension of various forms of contemporary performing arts (theater, dance, music, interdisciplinary).					
Discussed cultural influences on contemporary performing arts.					

	Produced an original artwork demonstrating the application of learned techniques and concepts.						
	Incorporated personal expression and creativity into the artwork.						
	Provided constructive feedback to peers about technical execution and alignment with discussed concepts.						
	Collaborated effectively within a group to prepare a short performance.						
	Delivered a group performance that showcased technical skills and creativity.						
	Produced an original artwork demonstrating the application of learned techniques and concepts						
	Engaged constructively in peer assessment and feedback sessions, contributing to a collaborative learning environment.						
	Applied learned concepts and techniques effectively in both visual and performing arts activities.						
	Exhibited active participation and engagement throughout the quarter						

D. Making Generalizations	<p>Let the learners share their thoughts and insights with the class. (10 minutes)</p> <p>How do assessments and meaningful feedback contribute to your learning experience?</p>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION		NOTES TO TEACHERS																
A. Evaluating Learning	<p>Activity 7 “Journey to a Better Me” (10 minutes)</p> <p>Complete the table below using the feedback you have received from your peers and your self-assessment.</p> <table><tr><th>Objectives (Achievable goals)</th><th>Actions (steps)</th><th>Assistance (Individuals who can assist you in achieving your goals)</th><th>Output (Expected outcome)</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Objectives (Achievable goals)	Actions (steps)	Assistance (Individuals who can assist you in achieving your goals)	Output (Expected outcome)													
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B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	
	<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? 			