

8

Lesson Exemplar for Music and Arts

Quarter 1

Lesson

2

Lesson Exemplar for Music and Arts Grade 8
Quarter 1: Lesson 2 (Week 3-4)
SY 2025-2026

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MUSIC AND ARTS / QUARTER 1 / GRADE 8

| 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 | <p>Learning Competency</p> <ul style="list-style-type: none"> Analyze the cultural influences, relationships, and characteristics (similarities and differences) of emerging and contemporary concepts, techniques, processes, and/or practices in various Asian popular performing and visual arts. <p>Objectives:</p> <ol style="list-style-type: none"> 1. Characterize commonalities of art of Asian countries in terms of cultural influences, relationships, and characteristics; 2. Relate the characteristics of performance and visual arts in Asia; 3. Explain emerging and contemporary concepts, techniques, processes, and/or practices in various Asian performing and visual arts. |
| C. Content | <p>Cultural Homogenization</p> <ul style="list-style-type: none"> Interculturalism Asian-ness and Its Characteristics Cultural Collaboration |
| D. Integration | <ul style="list-style-type: none"> 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. Technology Literacy / Digital Creativity Cultural Literacy, Awareness, and Appreciation English Literature Integration |

II. LEARNING RESOURCES

- Jibiki, K. and Hosokawa, K. (2021). K-pop Boom in Indonesia Gives South Korean Companies an Edge. Media and Entertainment. <https://asia.nikkei.com/Business/Media-Entertainment/K-pop-boom-in-Indonesia-gives-South-Korean-companies-an-edge>
- Kopf, R. (2023). The History of Cosplay: From Fan Culture to Mainstream Popularity. Medium. <https://medium.com/cosplayers/the-history-of-cosplay-from-fan-culture-to-mainstream-popularity-95188770168a>
- Minimize official. (2022). [KPop in Public] TWICE “Fancy+Feel Special” cover by MINIMIZE GIRLS | THAILAND [Video]. YouTube. https://www.youtube.com/watch?v=_LeuxMVCWG4
- Minnnお. (2023). [JPOP IN PUBLIC] JO1 (ジェイオーワン) – “Phobia” Dance Cover by Minnnお from Taiwan [Video]. YouTube. <https://www.youtube.com/watch?v=uoAJbk0p8W8>
- Ng Wai-ming. The Rise of J-Pop in Asia and Its Impact. https://www.jef.or.jp/journal/pdf/cover%20story%207_0403.pdf
- Slater, A. (2023). Anime’s Resonance in the West: Exploring the Influence of Anime on Western Media. Medium. <https://medium.com/@mikejadams55/animes-resonance-in-the-west-exploring-the-influence-of-anime-on-western-media-3fcaffc9455b>
- This Is Why. (2022). Hallyu Explained | The reason Korean culture is taking over the world | This Is Why [Video]. YouTube. <https://www.youtube.com/watch?v=CmkULRHGa40>
- Valentino, Vanessa. The Popularity of East Asian Pop Culture. The Arcadia Quill. March 2, 2022. <https://arcadiaquill.com/18031/features/the-popularization-of-east-asian-pop-culture/>
- Wang, A. (2018). How K-Pop Conquered the West. RollingStone. <https://www.rollingstone.com/music/music-features/bts-kpop-albums-bands-global-takeover-707139/>

| III. TEACHING AND LEARNING PROCEDURE | | NOTES TO TEACHERS |
|--------------------------------------|--|---|
| A. Activating Prior Knowledge | WEEK 3: Day 1 1. Short Review Activity 1: Preliminary Assessment Evaluate the level of the student's understanding of terms and concepts of the previous lesson by identifying the word being described in the statement. _____1. These are comics or graphic novels originally published in Japan and published in translation. _____2. A contemporary art form to spread a message and not so much to create something that would be visually appealing. _____3. A short term for ‘costume play’, a performance art and a hobby that has become increasingly popular. | Answer Key: 1. Manga 2. Street Art / Mural Painting 3. Cosplay 4. Performance Art 5. K-pop |

- _____4. It refers to an artwork or art exhibition created through actions executed by the artist or other participants.
- _____5. A short term for Korean pop, a genre of popular music originating from South Korea.

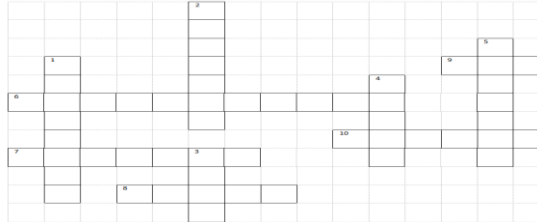
| Number of check marks (✓) | RATING | DESCRIPTION |
|---------------------------|-------------------|--|
| 5 | Excellent | You demonstrate a high level of understanding or ability in the specified area. |
| 3-4 | Good | You display a satisfactory level of understanding or ability in the specified area. |
| 0-2 | Needs Improvement | You require significant improvement in understanding or ability in the specified area. |

B. Establishing Lesson Purpose

1. Lesson Purpose

Activity 1: Crossword Puzzle

Identify the word related to emerging popular performance and visual arts. Use the clue/s and description/s below to fill in the crossword puzzle with the correct words.



Down

1. New, growing
2. Customs, tradition
3. Largest continent
4. Channel, communication
5. Disguise, activity

Across

6. Music and Dance
7. Electronic, online
8. Graphics, cartoon
9. Known, famous
10. Visible, images

Activity 2: Video Viewing

Watch the video below about “The Reason Korean culture is taking over the world” following the link below and answer the process questions after.

<https://www.youtube.com/watch?v=CmkULRHGa40>

Answer Key:

1. Emerging
2. Culture
3. Asia
4. Media
5. Cosplay
6. Performance
7. Digital
8. Anime
9. Pop
10. Visual

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|---|--|---|
| | <p>Process Questions:</p> <ol style="list-style-type: none"> 1. What makes Korean culture unique from others? 2. Why is Korean culture taking over the world? 3. What key events that took Korea from folk or traditional to more popular culture? 4. Do you think Korea influenced other countries in terms of performance and visual arts? Why/Why not? <p>2. Unlocking Content Vocabulary</p> <ul style="list-style-type: none"> • HOMOGENIZATION- an aspect of cultural globalization and refers to the reduction in cultural diversity through the popularization and diffusion of a wide array of customs, ideas, and values. • INTERCULTURAL- activities occurring between or involving two or more cultures. • ASIAN-NESS - refers to the surge of popular culture including anime, K-pop, manga, and others in other countries as well as non-Asian countries creating their own “Asian” popular culture as a commercial response. | <p>After watching the short video, ask the students the guide questions. This will be a sort of question and answer portion / sharing of some insights.</p> |
| <p>C. Developing and Deepening Understanding</p> | <p>INTERCULTURALISM: ASIAN-NESS AND ITS CHARACTERISTICS</p> <p>1. Explicitation Characterize commonalities of Asian performance and visual arts and its cultural influences, relationships, and characteristics.</p> <p>Asian-ness- refers to the surge of popular culture including anime, K-pop, manga, and others in other countries as well as non-Asian countries creating their own “Asian” popular culture as a commercial response.</p> <p>Asian influences encompass a vast array of cultural, artistic, philosophical, and societal elements that have originated from or been influenced by the diverse cultures across the Asian continent.</p> <p>1. K-pop of Indonesia and Thailand</p> <p>As South Korean entertainment continues to take Indonesia by storm, more South Korean companies are leveraging the popularity of K-pop artists to tap into Southeast Asia’s largest market. The number of K-pop fans in Indonesia is exploding, and the country always ranks among top in the number of video views on YouTube. Many Indonesians become familiar with traditional dances at an early age, which may explain why K-pop’s unique choreography has caught the eye of so many.</p> <p>The wave of Korean pop culture has fully engulfed Thai youth society with a proliferation of popular music, drama, language, technology, cartoons and cuisine. Among</p> | <p>https://asia.nikkei.com/Business/Media-Entertainment/K-pop-boom-in-Indonesia-gives-South-Korean-companies-an-edge</p> <p>More on Blackpink Lisa: https://washingtondc.thaiembassy.org/en/content/thailand-s-lisa-is-first-k-pop-star-with-100-milli</p> <p>https://www.jef.or.jp/journal/pdf/cover%20story%207_0403.pdf</p> |

Thai artists is Lisa of Blackpink. She is the first Thai to achieve superstardom in the K-pop genre, which has taken the world by storm over the past decade.

- K-pop features catchy tunes, impressive and highly synchronized choreography, and high-quality production values.
- Meticulously crafted music videos feature stunning visuals, elaborate sets, and intricate storytelling, enhancing the song's narrative and shaping the artist's image and brand.
- Visuals and choreography are integral to K-pop, distinguishing it from other genres.

2. J-pop of Vietnam

Japanese labels and musicians have already taken note of the development, intersecting with creators from other countries. Its unique blend of catchy melodies, vibrant visuals, and diverse music styles continue to attract fans and contribute to Vietnam's multicultural music landscape.

- The musical form of J-pop itself is appealing to Asians.
- J-pop is a hybrid music which fuses different foreign music traditions with the Japanese touch.
- J-pop provides a viable alternative for Asians who are looking for something different and refreshing.

WEEK 3: Day 2

2. Worked Example

Activity 3: Film Viewing

Watch the following samples from youtube and identify the characteristics by completing the table below.

K-pop in Thailand

https://www.youtube.com/watch?v=_LeuxMVCWG4

J-pop in Vietnam

<https://www.youtube.com/watch?v=uoAJbk0p8W8>

| | Title of the Song | Movement | Choreography | Stage and Costume Design | Music |
|--------------|-------------------|----------|--------------|--------------------------|-------|
| First Video | | | | | |
| Second Video | | | | | |

3. Lesson Activity

Activity 4: Article Reading

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| | <p>Read the article about The Popularization of East Asian Pop Culture written by Vanessa Valentino following the link below and answer the process questions afterwards. https://arcadiaquill.com/18031/features/the-popularization-of-east-asian-pop-culture/</p> <ol style="list-style-type: none"> 1. What kind/s of performance and visual arts was/were discussed in the article? 2. What are the characteristics of this/these performance and visual arts? 3. Why is East Asian art (performance and visual) appealing to the public? 4. How has East Asian pop culture surged and became widely known? 5. How does Korean culture influence others, particularly non-Asian countries? <p>Activity 5: Read and Write an Essay</p> <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">Introducing BINI: The Newest P-Pop Group</p> <p>As K-pop continues to dominate pop culture with their increasing dominance in the Western music market, the new Hallyu wave is starting to influence the Pinoy music scene. SB19 is one of the most popular P-pop boy band groups right now as their K-pop inspired songs, music videos and choreography brought a breath of fresh air to the P-pop scene, much to the displeasure of a certain beauty queen.</p> <p>To address this current trend in P-pop, ABS-CBN's training agency Star Hunt Academy announced their latest P-pop girl group "BINI" on November 7.</p> <p>Who is BINI?</p> <p>Described as a "rookie girl group" in the press release announcing the group, the PR arm of ABS-CBN said that BINI is a group composed of "eight vibrant young individuals who embody the idea of a modern Filipina — sweet, fierce, independent, and informed".</p> <p>Jhoanna, who is one of the members of the group, said that the name of the group is based on the Tagalog word "binibini", meaning "young lady". Jhoanna hopes that BINI would embody the values of the "modern Filipina". Fellow member Sheena said that BINI wanted to showcase their talents and represent the Philippines on a global scale.</p> <p>Joining Jhoanna and Sheena as members of BINI are Aiah, Colet, Maloi, Gwen, Stacey and Mikha. While ABS-CBN didn't mention the roles of each member, it revealed Aiah as the oldest member at age 19, while Jhoanna and Sheena are the youngest members at age 16.</p> <p>How did BINI become popular?</p> <p>While BINI hasn't made their official debut yet, the group already made traction online.</p> <p>Before the announcement of the group's pre-debut, a compilation video of their dance covers to various K-pop songs including Blackpink's "How You Like That" and Twice's "More & More" garnered 141,901 viewers on the Philippine Kpop Convention's YouTube channel as of November 27, 2020. Uploaded on August 28, 2020, the group were still called the "Star Hunt Academy Girl Trainees".</p> <p>BINI released the music video of their pre-debut single "Da Coconut Nut" on November 20, which is a cover of Ryan Cayabyab's novelty hit popularized by Smokey Mountain in the 90s. MU Doctor and VO3E produced the pre-debut single, which the press release stated that they transformed the 90s novelty hit to "a dance ditty worthy of the [current] P-Pop scene."</p> <p>With their vibrant, cutesy, colorful concept, BINI is obviously influenced by K-pop girl groups such as Twice and GFRIEND, which popularized the "teen crush" concept.</p> <p>BINI made their stage pre-debut performance in the noontime variety show "It's Showtime" on November 23. Their performance became viral on social media for their impressive synchronized choreography. This served as a contrast to another P-pop girl group,</p> </div> | <p>https://arcadiaquill.com/18031/features/the-popularization-of-east-asian-pop-culture/</p> <p>Article from: https://www.facebook.com/to dayscarolinian</p> |
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| | <p>GT, who performed a cover performance of Sam Smith's "How Do You Sleep"? in the same show which was widely criticized and mocked for their seemingly unrehearsed, off-beat choreography.</p> <p>Korean dance coaches Moon Yeon Joo and Kwan Seong Chan conceptualized the choreography of "Da Coconut Nut". ABS-CBN said that they have previously worked with BTS, Twice, Red Velvet, and Seventeen.</p> <p>How did BINI prepare for their pre-debut?</p> <p>Some of the members revealed the details of their two-year training in the online companion talk show "It's Showtime Online U" after their pre-debut performance.</p> <p>Sheena said that 250 young applicants, aged 16 to 19, auditioned for Star Hunt back in 2018. The applicants were placed in a week-long elimination process that boiled down to eight members. From there, the then-named "Star Hunt Academy Girls Trainees" started their training.</p> <p>The members were surprised that they would be trained by Korean coaches. Mikha said that the management believed it would be best to hire them as they would instill discipline to the members in the same manner as K-pop idols.</p> <p>ABS-CBN said that the group was trained by Kitchy Molina, Anna Graham, Mickey Perz, and K-pop training group MU Doctor. Molina and Graham were vocal coaches for the group, while Perz served as a dance coach for the group. MU Doctor is known to train successful idols such as Hye-bin of Momoland and I.M. of Monsta X.</p> <p>K-pop fans know that the training process for K-pop trainees is difficult, so BINI's training was no different. Despite the hardships they endured during training, Mikha said that the members learned a lot during training that helped crafted their talents When asked by the hosts whether these hardships were worth it, the members unanimously agreed.</p> <p>What's next for BINI?</p> <p>While it's unclear when BINI will make their official debut, the head of Star Hunt Management Laurenti Dyogi said that the group will perform a mix of original songs and cover revival covers of classic Filipino songs. These songs will be released as singles.</p> <p>Their viral pre-debut performance of "Da Coconut But" garnered 2.5 million views and 15,000 shares on Facebook, with their fancam performance garnering additional 37.8k views.</p> <p>With the enthusiastic reactions from Filipino netizens and gaining new fans (with no official fandom name yet), the journey of this rookie girl group started out on a high note. As ABS-CBN noted, BINI has "emerged to become the faces and voices to watch in the growing [Filipino] musical genre.</p> <p style="text-align: right;">News feature by Januar Junior Aguja Visual by Stephen Esic</p> <p>After reading the article, make a write-up about the K-pop influence to the Philippines, as it introduces SB19 and BINI.</p> <p>WEEK 4: Day 1</p> <p>INTERCULTURALISM: CROSS-CULTURAL COLLABORATION</p> <p>1. Explication</p> <p>Explain emerging and contemporary concepts, processes, and techniques of Asian performance and visual arts.</p> <p><i>K-Pop Conquered the Quest</i></p> | <p>Teacher should explain to the students what he/she expects to answer from the essays. The following guide questions may help the students to form their write-up.</p> |
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| | <p>In 2012, Korean pop music made its debut in the United States with Psy's "Gangnam Style" which included an intense tempo and highly stylized visuals. The song became the first to surpass one billion on YouTube. But that song is viewed as a one-off novelty by the majority of K-pop fans nowadays.</p> <p>Kcon (world's largest fan celebration of Korean culture and music) attracted a few hundred enthusiasts and interested locals when it was held in the United States for the first time in 2012. Since then, the total has increased to over 125,000 split across conventions on both coasts. The organizer adds "People in the mainstream music industry told me they've never heard the roof blown off like that before because the chanting was so loud the last time." The popularity of the event aligns with the global K-pop phenomenon, which has grown from a minor genre to a \$5billion industry in the last five years. K-pop's takeover of the West also when the seven-member Seoul crew BTS become the first group to play a US stadium, at New York's Citi Field.</p> <p><i>Exploring the Influence of Anime in Western World</i></p> <p>Originally limited to its Japanese cultural roots, anime has become increasingly popular and influential in Western culture.</p> <p>Western media's adoption of anime-style characteristics represents a cross-cultural interchange between Japan and the West. Because of anime's widespread appeal, Western artists can now collaborate and draw inspiration from the genre, honoring and learning from it. Through this interchange, both Western and Japanese creator's creative perspectives are expanded and a deeper understanding for other narrative traditions is fostered.</p> <p><i>Cosplay in Mainstream</i></p> <p>The history of cosplay dates back to the 1970s in Japan. Nov Takahashi, a Japanese reporter, first used the phrase "cosplay" after witnessing fans costumed as fantasy and science fiction characters at a Worldcon convention in Los Angeles. Cosplay gained popularity fast in Japan, where fans of video games, anime, and manga took up cosplay as a hobby.</p> <p>Because of the popularity of anime and manga in the West during the 1980s, cosplay began to grow in the United States. Small get-togethers of fans who dressed up as their favorite characters and shared a passion for Japanese pop culture were frequently the scene of the first cosplay events in the US. These events were not well promoted and were frequently hosted in hotel rooms or other modest spaces.</p> <p>2. Worked Example</p> <p>Present the table to the class and explain each column identifying the similarities and differences of cultural influences, relationships, and characteristics of Asian arts.</p> | <ol style="list-style-type: none"> 1. What makes SB19 and BINI similar to K-pop groups? 2. As a Filipino, what is your stand of cultural homogenization of Korea to our country? 3. How do you show your appreciation to other cultures? <p>https://www.rollingstone.com/music/music-features/bts-kpop-albums-bands-global-takeover-707139/</p> <p>https://medium.com/@mikejadams55/animes-resonance-in-the-west-exploring-the-</p> |
|--|---|---|

| | | Cultural Influences | Relationships | Characteristics | influence-of-anime-on-western-media-3fcaffc9455b https://medium.com/cosplayers/the-history-of-cosplay-from-fan-culture-to-mainstream-popularity-95188770168a |
|--|---------------------|--|--|---|---|
| | K-Pop to Asian pop | Asian pop musicians have been influenced by K-pop's fusion of pop, hip-hop, R&B, and electronic dance music to explore a wide range of sounds and genres. The Asian pop music landscape has benefited from this cross-pollination of musical influences, which has produced a more varied and lively soundscape. | The Asian pop music industry now has more options for cross-cultural collaboration because of K-pop's global success. Through their frequent collaborations on music projects, concerts, and TV shows, artists from various Asian nations share ideas, skills, and creative influence. The Asian pop music scene is made richer and more diverse by these partnerships. | <p>K-pop: highly polished production, emphasis on visuals, cultural fusion, fan engagement, and idol culture.</p> <p>Asian pop: cultural diversity, regional influences, language diversity, cultural context, and fan culture.</p> | |
| | Cosplay | It reflects a dynamic blend of tradition and modernity, serving as a catalyst for cultural exchange, artistic expression, and community building across the region and beyond. Cosplay intertwines with various aspects of society and shapes perceptions of identity, entertainment, and community. | Cosplay is a wide phenomenon in Japan. It gained popularity in South Korea particularly among fans of K-pop culture, anime, and gaming. China also has ChinaJoy featuring cosplay competitions and exhibitions and Taiwan has Taiwan Comic Exhibition attracting cosplayers from across the region. Thailand provides platforms for enthusiasts to come together with the event Comic Con. | Colorful wigs, elaborate costumes, and accessorizing. Cosplayers may dress as historical figures or characters from traditional folklore, rekindling interest in the cultural heritage of their respective countries among younger generations. | |
| | Anime and Animation | Asian animation, known as anime, influenced Western culture. It began when animators began playing around with film-making techniques which had been popularized in | Animation of Asia and Western share great stories and genres such as romance, comedy, horror, and more. | Hand-drawn by a variety of artists Animate by computer Western animation is characterized by fluid movement and lifelike characters, often reflecting realism. | For advanced classes, teachers can divide the class into groups and let the class discuss and explain the table in front. Teacher will facilitate the activity. |

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|--|--|------------|--|----------|-------------|------------|--------------|---|-----|-------------|---|-----|
| | Europe and America, namely from Russia, France, Germany and the United States. | | Western animation focuses on a single hero (protagonist), whereas the focus of Japanese anime is on 'Nakama,' a group of characters. | | | | | | | | | |
| <p>3. Lesson Activity</p> <p>Activity 6: Picture Analysis</p> <p>Refer to learning activity sheet for the learners to accomplish.</p> <p>After each student analyzes the characteristics of art based from the sample images, they will be grouped to do the Activity 7.</p> <p>WEEK 4: Day 1</p> <p>Activity 7: The Buzz</p> <ol style="list-style-type: none">1. Divide the class into three groups. (depending on their size)2. Each group will choose among the three topics: 1) K-Pop; 2) Cosplay; and 3) Animation. They will also choose and assign a recorder who will take down notes of group discussions.3. These groups involve students engaging in short, informal discussions, often in response to a particular sentence starter or question.4. Within each group, there will be one interviewer and the rest will share their thoughts about the assigned topic to them.5. The teacher will allocate ten to fifteen minutes for group discussion. Students will share and discuss points within each group.6. The group will agree on who will be their presenter, and select one or more to present group outputs. <p>Rubrics for Buzz Session:</p> <table><tr><td>Criteria</td><td>Descriptors</td><td>Percentage</td></tr><tr><td>Contribution</td><td>All members contribute and some even contribute more than was required.</td><td>15%</td></tr><tr><td>Cooperation</td><td>All members work well together all the time, assist others when needed.</td><td>20%</td></tr></table> | | | | Criteria | Descriptors | Percentage | Contribution | All members contribute and some even contribute more than was required. | 15% | Cooperation | All members work well together all the time, assist others when needed. | 20% |
| Criteria | Descriptors | Percentage | | | | | | | | | | |
| Contribution | All members contribute and some even contribute more than was required. | 15% | | | | | | | | | | |
| Cooperation | All members work well together all the time, assist others when needed. | 20% | | | | | | | | | | |
| Supervise each group and encourage individuals to participate. | | | | | | | | | | | | |

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|----------------------------------|---|---|--|-----|---------------|---|-----|-------|--|------|---|
| | <table><tr><td>On task</td><td>Team is on task all of the time. Doesn't need any teacher reminders.</td><td>30%</td></tr><tr><td>Communication</td><td>Each member listens well to each other. Each member speaks in a friendly and encouraging way.</td><td>35%</td></tr><tr><td>Total</td><td></td><td>100%</td></tr></table> | On task | Team is on task all of the time. Doesn't need any teacher reminders. | 30% | Communication | Each member listens well to each other. Each member speaks in a friendly and encouraging way. | 35% | Total | | 100% | After the presentation, take time to debrief the session by asking students about the key learning for emphasis and assessment. Summarize their outputs, discuss the points and conclude. |
| On task | Team is on task all of the time. Doesn't need any teacher reminders. | 30% | | | | | | | | | |
| Communication | Each member listens well to each other. Each member speaks in a friendly and encouraging way. | 35% | | | | | | | | | |
| Total | | 100% | | | | | | | | | |
| D. Making Generalizations | <p>1. Learners' Takeaways: Activity 8: 3-2-1 Feedback In their notebook, students record three things they learned in the lesson, two fun facts, and one question they still have. Ask the students to share their thoughts with a partner. Encourage students to try and answer each other's questions or suggest ways in which they could find the answer.</p> <div><div>3 - Three Things I Learned 1. 2. 3.</div><div>2 - Fun Facts about the Lesson 1. 2.</div><div>1 - One Question about the Topic</div></div> <p>1. Reflection on Learning Activity 9: One Word Lesson Closure Ask the students to think of one word that summarizes the lesson for themselves, then share the word with the class before the class ends. Their one word may relate to their understanding of the lesson, how they felt about the lesson, a question, or a celebration.</p> | As a follow-up, the teacher may summarize the reflection of the students by choosing three to five of the shared words. | | | | | | | | | |

| IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION | | NOTES TO TEACHERS |
|--|---------------------------------|--|
| A. Evaluating Learning | 1. Formative Assessment: | The teacher may adjust or expand upon these directions |

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| | <p>Identification. Identify the word/phrase being described in each statement. Write your answer on your paper/notebook.</p> <p>_____ 1. It is an aspect of cultural globalization and refers to the reduction in cultural diversity through the popularization and diffusion of a wide array of customs, ideas, and values.</p> <p>_____ 2. These are activities occurring between or involving two or more cultures.</p> <p>_____ 3. It refers to the surge of popular culture including anime, K-pop, manga, and others in other countries as well as non-Asian countries creating their own “Asian” popular culture as a commercial response.</p> <p>_____ 4. This K-pop song/music includes an intense tempo and highly stylized visuals which became the first to surpass one billion on YouTube.</p> <p>_____ 5. A Japanese reporter who first used the phrase “cosplay” after witnessing fans costumed as fantasy and science fiction characters at a Worldcon convention in Los Angeles.</p> <p>_____ 6. The world’s largest fan celebration of Korean culture and music which attracted a few hundred enthusiasts and interested locals when it was held in the United States for the first time in 2012.</p> <p>_____ 7. She is the first Thai to achieve superstardom in the K-pop genre, which has taken the world by storm over the past decade.</p> <p>_____ 8. It features catchy tunes, impressive and highly synchronized choreography, and high-quality production values.</p> <p>_____ 9. It reflects a dynamic blend of tradition and modernity, serving as a catalyst for cultural exchange, artistic expression, and community building across the region and beyond.</p> <p>_____ 10. A Japanese term used in animation which means a group of characters.</p> <p>2. Homework (Optional) This may not be the next lesson, but try to look and watch videos of a cosplay or music video and think on how you can develop your own production.</p> | <p>as needed for your specific classroom or learning environment.</p> <ol style="list-style-type: none"> 1. Homogenization 2. Intercultural 3. Asian-ness 4. Gangnam Style 5. Nov Takahashi 6. Kcon 7. Lisa of Blackpink 8. K-pop 9. Cosplay 10. Nakama | | |
| <p>B. Teacher’s Remarks</p> | <p><i>Note observations on any of the following areas:</i></p> | <p>Effective Practices</p> | <p>Problems Encountered</p> | <p>The teacher may take note of some observations related to the effective practices and</p> |
| | <p><i>strategies explored</i></p> | | | |

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| | | | | <p>problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p> |
| | materials used | | | |
| | learner engagement/ interaction | | | |
| | others | | | |
| C. Teacher's Reflection | <p>Reflection guide or prompt can be on:</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> 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? | | | <p>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.</p> |