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DepED
DEPARTMENT OF EDUCATION

Lesson Exemplar for Music and Arts

Lesson Exemplar for Music and Arts 8
Quarter 1: Lesson 1 (Weeks 1-2)
SY 2025-2026

Development Team

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MUSIC AND ARTS/QUARTER 1/ GRADE 8 (WEEKS 1-2)

I.	CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of relevant emerging and contemporary concepts, techniques, processes, and/or practices in selected Asian popular music and arts and their cultural influences.	
B. Performance Standards	The learners produce integrated creative works by using relevant emerging and contemporary concepts, techniques, processes, and/or practices in selected Asian representations of popular cultures.	
C. Learning Competencies and Objectives	***Learning Competency*** 1. Explore the emerging popular performing and visual arts in selected Asian countries; ***Objectives*** 1. Demonstrate emerging popular performing and visual arts in Asia; 2. Simulate an emerging music and dance, visual, theater and integrative arts in selected Asian countries; 3. Express how an emerging performance and visual arts developed in selected Asian countries.	

C. Content	**Emerging Popular Performing and Visual Arts**
	  1. Performing Arts
	     ● K-Pop, J-Pop, C-Pop
	     ● Cosplay
	  2. Visual Arts
	     ● Digital Manga and Animation
	     ● Street Art and Mural Painting	

D. Integration	SGD 3 Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages. SGD 4 Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. SGD 11 Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient and sustainable. *Visual aesthetics* *Cultural Literacy, Awareness, and Appreciation* *Integration in Literature*	

II. LEARNING RESOURCES

Book an Artist Team. (n.d.). Discover the Origins of Street Art and Mural Painting. https://bookanartist.co/blog/beginners-guide-to-street-mural-art-the-origins-of-mural-painting-and-street-art/

Gerocs, J. (April 9, 2024). What is K-pop? Here is Everything You Need to Know. https://www.90daykorean.com/what-is-kpop/

Japan-guide.com. (n.d.). Manga and Anime. https://www.japan-guide.com/e/e2070.html

Kellem, B. (July 21, 2022). History, Cosplay, and Comic-Con. In The Limelight. https://daily.jstor.org/history-cosplay-and-comic-con/

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Maio, A. (May 7, 2023). What is Animation - Definition, History and Types of Animation. Studiobinder. https://www.studiobinder.com/blog/what-is-animation-definition/

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Travers, M. (March 25, 2005). 3 Motivations Behind 'Cosplaying,' According To A Psychologist. https://www.forbes.com/sites/traversmark/2024/03/25/3-motivations-behind-cosplaying-according-to-a-psychologist/?sh=1704e471346b

Upadhayay, P. (February 14, 2023). Understanding Japanese Entertainment: The Difference Between Anime and Manga. Hindustani Times. https://www.hindustantimes.com/entertainment/anime/understanding-japanese-entertainment-the-difference-between-anime-and-manga-101676372703217.html

III. TEACHING AND LEARNING PROCEDURE

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	**DAY 1** **1. Short Review** ***Activity 1: Preliminary Assessment*** Evaluate the level of student's understanding of key terms related to emerging popular performing and visual arts in Asia. *See the worksheet for the activity which students will accomplish.*	Answer Key: 1. True 2. False 3. True 4. True 5. False
B. Establishing Lesson Purpose	**1. Lesson Purpose** **Activity 2: Pick a Word** Below is a pool of words about performance and visual arts. Pick a word that you think is connected with emerging and popular performance and visual art. <table><tr><td>Anime</td><td>Cosplay</td><td>C-pop</td><td>Gagaku</td><td>Gamelan</td></tr><tr><td>Kulintang</td><td>K-pop</td><td>Mahabharata</td><td>Manga</td><td>Odaiko</td></tr></table>	Answers Key: ● Anime ● Cosplay ● C-pop ● K-pop ● Manga

	Activity 3: Video Viewing Let the students watch the following videos retrieved from youtube.com. ● 2NE1 - Fire (Music Video) https://www.youtube.com/watch?v=49AfuuRbgGo *Image source:* *https://www.imdb.com/title/tt15301868/mediaviewer/rm3404291585/?ref_=tt_ov_i* ● Heart Forecast Eve MV https://www.youtube.com/watch?v=dJf4wCdLU18&list=PL2RCZabkpynpT4aUuKzBP3SXDo3Kf9VF6 Image source: *https://soundcloud.com/yuki-kuidare/eve-heart-forecastguitar-cover?in=l-a-65096773/sets/jpop* Process Questions: 1. Are you familiar with the music video/song? 2. What are the distinct elements and features of art forms you see in the video? 3. How will you describe the performance in terms of music, dance, visual effects and other art forms?	Tell the students to remember the words because it will be described in the following discussion. If the video is not available, the teacher can have a picture/image as an alternative. Process Questions for images only: 1. Are you familiar with the images given? 2. Looking at the image, what are the distinct elements and features of art forms? 3. How will you describe the expression of the artists in the images?

	2. Unlocking Content Vocabulary **EMERGING** - newly created or noticed and growing in strength or popularity and is becoming widely known or established. **POPULAR ART -** any dance, literature, music, theater, or other art form intended to be perceived and appreciated by ordinary people in a literate, technologically advanced society dominated by urban culture. **PERFORMANCE ART -** an artwork or art exhibition created through actions executed by the artist or other participants. **VISUAL ART** - refers to art forms that express their message, meaning, and emotion through visual means. It may be categorized as decorative, commercial, or fine art, such as painting, photography, or sculpture.	
C. Developing and Deepening Understanding	**SUBTOPIC 1 - PERFORMANCE ART (K-POP, J-POP, C-POP)** **1. Explicitation** Discuss and describe the following emerging and popular music and dance in Asia. *K-Pop* - a short term for Korean pop, is a genre of popular music originating from South Korea. It encompasses a wide range of musical styles, including pop, hip-hop, R&B, electronic, and rock often characterized by its catchy melodies, stylish visuals, and synchronized choreography. K-pop has become a global phenomenon, gaining immense popularity not only in South Korea but also across Asia and increasingly in Western countries and other parts of the world. K-pop acts such as BTS, BLACKPINK, EXO, TWICE, and SEVENTEEN have achieved unprecedented success on the global stage, garnering millions of fans worldwide and breaking numerous records in album sales, streaming numbers, and social media engagement. *J-Pop* - short for Japanese pop music, refers to the genre of popular music originating from Japan. J-pop has been a prominent part of Japanese culture for decades and has influenced music scenes both domestically and internationally. J-pop artists and groups include PERFUME, ARASHI, HIKARU UTADA, BABYMETAL, KENSHI YONEZU, and NOGIZAKA46, among many others. *C-Pop* - short for Chinese pop music, refers to the genre of popular music originating from China. C-pop has a rich history and has played a significant role in Chinese culture, both domestically and internationally. Popular C-pop artists and groups include JAY CHOU, JJ LIN, FAYE WONG, G.E.M., TFBOYS, and S.H.E, among many others.	Teacher may refer on the following links during discussion: https://www.90daykorean.com/what-is-kpop/ https://www.masterclass.com/articles/j-pop-music-guide https://www.maayot.com/blog/c-pop-what-is-it-artists-and-groups-you-need-to-know/

2. Worked Example
Let the students watch the following music production of Asian pop artists to keep them engaged and interested in the lesson.
K-Pop
- BTS (Dynamite - 63rd GRAMMY Awards Show)
  - https://www.youtube.com/watch?v=jWRMXiHhDjc
- BLACKPINK (Kill This Love)
  - https://www.youtube.com/watch?v=vx9CSpnROfs

J-Pop
- PERFUME (Pick Me Up - Official Video)
  - https://www.youtube.com/watch?v=vhfYis6VuXY

C-Pop
- JAY CHOU (Mojito)
  - https://www.youtube.com/watch?v=-biOGdYiF-I

3. Lesson Activity
Activity 4: Table Completion
Complete the table below by writing what is being asked in each space.
(Take note that italicized letters are the possible answers)

Music	Place of Origin	General Features/ Characteristics	Popular Artists
K-Pop	*Korea*	*Catchy music, captivating performances, and strong emphasis on visuals and fan engagement, making it a vibrant and influential cultural phenomenon worldwide.*	*BTS, BLACKPINK, TWICE, EXO, RED VELVET, GOT7, SEVENTEEN, MAMAMOO, IU*
J-Pop	*Japan*	*Diverse musical styles, strong vocal performances, ties to multimedia, vibrant visual aesthetics, and cultural significance within Japan and beyond.*	*ARASHI, AKB48, KENSHI YONEZU, HIKARU UTADA, NOGIZAKA46, AAA, PERFUME, RADWIMPS, KANA-BOON*
C-Pop	*China*	*Diverse musical styles, lyrical depth, visual aesthetics, and cultural significance within Chinese-speaking regions and beyond.*	*JAY CHOU, FAYE WONG, JJ LIN, G.E.M., HEBE TIEN, LI RONGHAO*

*Possible answers in italicized font.

After every video, teacher may ask students to describe it using the process questions:
1. What is the title of the song/dance?
2. Who is/are the singers/performers?
3. Where did the song originate? What language did they use?
4. How will you describe their performance? What are its characteristics?
5. Why do you think that visual effects are important in the production?

After all the videos, teacher may ask the students:
1. What is/are the similarities of the videos?
2. What are the general features and characteristics of the videos that you've watched?

Localization:
1. In the Philippines, do you know a P-pop girl or boy group? Can you name the titles of their songs, or do you know their songs?
2. What are their similarities to these groups in Asian countries?

	DAY 2 **SUBTOPIC 2: PERFORMANCE ART (COSPLAY)** **1. Explicitation** Discuss and demonstrate the characteristics of cosplay. ***Cosplay*** - a short term for "costume play," a performance art and a hobby that has become increasingly popular where cosplayers elaborate costumes of their favorite characters from movies, TV shows, video games, and comics to attend conventions and events to show off their creations. In addition to creating authentic costumes, the cosplayers also act in character and are usually subject matter experts on the characters they are replicating. Reasons for Cosplay: **Creative Self-Expression** ✓ Cosplaying is an outlet for creative expression that allows individuals to celebrate their favorite fandoms and express their passion for fictional characters and stories. ✓ Many cosplayers view cosplay as a means of exploring different facets of their identity. Through embodying different characters, individuals can experiment with various personas and aspects of themselves that they may not feel comfortable expressing in their everyday lives. ✓ A form of role/identity-transformation from an ordinary person to a superhero, and others. ✓ Boosts one's confidence by allowing them to choose their identity and take on new roles. **Escaping Reality** ✓ Experience a sense of adventure, excitement, wonder, and popularity that may be lacking in mundane routines. ✓ Provides young people with dreams, pleasures, romances, and fantasies that cannot be fulfilled in their daily lives. ✓ Allows individuals to step outside the boundaries of their everyday lives and become someone else, if only for a fleeting moment. **A Sense of Community** ✓ Serve as a communal space where cosplayers come together to share their passion and forge lasting friendships. ✓ Make friends and build social skills	In this part, the teacher can ask students who know P-pop songs to at least sing a sample (a line or a stanza) and perform in front of the class. For a more detailed discussion about cosplay, teacher may refer on the following links: https://daily.jstor.org/history-cosplay-and-comic-con/ https://www.forbes.com/sites/traversmark/2024/03/25/3-motivations-behind-cosplaying-according-to-a-psychologist/?sh=1704e471346b	

✓ Connect with fans and collaborate with fellow enthusiasts from around the world.

2. Worked Example
Activity 5: Concept Note
Help the students in answering the Activity 5 by asking them the following questions:
    1. What can you say about the costumes of the cosplayers?
    2. Are they good to look at? How do you say so?
    3. How will you describe their hair and make-up?
    4. Do you think they are creative to wear their costumes? Why/Why not?

3. Lesson Activity
Activity 6: I am Pinoy, who am I?
Familiarize with the local superhero in the Philippines

Activity 7: I am a Cosplayer (Optional)
Refer to activity sheet for the students to accomplish.

DAY 3
SUBTOPIC 3: ASIAN VISUAL ART (DIGITAL MANGA AND ANIMATION)

1. Explicitation
Discuss the Digital Manga and Anime, and Animation.

Digital Manga and Animation
Manga and anime often use similar distinctive illustration styles, but the word manga specifically refers to Japanese-style graphic novels (book-length comic books). These are comics or graphic novels originally published in Japan and published in translation. Anime, refers to the genre of Japanese-style 2D animation. It is a hand-drawn and computer-generated animation originating from Japan. In other words, manga are books, while anime consists of shows and movies.

To ensure adherence to various Copyright Laws, the teacher may refer to the following images for reference:

Sailor Moon:
https://images6.fanpop.com/image/photos/33400000/Sailor-Moon-sailor-moon-33437026-2236-1500.jpg

Activity 5:
Refer to activity sheet for the students to accomplish.

Activity 6:
Refer to activity sheet for the students to accomplish.
Answers Key:
    1. Darna
    2. Encantadia (Amihan, Perena, Alena, Danaya)
    3. Lastikman
    4. Captain Barbel
    5. Bagani (Ganda)

Teacher may refer on the following websites for a more comprehensive discussion:

Manga and Anime
https://www.japan-guide.com/e/e2070.html

https://www.hindustantimes.com/entertainment/anime/understanding-japanese-entertainment-the-difference-between-anime-and-manga-101676372703217.html

	The popularity of manga and anime has crossed borders and has fans in every continent of the world. These forms of media, while sharing similarities in visual style and storytelling, offer unique experiences for fans around the world. It is a common misconception that manga and anime are interchangeable terms, with the manga being defined as Japanese comics and anime being the animated version of those comics. While it is true that much popular anime are based on manga, anime in Japan technically refers to any animated film, not just adaptations of manga. Meanwhile, manga refers to any printed cartoon, not just those originating from Japan. In the rest of the world, however, the terms anime and manga have come to be associated specifically with animated films and comics from Japan. A manga series may become popular enough that it is made into an anime Japanese-style animation. Examples of world-famous anime include "Dragonball", "Sailor Moon", "Pokemon", and "One Piece".	*To ensure adherence to various Copyright Laws, the teacher may refer to the following images for reference:* *Pokémon:* *http://www.animextremist.com/imagenes/pokemon/pokemon136.jpg* *To ensure adherence to various Copyright Laws, the teacher may refer to the following images for reference:* *One Piece:* *https://www.pixelstalk.net/wp-content/uploads/2016/03/Cool-Luffy-One-Piece-Wallpaper-HD-Anime.jpg*	https://www.studiobinder.com/blog/what-is-animation-definition/

Animated Movie - a movie that is made from a series of drawings, computer graphics, or photographs of inanimate objects (as puppets) and that gives the appearance of motion by small changes in each frame. Some examples of animation are: Aladdin, The Lion King, The Little Mermaid, Akira, Pinocchio, Beauty and the Beast, Toy Story, Coco, Wallace and Gromit, Chicken Run, The Nightmare Before Christmas, The Adventures of Prince Achmed, The Enchanted Drawing, Humorous Phases of Funny Faces, Snow White and the Seven Dwarfs, Jason and the Argonauts.

2. Worked Example
Activity 8: Charade
In each title, there will be a representative who will act out the following title of animated films in front of the class without uttering any word. The representative may use gestures, facial expressions, body movements to convey the meaning. No

verbal communication is allowed. The class will guess what the title is. *(This activity may also be in groups and can be in a form of game to see who will win or lose the game.)*

1. Beauty and the Beast	6. The Enchanted Drawing
2. Chicken Run	7. The Lion King
3. Humorous Phases of Funny Faces	8. The Little Mermaid
4. Pinocchio	9. The Nightmare Before Christmas
5. Snow White and the Seven Dwarfs	10. Toy Story

3. Lesson Activity
Activity 9: Pictionary
Students will look at the pictures and let them guess who the picture is.

DAY 4
SUBTOPIC 4: ASIAN VISUAL ART (STREET ART AND MURAL PAINTING)
1. Explicitation
Discuss and describe street art and mural painting. Provide examples as necessary.

Street Art and Mural Painting
A contemporary art form to spread a message and not so much to create something that would be visually appealing.

SINGAPORE	
Haji Lane	**Everton**
https://www.flickr.com/photos/adforce1/8113172610	https://www.flickr.com/photos/

See the activity sheet which students will accomplish.

Reiterate to the class that these titles are examples of animated films. Teacher may also add some information about the film being sampled.

Answer Key – Activity 9
1. Astro Boy (Astro Boy)
2. Sailor Moon (Usagi)
3. Naruto Uzumaki (Naruto)
4. Monkey D. Luffy (One Piece)
5. Goku (Dragon Ball)

Discover the Origins of Street Art and Mural Painting
https://bookanartist.co/blog/beginners-guide-to-street-mural-art-the-origins-of-mural-painting-and-street-art/

HONGKONG	
Graham Street	**Heung Yip Road**

https://www.freemalaysiatoday.com/

https://commons.wikimedia.org/wiki/

DUBAI	
Al Karama	**Jumeirah Beach Road**

https://www.ladyandhersweetescapes.com

https://www.timeoutdubai.com/culture/art/

2. Worked Example
Activity 10: Acrostic Poem
Write a word or phrase to describe street art. Your word or phrase must start with the letter on the left. The first letter is done for you.

S - <u>source of expression</u>
T - _____
R - _____
E - _____
E - _____
T - _____

Based from the article, teacher may ask the following questions for processing:
1. How did murals and street art start?
2. What are the different styles of mural painting today?
3. How has street art evolved over time?

Localization:
1. Can you see mural paintings and street art in the school? Or in your community?
2. What do you think is the purpose of having these art forms?

Check the Bingo card of your students. Call a student who completely colored the box in a horizontal, vertical, or diagonal. He or She may share the work in front of the class. Also, call a student who did not completely colored the boxes and ask questions afterwards.
1. What was the activity which you did not color?
2. Why do you think you do not like that?
3. How will you improve your art appreciation?

A - _____
R - _____
T - _____

3. Lesson Activity
Activity 11: Personal Property Bingo
Below are activities related to emerging and popular performance and visual art.
Color the activities that you know defines your character or attitude.

I like K-pop	I like drawing anime	My fashion tends to be K-pop	I like doing costumes	I appreciate visual works like street art
I know at least one (1) K-pop artist	I watch animated film and movies	I am in awe in mural paintings	I know J-pop singers/ performers	It is easy for me to appreciate Asian emerging art works
I know a lot of Asian performers and artists	I like writing comics like manga	FREE	I admire C-pop performers	I am artistic in my own way of clothing
I used to perform in front of audience in one way or another	I admire visual artists doing street art	I experience drawing and painting	I know a lot of anime characters	I appreciate traditional artwork modernized by people
I know P-pop singers/girl or boy group	I like watching series of anime	I am amaze in people doing singing and dancing at the same time	I admire the skills of animators and film makers	I like attending Cosplay

Whatever their answers may be, reiterate to them that the activity reveals their personality and that there is no right or wrong answer.

D. Making Generalizations

1. Learners' Takeaways:
Activity 12: Framework Completion
Ask the students to complete the framework below following the lessons covered in the emerging and popular performance and visual art forms.

2. Reflection on Learning
Activity 13: "I Am an Artist"
The students will create a slogan with the theme of their advocacy to appreciate art in their own way. They may write it in an oslo paper and may design their work.

See the activity sheet which students will accomplish. The activity can be done in a group of five (5) members, after which they may choose a representative to report in front of the class.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS

A. Evaluating Learning	**1. Formative Assessment:**
	Identification. Read and identify each statement carefully. Write your answer on your answer sheet.
	
	2. Homework (Optional)
	A. Let's Define
	Look for the meaning of the following words.
	    1. Cultural Homogenization
	    2. Intercultural
	    3. Asian-ness
	B. I am a Cosplayer – Activity 7 (Optional)
	Look for available material (costumes) at home and capture yourself using the materials. You may send your images to your teachers for recording purposes.
				See the worksheet for the activity which students will accomplish. The teacher may adjust or expand upon these directions as needed for your specific classroom or learning environment.
				
				1. K-pop
				2. Cosplay
				3. Manga
				4. Anime
				5. C-pop

C. Teacher's Remarks	*Note observations on any of the following areas:*	**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.
	strategies explored			
	materials used			
	learner engagement/ interaction			
	others			

D. Teacher's Reflection	*Reflection guide or prompt can be on:*
	   ▪ *principles behind the teaching*
	      What principles and beliefs informed my lesson?
	      Why did I teach the lesson the way I did?
	
	   ▪ *students*
	      What roles did my students play in my lesson?
	      What did my students learn? How did they learn?
	
	   ▪ *ways forward*
	      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.