

7

Lesson Exemplar for MAPEH

Quarter 2

Lesson

5

Lesson Exemplar for Music and Arts 7
Quarter 2: Lesson 4 (Weeks 5-8)
SY 2024-2025

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Development Team

Writers:

- Jemuel Barrera Garcia (West Visayas State University)
- Ryan L. Puljanan (West Visayas State University)

Validators:

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

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 ART / QUARTER 2/ GRADE 7 (WEEKS 5-8)

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of the conventional local folk Music and Arts common to the Philippines and selected Southeast Asian countries, including the subjects, themes, concepts, mediums, processes, techniques, and/or practices.
B. Performance Standards	The learners incorporate characteristics of selected Philippine and Southeast Asian traditional or folk music and art in their creative work, using conventional, contemporary, and emerging concepts, processes, techniques, and/or practices in Music and Arts.
C. Learning Competencies and Objectives	<p>Learning Competency a. Produce creative works inspired by the Philippines and selected Southeast Asian local folk performing and visual arts using relevant conventional, contemporary, and emerging concepts, processes, and/or practices.</p> <p>Learning Objectives At the end of the lesson, the students should be able to:</p> <ol style="list-style-type: none"> Integrate the stages of the creative process in creating a 10-minute performance inspired by the Binanog dance of Panay Bukidnon, Hirinugyaw-Suguidanonay Festival of Calinog, Iloilo, and Wayang Kulit of Indonesia. Show appreciation of the Philippine and Southeast Asian traditional and folk music and arts that contribute to the richness and diversity of culture. Perform the created 10-minute performance with at least a satisfactory rating. Display cooperation and collaboration in the creative process.
C. Content	<ol style="list-style-type: none"> THE CREATIVE PROCESS PRODUCTION MOUNTING <p>Note: The selection of countries for this quarter depends on the extent of foreign influences and/or the presence of foreign (Southeast Asian) nationals' dominant in one's locality/region.</p>
D. Integration	Global Citizenship, Cultural Literacy

II. LEARNING RESOURCES
Center Theatre Group. (2016, November 3). Working in Theatre: Costume Designer [Video]. YouTube. https://www.youtube.com/watch?v=cLW45yeCoNA

Dinham, J. (2020). Delivering Authentic Arts Education. South Melbourne, Victoria Australia: Cengage Learning Australia.

Elements of Drama by Mrs. Alicea [YouTube Video]. <https://www.youtube.com/watch?v=SGmgLVHfaY4>

Fernandez, S.P. (2010). Making theatre: The craft of the stage. Iligan City: IPAG-ARM

Muyco, M.C. (2016). Sibod: ideology and expressivity in Binanog dance, music, and folkways of the Panay Bukidnon. Quezon City: Ateneo de Manila University Press.

New Venture Theatre. (n.d.). The rehearsal process. New Venture Theatre, Brighton. <https://www.newventure.org.uk/auditions/40-production-manual/280-the-rehearsal-process>

II. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p><u>WEEK 5- DAY 1 OF 2</u></p> <p>1. Short Review</p> <p>Show videos of Panay Bukidnon's dance, music, and embroidery, the Hirinugyaw-Suguidanonay Festival of Calinog, Iloilo, and the Bun Bang Fai of Laos and Thailand through these links:</p> <p><i>Suguidanon and Binanog of Panay Bukidnon</i> https://www.youtube.com/watch?v=CBx9-8_w628&t=268s <i>Hirinugyaw-Suguidanonay Festival of Calinog, Iloilo</i> https://www.youtube.com/watch?v=znJBhR5LZ3M <i>Wayang Kulit of Indonesia</i> https://www.youtube.com/watch?v=SZawtYi_e8o</p> <p>Present questions on the concepts, processes, techniques, and practices of various art forms to start the discussion:</p> <ol style="list-style-type: none"> 1. What concepts do these art forms portray? 2. How do these art forms utilize music, dance, drama, and visual arts? 3. Describe the similarities and differences between Bun Bang Fai of Thailand, Wayang Kulit of Indonesia, and Hirinugyaw-Suguidanonay Festival of Calinog, Iloilo, regarding the concept, process, technique, and practice. 	<p>This section elaborates instructions on the implementation of the different specific lesson parts. Notes will guide teachers on the format and presentation of activities, suggested texts/resources, and/or theme integration. This section will also provide notes on modifications and alternatives for lesson enrichment and/or enhancement. This will allow flexibility in terms of time allotment in consideration of learners' progress.</p>

B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>Activity: Brainstorming. Work by group.</p> <ol style="list-style-type: none"> What new ideas can you formulate after watching and listening to these art forms as input for creative work? How can you utilize dance, music, drama, and visual arts to produce a performance with your ideas? <p>2. Unlocking Content Vocabulary</p> <p>Creative process – taking a challenge or problem and working through various possibilities to arrive at, or design, a solution.</p> <p>Creative Work - refers to something someone has made using their imagination and skills, such as a painting, a song, or a story.</p>	<p>See the accompanying worksheet.</p>
C. Developing and Deepening Understanding	<p><u>WEEK 5- DAY 2 OF 2</u></p> <p>SUB-TOPIC 1: CREATIVE PROCESS: PREPARATION & INCUBATION</p> <p>1. Explicitation</p> <ol style="list-style-type: none"> What ideas for your output did your group formulate in the previous activity after watching the videos? Watch the video on how <i>Panubok</i> is presented in the festival dance through the link provided (from 6:00 to 8:00 minutes): https://www.youtube.com/watch?app=desktop&v=ngdrN5tmnmng <p>Describe the interplay of dance, music, visual arts (costume, props, and set designs), and drama to showcase <i>panubok</i> in the dance festival.</p> <p>2. Worked Example</p> <p>PREPARATION PHASE. In the creation phase, conducting a rigorous study about experience, knowledge, and subject are the points that should be underlined in the preparation phase, which is the first phase of the creative process.</p> <ul style="list-style-type: none"> Preparation (Research, gathering ideas and resources) involves becoming acquainted with the challenge, gathering ideas, and hunting out information that may be useful. Human memory can create things in its way. The necessity of the sketches (preliminary designs) and drafts for designers' inspiration for their design 	

	<p>fields (machine, poetry, painting, building, fabric, etc.) should not be overlooked.</p> <ul style="list-style-type: none"> • When developing something new, working effectively with the hypothesis put forth in this context is incredibly necessary. The designer's mind should be filled with various elements such as themes, patterns, colors, motifs, compositions, figures, etc. • Brainstorming is a typical type of preparation activity. <p>INCUBATION PHASE. Incubation is the period of pondering on the problem.</p> <ul style="list-style-type: none"> • This may involve thinking or daydreaming behavior, but it also involves active exploration of ideas, materials, or processes. • A student is often engaged in ‘what if’ thinking during this stage: What if I put this movement after that one? If I stick these together, will they hold? What sound will I get if I use this stick with that drum? • Incubation is a free-flowing exploration of possibilities coupled with an ongoing review of their potential. • Incubation is a vitally important stage of an art project and is often overlooked. The more attention given to this stage, the better the outcomes. <p>3. Lesson Activity</p> <ul style="list-style-type: none"> • With your group, brainstorm other ideas for your 10-minute performance inspired by the art forms presented in the videos. List down at least ten ideas. • Construct a storyboard of your proposed output, specifying the integration of dance, drama, music, and visual arts. Consult your teacher on how a storyboard is made. Use the worksheet provided. <p><u>WEEK 6- DAY 1 OF 2</u> SUB-TOPIC 2: CREATIVE PROCESS: ILLUMINATION & VERIFICATION 1. Explication</p> <ul style="list-style-type: none"> • Jigsaw discussion. Each group member will meet other members of other groups for a discussion of their constructed storyboard. 	
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2. Worked Example

ILLUMINATION PHASE. Illumination is the moment of revelation. This is when possibilities crystallize and you see the signs of a solution that meets all your requirements.

- The idea incubated is considered to be completely formed at the illumination stage and felt internally via strong intuition.
- This stage, which can take place in any area such as poetry, painting, design, etc., is the moment when general points are determined, and sketches or drafts are created. The description of the problem solution is provided for the first time, and it is the inspiration moment when the solution is determined initially.
- The rapid and sudden emergence of ideas is the clearest indicator of illumination.

VERIFICATION PHASE. Verification is the stage when you work on the production, refining the possibilities that emerge at the illumination stage.

- Verification results from your inquiries – the final artwork (dance, painting) – and the solution or response to the challenge. It is the resolution.

3. Lesson Activity

- Following the last stages of the creative process, finalize your storyboard and start working on your creative work. See to it that each group member has a role to present, either a dancer/actor, a musician, or a designer (costume or set designer).

WEEK 6- DAY 2 OF 2 to WEEK 7- DAY 2 OF 2: Rehearsals

Note: The students may consult the teacher anytime as they work on their creative output.

WEEK 8- DAY 1 & 2

Teachers may reserve Week 8- Day 1 for the presentation of the final output and Week 8-Day 2 for the evaluation and lesson/quarter wrap-up.

D. Making Generalizations	1. Learners' Takeaways Complete the following: <i>Along the process of creating our output, I learned that...</i> <i>One thing I appreciated most about creating a creative work inspired by traditional and contemporary art forms is...</i> <i>Our creative work has been a success/failure because...</i>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment Storyboard making Oral Presentation 2. Homework (Optional) Rehearsal of creative work 3. Summative Assessment Performance task			
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	This lesson design component prompts the teacher to record relevant observations and/or critical teaching events that he/she can reflect on to assess the achievement of objectives. The documenting of experiences is guided by possible areas for observation including teaching strategies employed, instructional materials used, learners' engagement in the tasks,
	strategies explored			
	materials used			
	learner engagement/interaction			
	others			

				and other notable instructional areas. Notes here can also be on tasks that will be continued the next day or additional activities needed.
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> 			This lesson design component guides the teacher in reflecting on and for practice. Entries on this component will serve as inputs for the LAC sessions, which can center on sharing best practice; discussing problems encountered and actions to be taken; and identifying anticipated challenges and intended solutions. Guide questions or prompts may be provided here.