

8

Lesson Exemplar for Music and Arts

Quarter 1

Lesson

3

Lesson Exemplar for Music and Arts 8
Quarter 1: Lesson 3 (Weeks 5 & 6)
SY 2025-2026

This material is intended exclusively for the use of teachers participating in the implementation of the MATATAG K to 10 Curriculum during the School Year 2025-2026. It aims to assist in delivering the curriculum content, standards, and lesson competencies. Any unauthorized reproduction, distribution, modification, or utilization of this material beyond the designated scope is strictly prohibited and may result in appropriate legal actions and disciplinary measures.

Borrowed content included in this material are owned by their respective copyright holders. Every effort has been made to locate and obtain permission to use these materials from their respective copyright owners. The publisher and development team do not represent nor claim ownership over them.

Development Team

Writer:

- Jerilyn M. Torio (Sipocot National High School)

Validator:

- Mary Grace J. Badiola (Western Bicutan National High School)

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 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"> Evaluate representative creative works based on concepts, techniques, processes, and/or practices of emerging and contemporary Asian popular performing and visual arts. <p>Objectives:</p> <ol style="list-style-type: none"> 1. Explain the utilization of creative work in a production. 2. Ensure the development of a creative work based on concepts, techniques, processes, and/or practices. 3. Criticize a creative work using guided rubrics for presentation.
C. Content	<p>Evaluating Creative Works</p> <p>Integrative Arts</p> <ul style="list-style-type: none"> K-pop Music Video Performances Cosplay
D. Integration	<ul style="list-style-type: none"> 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

II. LEARNING RESOURCES
2NE1. (2011) 2NE1 - 내가 제일 잘 나가(I AM THE BEST) M/V [Video]. YouTube. https://www.youtube.com/watch?v=j7_1SP8Vc3o

BABYMONSTER. (2024). BABYMONSTER - 'SHEESH' PERFORMANCE VIDEO [Video]. YouTube.

<https://www.youtube.com/watch?v=kOanBE5Wg24>

BANGTANTV. (2021). BTS (방탄소년단) "Dynamite" @ 63rd GRAMMY Awards Show [Video]. YouTube.

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

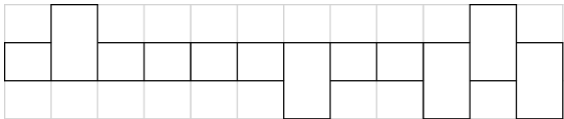
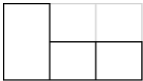
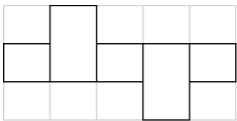
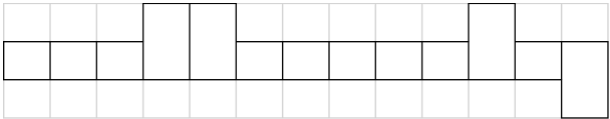
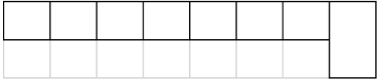
K Entertainment. (2023). XG - SHOOTING STAR Dance Cover/Lindhurst High School Winter Wonderland Rally [Video]. YouTube.

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

Wikipedia contributors. (2024). Cosplay. Wikipedia. <https://en.wikipedia.org/wiki/Cosplay>

리셀. (2016). THE FIVE ELEMENTS TO a SUCCESSFUL KPOP PERFORMANCE. K-Pop | aminoapps.com. https://aminoapps.com/c/k-pop/page/blog/the-five-elements-to-a-successful-kpop-performance/1WI6_u1P36E044lWejK04RabPLJ2Gp

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<ul style="list-style-type: none"> • Activating Prior Knowledge 	<p>Day 1</p> <p>1. Short Review</p> <p>Activity 1: "Question of the Day"</p> <p>Evaluate the level of student's understanding on the previous topic by posting a question that can be answered by the students.</p> <p>Question:</p> <ul style="list-style-type: none"> • How did Asia conquer the world? <p>Possible answer/s:</p> <ul style="list-style-type: none"> • Digital age and widespread use of social media platforms spreads K-pop's influence globally. Fans can easily access K-pop music videos, performances, and news, allowing the genre to gain traction beyond its home country of South Korea. • K-pop is renowned for its high-quality production values, and because of this, it garnered international acclaim and attracted fans who appreciate the genre's artistry and entertainment value. • Fan clubs contribute to the global spread of K-pop. • K-pop serves as a bridge between different cultures and facilitates cross-cultural dialogue and appreciation. 	
<ul style="list-style-type: none"> • Establishing Lesson Purpose 	<p>1. Lesson Purpose</p> <p>Activity 1: Identification</p> <p>Identify the elements of performance art and cosplay. Refer to the clue on the right side to fill in the blanks with the correct letters.</p>	<p>Answer Key:</p> <ol style="list-style-type: none"> 1. choreography 2. fan 3. stage

	 - dance  - supporter  - platform  - artistry  - preciseness <p>1. Unlocking Content Vocabulary</p> <ul style="list-style-type: none"> • MUSIC VIDEO PERFORMANCES- it encompasses elements of artistic expression, storytelling, visual aesthetics, symbolism, and audience engagement. It serves as a powerful medium through which artists can communicate their music and connect with audiences on a deeper level. • COSPLAY- a multifaceted and meaningful practice that combines elements of fandom, creativity, identity expression, performance, community, and celebration. It offers individuals the opportunity to engage with their favorite fictional worlds in a tangible and immersive way, while also fostering connections with others who share their passion. 	<p>4. craftsmanship 5. accuracy</p> <p>Explain to the class the meaning of these content words. Ask students to share insights regarding these topics.</p>
<ul style="list-style-type: none"> • Developing and Deepening Understanding 	<p>INTEGRATIVE ARTS: K-POP MUSIC VIDEO PERFORMANCES AND COSPLAY</p> <p>1. Explicitation</p>	<p>https://aminoapps.com/c/k-pop/page/blog/the-five-</p>

	<p>Enumerate the elements for K-pop performances and cosplay production which will be needed in the assessment of a sample production.</p> <p>Elements of K-pop Performances</p> <ul style="list-style-type: none"> • Vocal abilities Vocals to any live K-pop performance is of utmost importance. Performances where an idol's live vocals are audible and stable while dancing sharply is perfect. • Choreography While performing choreographs, all members are meant to garner the same amount of attention as they are all basically performing the same choreography. Facial expressions must also be on point to make for a successful K-pop performance. • The Stage The stage improves the quality of the performance by making everything so much more visually appealing. • Camera Movement Camera angles and camera shots have to be perfect for the live audiences. It is best when the camera simply films the faces of K-pop idols while also zooming out occasionally to show the complete choreography. • The Fans Fans can act in a number of ways to achieve and improve the quality of the performance such as participating in fan chants, waving around light sticks and even simply cheering on the idols. <p>Elements of Cosplay</p> <ul style="list-style-type: none"> • Costume The costume is the centerpiece of cosplay. It includes all clothing, accessories, props, and makeup necessary to portray the character accurately. • Accuracy It refers to how closely the cosplay resembles the character being portrayed. This includes paying attention to details such as hairstyle, facial features, clothing design, and accessories. • Craftsmanship Cosplay involves various crafting techniques, such as sewing, prop-making, wig styling, and makeup application. • Wig and Hair 	<p>elements-to-a-successful-kpop-performance/1WI6_u1P36E044lWejK04RabPLJ2Gp</p>
--	--	---

	<p>Many characters have distinctive hairstyles that are essential for capturing their likeness. Cosplayers often use wigs to achieve the character's hairstyle, styling and coloring them as needed. Hair accessories, such as bows, headbands, or hairpins, may also be used to enhance the hairstyle.</p> <ul style="list-style-type: none"> • Makeup and Body Paint <p>Makeup and body paint are essential for transforming the cosplayer's appearance to match the character. This may involve altering skin tone, applying facial prosthetics or special effects makeup, and recreating distinctive facial features such as scars, tattoos, or facial expressions. Makeup techniques can vary widely depending on the character's style and appearance.</p> <ul style="list-style-type: none"> • Props and Accessories <p>Props and accessories help complete the character's look and add context to the cosplay. These can range from weapons, jewelry, and handheld gadgets to iconic items associated with the character.</p> <ul style="list-style-type: none"> • Character Portrayal <p>In addition to visual elements, cosplayers often strive to embody the character's personality, mannerisms, and demeanor. This may involve studying the character's backstory, dialogue, and behavior to accurately portray their traits and quirks.</p> <ul style="list-style-type: none"> • Performance and Interaction <p>This can include posing for photoshoots, participating in cosplay contests or skits, and interacting with other cosplayers and fans at conventions or events.</p> <p>Day 2</p> <p>2. Worked Example</p> <p>Activity 3: Music Video Showing</p> <p>Watch at least one sample from the following samples of music video performances and answer the questions that follow.</p> <p>K-pop performances: Babymonsters - 'Sheesh' Performance Video https://www.youtube.com/watch?v=kOanBE5Wg24</p> <p>BTS - 'Dynamite' at 63rd Grammy Awards Show</p>	<p>Let the students watch the video performances and have a picture analysis and have a sharing afterwards. Consider the elements of music video performances and cosplay during sharing of insights.</p>
--	---	---

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

2NE1 - 'I am the Best' Music Video

https://www.youtube.com/watch?v=j7_1SP8Vc3o

Guide Questions:

1. What were your initial thoughts or feelings after watching the K-pop performance?
2. Did the performance leave a lasting impression on you? Why/Why not?
3. What did you think of the vocal (or rap) performances?
4. How well do you think the performers executed the choreography?
5. Did the performers effectively connect with the audience? How did they do this?

Activity 4: Picture Analysis

Refer to learning activity sheet no. 4 for the students to accomplish. Proceed to discussion and sharing of insights afterwards.

Guide Questions:

1. What did you think of the costumes showcased? What aspects of the costumes impressed you the most?
2. How effectively did the cosplayers embody the personalities and characteristics of their characters?
3. How well did the props complement the overall cosplay presentation?

3. Lesson Activity

Activity 5: Performance Analysis

Watch the performance of a girl group and evaluate their performance using the guided rubrics below. Prepare for a short sharing of insights after viewing.

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

Rubrics for K-pop Performance

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)

	Vocal Performance	Exceptional vocal/rapping skills with perfect pitch, tone, and control.	Strong vocal/rapping skills with good pitch, tone, and control.	Adequate vocal/rapping skills with occasional pitch or tone issues.	Weak vocal/rapping skills with frequent pitch or tone issues.
	Dance Performance	Precise execution with flawless synchronization. Complex and innovative movements, and dynamic transitions and formations.	Generally precise execution with good synchronization. Varied movements and transitions and mostly dynamic transitions and formations.	Some precision in execution with occasional synchronization. Basic movements and transitions and limited dynamic transitions and formations.	Poor execution with frequent synchronization issues. Simple and repetitive movements, and static transitions and formations.
	Stage Presence	Confident and charismatic performance, engaging the audience throughout.	Generally confident and engaging performance.	Some signs of nerves or lack of confidence.	Lack of confidence evident throughout.
	Costumes and Styling	Costumes and styling enhance the overall concept/theme perfectly.	Costumes and styling complement the concept/theme effectively.	Costumes and styling somewhat align with the concept/theme.	Costumes and styling do not align with the concept/theme.
	Over-all Impact	Performance leaves a lasting	Performance is engaging	Performance lacks memorability	Performance fails to capture

	<table><tr><td></td><td>impression on the audience, memorable and captivating.</td><td>and memorable.</td><td>or fails to fully engage the audience.</td><td>audience attention or make a lasting impression.</td></tr></table>		impression on the audience, memorable and captivating.	and memorable.	or fails to fully engage the audience.	audience attention or make a lasting impression.	
	impression on the audience, memorable and captivating.	and memorable.	or fails to fully engage the audience.	audience attention or make a lasting impression.			
<ul style="list-style-type: none">• Making Generalizations	<p>1. Learners' Takeaways: Activity 8: Exit Tickets Ask your students to write down one thing they learned on a small piece of paper before leaving the classroom. Collect the papers afterwards.</p> <p>2. Reflection on Learning Activity 9: Reflection Journals Encourage students to write a reflection paper about what they have watched and learned during the day. Let them also write their plans of becoming an artist/performer someday.</p>						

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment: Identification. Identify the word/phrase being described in each statement. Write your answer on your paper/notebook.</p> <p>_____ 1. It is of utmost importance in any K-pop performances.</p> <p>_____ 2. It is the centerpiece of cosplay which includes all clothing, accessories, props, and makeup necessary to portray the character accurately.</p> <p>_____ 3. This may involve embodying the character's personality, mannerisms, and demeanor.</p> <p>_____ 4. It improves the quality of the performance by making everything so much more visually appealing.</p>	<p>The teacher may adjust or expand upon these directions as needed for your specific classroom or learning environment.</p> <ol style="list-style-type: none"> Vocals / Vocal abilities Costume Character Portrayal Stage Accuracy

	<p>_____ 5. It refers to how closely the cosplay resembles the character being portrayed. This includes paying attention to details such as hairstyle, facial features, clothing design, and accessories.</p> <p>2. Homework (Optional) Tell the students to be prepared for a performance production. Let them think of the production they will be doing.</p>			
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	<p>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.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p>
	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> <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> 			<p>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.</p> <p>Teachers may also suggest ways to improve the different activities explored/ lesson exemplar.</p>

