

7

Lesson Exemplar for Music and Arts

Quarter 4

Lesson

3

Lesson Exemplar for Music and Arts Grade 7
Quarter 4: Lesson 3 (Week 4)
SY 2024-2025

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MUSIC AND ARTS / QUARTER 4 / GRADE 7 (WEEK 4)

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of the interrelationships among integrative Music and Arts of the Philippines and selected Southeast Asian countries.
B. Performance Standards	The learners integrate their informed understanding of the customs and traditions of the Philippines and selected Southeast Asian countries using relevant conventional, contemporary, and/or emerging concepts, processes, and/or practices in Music and Arts.
C. Learning Competencies and Objectives	<p><i>Learning Competencies</i> Select appropriate subjects, themes, concepts, mediums, processes, techniques, and/or practices in making a creative work.</p> <p><i>Learning Objectives</i> In particular, the students should be able to:</p> <ol style="list-style-type: none"> 1. Identify the subjects, themes, concepts, mediums, processes, techniques and practices used in different Southeast Asian integrative arts; 2. determine the relevance of the subjects, themes, concepts, mediums, processes, techniques and/or practices in making a creative work; and 3. Plan a creative work based on their desired subject, theme, concept, medium, process, techniques and practices.
D. Content	<p>Theme: “Integrative Creative Works of Selected Philippine/ Southeast Asian Music and Arts”</p> <p>PERFORMING ARTS /VISUAL ARTS Southeast Asian Performing and Visual Art Forms/Festivals</p> <ul style="list-style-type: none"> • Musical Plays: Komedya (Philippines) and Hát Bội (Vietnam) • Traditional Epics: Biag Ni Lam Ang (Philippines) and Ramakien (Thailand) • Shadow Puppetry: Carillo (Philippines) and Wayang Kulit (Indonesia) • Festivals: Sinulog Festival (Philippines) and Thingyan Festival (Myanmar) <p>Musical Behaviors: <i>Active Listening; Performing (singing, playing improvised instruments); Synthesizing; Evaluating</i></p> <p>Arts Processes: <i>Describing; Dramatizing; Performing; Creating; Conceptualizing; Directing; Synthesizing; Reflecting; Valuing</i></p> <p>Materials: <i>Any available local (natural and synthetic) materials</i></p> <p><i>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.</i></p>

II. LEARNING RESOURCES

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- Benigno, K.E. (2012, October 17). Anak ng Pasig by Geneva Cruz with lyrics. Youtube. <https://www.youtube.com/watch?v=NR6cZwn3gsw>
- Canlas, C.M. (2017, July 15). THE TALE OF TUNGKUNG LANGIT AND ALUNSINA (VISAYAN MYTH). Youtube. <https://www.youtube.com/watch?v=WVukJA8Tib8>
- Gaawut Productions. (2020, September 26) The Epic Tale of the Ramakien (Thai Ramayana). Youtube. <https://www.youtube.com/watch?v=pECpM-028B0>
- Geethanjali - Cartoons for Kids. (2015, June 20). Mahabharata - Mahabharat Full Movie - Adi Parva - Birth Of Heroes - Animated Stories for Children. Youtube. <https://www.youtube.com/watch?v=RAkrfD-19HU>
- Greer Films. (2023, January 20) The Grandest Festival In the PHILIPPINES! SINULOG FESTIVAL 2023 Cebu city. Youtube. <https://www.youtube.com/watch?v=eas0BV09CTM>
- Japan Society NYC. (2010, August 11). Kashu-Juku Noh Theater. Youtube. <https://www.youtube.com/watch?v=o--VbWf6M0c>
- JayTV Vlog. (2022, November 15). EPIKO | BIAG NI LAM-ANG #DepEdTV. Youtube. <https://www.youtube.com/watch?v=pRVOvbVAhL4>
- Llego, F.D.D. (2021, June 18). Carillo Shadow Play - Saan nagmula ang Pilipinas? | Literature 1 - Performance Task. Youtube. <https://www.youtube.com/watch?v=enwgc9oYL-U>
- Maison des Cultures du Monde - Centre français du patrimoine culturel immatériel. (2012, December 7). Wayang Kulit (Indonésie) - Avec le dalany Purbo Asmoro. Youtube. <https://www.youtube.com/watch?v=n8xbIOkp2sY>
- Nghệ thuật biểu diễn Việt Nam. (2020, October 28). Phần thi Nhà hát NT Hát bội TP HCM - DV Nguyễn Ngọc Giàu. Youtube. <https://www.youtube.com/watch?v=ojDwtY2nxOY>
- Orange Bag TV. (2024). *Sinulog Festival 2024 LUMAD BASAKANON Grand Winner STREET DANCING CATEGORY January 21, 2024 Cebu* [Video]. YouTube. <https://www.youtube.com/watch?v=by2DmMevYS8>
- Paete Crafters. (2021, July 14). The Fine Wood Carvings of Paete Laguna. Facebook. <https://www.facebook.com/100063896111622/posts/290617556194887/>
- Robie317. (2019, July 6). Ili-Ili Tulog Anay (Hiligaynon/Ilonggo Folk Song)|robie317. Youtube. <https://www.youtube.com/watch?v=reffH9YQzXk>
- Robles, J.L. (2023, May 15). TORNEO Komedyang ng San Dionisio. Youtube. <https://www.youtube.com/watch?v=bFCRnfMdl8w>
- Romans, A. (n.d.). Philippine Mythology. Ibong Adarna. Pinterest. <https://www.pinterest.com/pin/434386326535029707/>
- Royal Opera House (2018, December 23). Swan Lake – Dance of cygnets (The Royal Ballet). Youtube. <https://www.youtube.com/watch?v=0GsajWIF3ws>
- TravSight. (2021, December 13). What Is The Loy Krathong Festival? - Thailand Travel. Youtube. <https://www.youtube.com/watch?v=zxP-k6HZC4M>
- VideoVoyage.TV. (2014, April 16). Thingyan, the Burmese New Year Water Festival. Youtube. <https://www.youtube.com/watch?v=f62djvhtxec>

III. TEACHING AND LEARNING PROCEDURE	NOTES TO TEACHERS
<p>A. Activating Prior Knowledge</p> <p>DAY 1</p> <p>1. Short Review</p> <p>Our Own Festival! (15 minutes)</p> <ol style="list-style-type: none"> Share the objective of the activity: <i>Objective: To review the previous lesson</i> Play a short video (2-3 minutes) of a festival in your area. (If you cannot find one, you may use the video of Sinulog festival provided.) Sinulog Festival 2024 LUMAD BASAKANON Grand Winner STREET DANCING CATEGORY January 21, 2024 Cebu Source: https://www.youtube.com/watch?v=by2DmMevYS8 Process the video using the worksheet provided. <ol style="list-style-type: none"> Can you describe a ritual or activity that is unique to this festival? How does the festival encourage community participation and unity? In what ways does the festival contribute to the moral education of the younger generation? What are the spiritual or religious aspects of the festival that are most significant? Discuss the answers to the students. <p>Artkada</p> <div data-bbox="517 1018 826 1252" data-label="Image"> </div> <p>Source: https://www.youtube.com/watch?v=WVukJA8Tlb8</p> <div data-bbox="1220 1013 1494 1240" data-label="Image"> </div> <p>Source: https://www.artgallery.nsw.gov.au/media/collect ion_images/2/207.2005%23%23S.jpg</p> <ul style="list-style-type: none"> The teacher will group the learners into 4 ARTKADA groups. 	<p>It would be best to play a video of a festival that the students can relate to.</p> <p>Key to Correction:</p> <ol style="list-style-type: none"> The Sinulog dance is a distinctive element of the festival. It's a dynamic and rhythmic choreography that symbolizes the link between the people and the divine, paying homage to the Santo Niño. Source: https://thesmartlocal.ph/sinulog-festival/ Sinulog is a time when the community unites. Locals pour their hearts into making the festival a success, with volunteers helping with preparations and artisans and performers spending months perfecting their crafts. Source: https://culturalcreatives.org/festivals/sinulog-festival/ The festival serves as a moral compass for the younger generation by showcasing the importance of faith, devotion, unity, and charity. Children often participate in the festivities, learning about their cultural heritage and the values of their community. Source: https://cebudailynews.inquirer.net/282599/sinulog-a-testament-of-cebuano-faith-and-devotion Spiritual/Religious Significance: At its core, Sinulog is a spiritual event that commemorates the Filipino people's

- Show them a video about the “Tale of Tungkung Langit and Alunsina” and an image of a “Kalinga Clothing”.
- Then, the learners will write their observations by answering the following questions:

“The Tale of Tungkung Langit and Alunsina”		“Kalinga Cloth”	
1. What is the story about?		1. What is the function of the cloth?	
2. What is the message of the story?		2. What did you notice with the design?	
3. How was the story presented?		3. How was the cloth made?	

- The teacher will then ask groups to share their answers in front of the class which will be followed by answering these ARTKADA questions:
 1. Is the information about the two creative works relevant? Why or why not?
 2. Based from the answers given, what question/s from the two creative works could be associated with one idea?

WEEK 4: DAY 1

2. Feedbacking

Peer-Review Activity (10 minutes)

1. Share the objective of the activity:
Objective: To provide constructive feedback on the brochure created by a classmate
2. Recall the criteria provided in the rubric.
3. Provide an example of effective feedback using the sample brochure presented last week. Discuss what makes feedback constructive versus simply critical.

acceptance of Christianity. The festival is centered around the Santo Niño, a statue of the baby Jesus, which symbolizes the birth of Christianity in the Philippines.
Source:

<https://guidetothephilippines.ph/articles/history-culture/sinulog-festival-cebu-guide>

Suggested examples may be replaced with those that are within the locality or those that they think the learners are familiar with.

The number of groups could be reduced or added depending on the number of learners in a class.

Guide the learners in identifying what needs to be identified. See Worksheet.

Explain how different questions could gain the same idea as if in theater play you are talking about the message of the story, it could be the function or its relevance for visual arts.

Peer Review:

- The number of groups could be reduced or added depending on the number of learners in a class.

	<ol style="list-style-type: none"> 4. Either assign the students their partners or allow them to form pairs but ensure that the work of their pair is not of the same category of integrative art form that they did. 5. For five (5) minutes, instruct students to exchange brochures and provide specific feedback using the prompts in the worksheet provided. 6. After that, ask the students to return the brochures and accomplished worksheet to the owners. 7. Allow the students to reflect on the feedback they received. 8. Ask the students to keep the brochures and worksheets. 	<ul style="list-style-type: none"> • Guide the learners in identifying what needs to be identified. See Worksheet • Explain how different questions could gain the same idea as if in theater play you are talking about the message of the story, it could be the function or its relevance for visual arts.
B. Establishing Lesson Purpose	<p>WEEK 4: DAY 1</p> <p>1. Lesson Purpose</p> <p>Dissecting the Art (10 minutes)</p> <ol style="list-style-type: none"> 1. Share the objective of the activity: <i>Objective: To identify different aspects of a festival</i> 2. Play the same or a different short video (2-3 minutes) of a festival in your area. (If you cannot find one, you may use the video of Sinulog festival provided.) Sinulog Festival 2024 LUMAD BASAKANON Grand Winner STREET DANCING CATEGORY January 21, 2024 Cebu Source: https://www.youtube.com/watch?v=by2DmMevYS8 3. Process the video using the worksheet provided. 4. Once the students are done, ask them to set aside the worksheets. 5. Inform the students that they will learn the answers as the lesson goes along and inform them of the objective of the lesson. <p>2. Unlocking Content Vocabulary (10 minutes)</p> <ol style="list-style-type: none"> 1. Share the objective of the activity 2. The teacher will then ask the learners to accomplish the worksheet. Source: https://worksheets.theteacherscorner.net/make-your-own/word-search/# 3. After a few minutes, the teacher will lead the class in answering the puzzle and clarifying the definitions. 4. The teacher may use the following definition as a guide. 	<p>Suggested examples may be replaced with those that are within the locality or those that he/she thinks the learners are familiar with.</p> <p>Guide the learners in identifying what needs to be identified.</p> <p>See worksheet for the activity which students will accomplish.</p> <p>Objectives: To search for the key words of the lesson in a word puzzle and to provide its definition.</p>



<https://www.youtube.com/watch?v=reffH9YQzXk>

What is the concept of the song Ili ili Tulog Anay?



<https://www.facebook.com/100063896111622/posts/290617556194887/>

What is the medium in the wood carving from Paete, Laguna?



<https://explorationsinliteracyblog.wordpress.com/2016/11/19/my-writing-process/>

What is the process in writing a story?



<https://www.youtube.com/watch?v=0GsajWIF3ws>

What technique was used by the performers while dancing?

- After the discussion above, the class will analyze suggested festivals based on the important aspects of creative work.

this link has a guide for its characters:
<https://www.ichlinks.com/exhibition/hat-boi/>

Discuss the similarities and differences when it comes to the medium, process, techniques and practices of these two examples. There is a description in the description box which can help in understanding the story.

Discuss the similarities and differences when it comes to the subject, theme, concept, medium, process, techniques and practices of these two examples. There is a description in the description box which can help in understanding the story.

Suggested examples may be replaced with those that are within the locality or those that he/she thinks the learners are familiar with. Guide the learners in identifying what needs to be identified.

3. Ask the following questions to the class:

1. Based on your experience from last week's, what can you say about planning a creative work in terms of subject, theme, concept, media, processes, techniques, and practices?
2. How would you differentiate each aspect of creative work?
3. Do you think it's possible for works from different countries share the same subject, theme, concept, process, technique or practices? Why?

After the discussion above, the teacher will present analyze suggested musical plays based on the important aspects of creative work.

2. Worked Example (10 – 15 minutes)

1. The teacher will ask the students to bring out the worksheet they did in the Lesson Purpose.
2. The teacher will give the students 2-3 minutes to change their answers based on the previous discussion.
3. After that, the teacher will reveal the answer to the students and facilitate discussion.

Important aspects	Actual aspects
Subject	The Sinulog Festival is a vibrant and historical cultural event that celebrates the Santo Niño, or the Child Jesus, and is one of the grandest festivals in the Philippines.
Theme for 2024	The theme for the 2024 Sinulog Festival is "Santo Niño: Magnet of Love in the Synodal Church".
Concept	The Sinulog Festival is celebrated to worship, praise, and give gratitude to Santo Niño, the child image of Jesus Christ. It is a dance ritual that commemorates the Filipinos' acceptance of Christianity.
Medium	The festival is known for its grand street parade, featuring vibrant costumes, rhythmic drumbeats, and elaborate floats. It combines religious processions with cultural performances and street parties.
Process	The festival includes various activities such as the Walk with Jesus procession, a fluvial parade, and a grand street parade. The processions are deeply religious, with many devotees participating in prayers and chants.
Technique in Dancing	The Sinulog dance is characterized by two steps forward followed by one step backward, mimicking the flow of the river. This movement symbolizes life's journey and is a mix of traditional and contemporary dance styles.

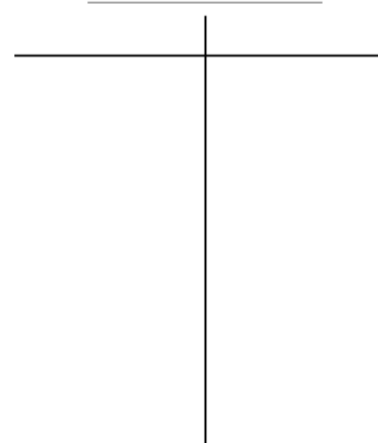
T-chart

- Share the objective of the activity:

Objective: To compare and contrast the important aspects of integrative artworks using T-chart

- Prepare the T-chart: Draw a large 'T' on board or create one digitally in a word processor or spreadsheet program.
- Label the top left side with the title of the first artwork and the top right side with the title of the second artwork.
- Identify Aspects for Comparison: Decide on the aspects you want to compare. Common aspects include subject, theme, medium, technique, style, and historical context.
- Fill in the Chart: Under each artwork's title, list the aspects you've chosen to compare. For each aspect, write down the relevant details for both artworks. Be as specific as possible.
- Analyze and Reflect: Once the chart is filled, analyze the similarities and differences between the two artworks. Reflect on how the different aspects contribute to the overall effect and meaning of each artwork.
- Discussion or Presentation: Use the T-chart as a basis for a written comparison, a class discussion, or a presentation. Encourage students or participants to think about why the artists might have chosen certain techniques or themes and how these choices impact the viewer's experience.

Graphic Organizer: T-Chart



Example:

Integrative Arts 1	Integrative Arts 2
Subject	Subject
Theme	Theme
Medium	Medium
Concept	Concept
Techniques	Techniques

Creative Work Plan

- Share the objective of the activity:
Objective: To plan a creative work using selected aspects of integrated arts

- Ask the students to form groups. The groups may be based on the big groups of integrated arts from the previous lessons, or a new grouping may be formed. Ensure that there is equal distribution.
- Discuss the contents of a creative work plan. Present it to the class and discuss how it will be filled-up.

Template:

Introduction Section	This is where the students provide a brief overview of the creative artwork's objectives and the importance of integrating various art forms.
Theme Selection	This is where students will write down their selected theme and explain its significance or personal connection.
Media and Materials	This is where students list the media and materials they plan to use, along with reasons for their choices.
Concept Development	This is where students explore the concept behind their artwork by answering prompts such as <i>"What message do you want to convey?"</i> <i>"What inspired you to create this piece?"</i> <i>"Can you tell a story that connects with your artwork?"</i> <i>"How does your artwork connect with current events or societal issues?"</i>
Techniques and Processes	This is where students describe the techniques they will use and outline the processes involved in creating their artwork.
Sketches and Drafts	This is an area for preliminary sketches or drafts to visualize their ideas.
Research Notes	This is where students jot down notes from their research on similar artworks or inspirational sources.
Project Timeline	This is where students include a timeline or calendar for to plan and track their progress.

	Example:	
	Introduction Section	<i>The goal of our musical play is to bring the epic tale of Biag ni Lam-ang to life on stage, blending traditional Filipino folklore with contemporary musical theater to create a unique and captivating experience for audiences of all ages. Importance of Integrating Art Forms: Integrating various art forms such as music, dance, and visual arts is crucial as it allows for a richer storytelling experience, engaging multiple senses and enhancing the emotional depth and cultural resonance of the play.</i>
	Theme Selection	<i>The theme of our play is “Resilience and Destiny”, reflecting Lam-ang’s journey through trials to fulfill his fate. Significance/Personal Connection: This theme resonates with me personally as it mirrors the human spirit’s capacity to overcome adversity, a message that is timeless and universally relevant.</i>
	Media and Materials	<i>1. Traditional Filipino fabrics: To authentically represent the cultural setting. 2. Bamboo and indigenous materials: For constructing sets that are environmentally conscious and culturally significant.</i>
	Concept Development	<i>Message: We aim to convey the message that one’s destiny is not just a matter of fate but also of personal strength and the support of community. Inspiration: The inspiration comes from the rich oral tradition of the Philippines and the desire to preserve and share these stories with a wider audience. Connection to Story: The story of Lam-ang’s quest will be connected to a modern narrative, highlighting the relevance of ancient wisdom in today’s world. Relevance to Society: The play will touch upon themes of environmental stewardship and cultural identity, which are pertinent to current societal discussions.</i>
	Techniques and Processes	<i>We will use a combination of traditional Filipino theatrical techniques alongside modern stage technology. Process Outline: The creation process will include workshops on traditional dances, music composition, script development, and iterative set design.</i>
	Sketches and Drafts	<i>Preliminary sketches of costumes and sets will be developed to visualize the aesthetic of the play.</i>

Research Notes	<i>Notes from research on Ilocano culture, epic poetry, and contemporary adaptations of folklore will be compiled.</i>
Project Timeline	<i>Target Start Date: January 1, 2025</i> <i>Target End Date: December 31, 2025</i> <i>Script completion: March 1, 2025</i> <i>Music and choreography: June 1, 2025</i> <i>Set and costume design: September 1, 2025</i> <i>Full cast rehearsals: October 1, 2025</i> <i>Premiere night: December 1, 2025</i>

3. Lesson Activity (20-25 minutes)

A.

1. The teacher will now let the students analyze the different important aspects of the integrative arts forms they were assigned to (based on their brochure).
2. Using the worksheet allow them to identify the subject, theme, concept, medium, process, technique and practice.
3. Remind them that they may use their notes and the contents of the brochure to aid them in answering the worksheet.
4. Before the class ends, collect all the brochures and worksheets.

B. T-chart

- Share the objective of the activity:
Objective: To compare and contrast the important aspects of selected integrative artworks using T-chart
- Ask the students to pair up.
- Distribute the worksheets per pair.
- Allow the students to accomplish the worksheet.

C. Plan-Art-Do

- The teacher will ask each group to craft a plan for an original integrative creative work by identifying its subject, concept, theme, medium, process, technique and practice.
- The learners will choose which among the following art forms they will use, but ensure that no two groups will plan for the same art form:
 - a. theater play
 - b. shadow play
 - c. festival

Make sure that both pairs are working on the same integrative artwork (e.g. festival) but different examples (e.g. Songkran and Thingyan).

D. Making Generalizations	<p>1. Learners' Takeaways (Optional) Let the students answer this question on their notebook: <i>"What have you learned about yourself through the planning processes?"</i></p> <p>2. Reflection on Learning Let the learners complete the following statements on their notebook: 1. <i>I learned that...</i> 2. <i>I realized that...</i> 3. <i>I was challenged with.....</i></p>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment (Optional)</p> <p>2. Homework (Optional)</p>			Since this is a lesson leading to a performance task, formative assessment is optional.
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> What principles and beliefs informed my lesson? Why did I teach the lesson the way I did? ▪ <u>Students</u> 			

	<p><i>What roles did my students play in my lesson?</i></p> <p><i>What did my students learn? How did they learn?</i></p> <ul style="list-style-type: none"> ▪ <u><i>Ways forward</i></u> <i>What could I have done differently?</i> <p><i>What can I explore in the next lesson?</i></p>	
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