MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	4
	Name of Teacher		Learning Area:	MUSIC AND ARTS
	Teaching Dates and Time:	OCTOBER 7 - 11, 2024 (WEEK 2)	Quarter:	Second

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of local concepts, processes, and practices of Music and Arts as influenced by the faiths and beliefs of the province.
B. Performance Standards	The learners improvise creative works that depict the faiths and beliefs of the province, using local concepts, processes, and practices in Music and Arts.
C. Learning Competencies and Objectives	***Learning Competency*** **Relate their faiths and beliefs based on the representations of local creative works with basic concepts and principles of sound, theater, dance, and visual elements** *Learning Objectives:* ● Describe faiths and beliefs; ● Differentiate the characteristics of faiths and beliefs; ● Interpret the symbols and representations used in the Bendian Dance; and ● Explain the relevance of faiths and beliefs in the context of Bendian dance through of symbols and representations. Note: *The material to be used will be determined and selected by the teacher based on the relevant creative works available in their province.*
C. Content	Basic concepts and principles of sound, theater, dance, and visual elements Faiths and Beliefs in the Province on Music and Arts
D. Integration	SGD 11 Sustainable Cities and Communities: Protect Cultural and Natural Heritage Culture Identity Faiths and Beliefs

II. LEARNING RESOURCES
Being Igorot. (2024, May 3). Kabayan Bendian dance, BINDIYAN FESTIVAL 2024 [Video]. YouTube. https://www.youtube.com/watch?v=DAClSM_yZFw Berto. (2022, June 12). The Attire Of An Ibaloy Woman - The Philippines Today. The Philippines Today. https://thephilippinestoday.com/attire-of-an-ibaloy-woman/ Biggest Bendian Dance of Benguet attempts Guinness World Record. (n.d.). WowCordillera. https://www.wowcordillera.com/2017/11/biggest-bendian-dance-of-benguet.html Day, A. S. (n.d.). Chua.docx. Scribd. https://www.scribd.com/document/451975258/Chua-docx gongs in benguet - Bing. (n.d.). Bing. https://www.bing.com/search?q=gongs+in+benguet&qs=n&form=QBRE&sp=-1&ghc=1&lq=0&pq=gongs+in+benguet&sc=10-16&sk=&cvid=9D39A8D78EB44DAA97CB655C695EAE8B&ghsh=0&ghacc=0&ghpl= Gong-making facility, pormalen a naipaima kadagiti gong-makers ti Mankayan, Benguet - Bombo Radyo Baguio. (2019, June 28). Bombo Radyo Baguio. https://baguio.bomboradyo.com/gong-making-facility-pormalen-a-naipaima-kadagiti-gong-makers-ti-mankayan-benguet/ Joan Manamtam. (2022, April 18). Chua Ay - Grade 4 song [Video]. YouTube. https://www.youtube.com/watch?v=ogifedZbyos Katutubo Exchange Philippines. (2020, July 11). KAMBAL, DIVIT & SHENGIT - this is the traditional attire of the Ibaloy women of Benguet. Kambal is called the blouse [Image]. Facebook. https://www.facebook.com/photo?fbid=1936398839829972&set=kambal-divit-shengit-this-is-the-traditional-attire-of-the-ibaloy-women-of-bengu Leonisa. (2014, March 19). Ibaloi. Pinterest. https://ph.pinterest.com/pin/465981892667011914/ Marcusdark. (2016, May 14). CULTURAL CONCOCTION: IGOROT'S MAGNUM OPUS. Culturalconcoction. https://culturalconcoction.wordpress.com/2016/05/13/educational-blog-post/ National Unity Party. Bendian Festival in Benguet, Mountain Province (1994, November 6). NUP. https://nup.org.ph/Lifestyle/Cat/Guide/Article/21 Official Pan Abatan Records TV. (2020, June 19). Municipality of Kabayan BINDIAN DANCE (Pan-Abatan Records) [Video]. YouTube. https://www.youtube.com/watch?v=4EtVL2xxJ24 Oliver Cabarubias. (2021, April 11). BENDIAN DANCE OF BENGUET| Dance Tutorial [Video]. YouTube. https://www.youtube.com/watch?v=_2Sw9QoDENY How To Dance Bendian. (n.d.) Isna Tako. https://isnatako.blogspot.com/2012/08/how-to-dance-bendian.html

III. TEACHING AND LEARNING PROCEDURE		**NOTES TO TEACHERS**
A. Activating Prior Knowledge	**DAY 1** **1. Short Review**	

Loop-a-Word
Loop all the words you encounter in the previous lesson. Make sure you can define the word you loop for the teacher will ask you about it.

T	B	E	N	D	I	A	N	P	J	K	T

Y	A	W	Z	B	V	U	E	F	S	L	E
S	H	A	P	E	C	T	Q	O	P	F	X
T	A	P	I	S	O	L	I	B	A	O	T
I	G	O	N	G	L	I	R	G	C	R	U
M	A	E	Y	C	O	N	D	H	E	M	R
E	L	S	X	W	R	E	S	N	I	M	E

2. Feedback (Optional)

Answer key:

Bendian
Shape
Tapis
Solibao
Time
Bahag
Color Line
Space
Form
Texture

B. Establishing Lesson Purpose	**1. Lesson Purpose** **In Your Own Words** Supply each letter of the word Faith and Belief to generate their own definition of the word itself. F- _____ B- _____ A- _____ E- _____ I- _____ L- _____ T- _____ I- _____ H- _____ E- _____ F- _____ **2. Unlocking Content Area Vocabulary** **Word Association** Since words to be unlock are local/ indigenous terms, let the pupils think of a word that rhymes with the word to be unlock for easy retention. Example: INUSHUGAN (hinusgahan)	The teacher will ask the pupils to think of a word that comes first to their mind about faith and belief and this word should start with the letter of the word Faith and Belief.

	1. PINESBEKAN 2. SALAWASAO 3. KINITANGAN 4. KINIKIYAN 5. INUSHUNGAN 6. INUDIYAN 7. PINAJOSAN 8. INNABAYA	
C. Developing and Deepening Understanding	**SUB-TOPIC: Relating faiths and beliefs based on the representations of local creative works with basic concepts and principles of music, theater, dance and visual element** **1. Explicitation** Show the picture and ask the pupils on how they will respond if they hear the gongs and solibao during Bendian Dance.  Image source: https://nup.org.ph/Lifestyle/Cat/Guide/Article/21 • Accordingly, people respond in different ways depending on the purpose of the celebration.	The teacher may use their local creative works in their place or province.

	▯ The resonating and deep sounds of the gangsa and solibao are inviting. They signal an invitation to move out of their houses and proceed to the event venue to witness the happenings. ▯ The Bendian is performed for many reasons, one of which is when a cañao ritual intended for a good harvest is done. So, there is a full week of sacrifices, including the killing of pigs and poultry, along with the playing of gongs, chanting, and dancing around to ask for enough rain to irrigate the fields and offering prayers to "Kabunyan" for a bountiful harvest. Some do cañao rituals to heal a prolonged illness and relieve natural calamities such as famine and drought. • Ask pupils if they also have local practices or beliefs in their family. **2. Worked Example** • Symbols and Representations are used in the Bendian Dance ▯ When both arms are extended above the head, while the hands are flipped up and down, it symbolizes progress, bountiful harvest, etc. What dance step is this? Show the photo below.	

	 Image source: https://isnatako.blogspot.com/2012/08/how-to-dance-bendian.html	

- Costume during Bendian Dance
  - These are the traditional attires of the Ibaloi women of Benguet. They are the kambal (blouse), divit (wrap-around skirt) and shengit (headdress). An Ibaloi woman's shirt/jacket and wrap-around skirt are both adorned with a recognizable stripe and plaid pattern as you can see in the photo below. Accordingly, if the quality of the cloth is good and the color of the designs is bright, it signifies the high status of the owner.



Image source: https://thephilippinestoday.com/attire-of-an-ibaloy-woman/

- Indigenous musical instruments played during Bendian dance
  - Gongs and solibao are commonly heard during the Bendian dance, which is a customary dance performed by the Ibaloi community in Benguet. These musical instruments enhance the lively ambiance of the dance by providing a rhythmic background.

  - In addition, the beating of gongs at a feast signifies nobility and thanksgiving for important gatherings such as weddings, family reunions, healing of the sick, or even during the final rites of a

	burial. It also signifies recognition of an important person in the village. ● What are the cultural beliefs and customs of the Ibaloi people of Kabayan, Benguet? Think about what the circle dance, the musical instruments, the costumes, and the festival's general message say about the community's values and identity. **3. Lesson** **Activity ANSWER ME** ● Divide the class into 8 groups. Assign a picture of a Bendian dance step to each group and let them determine at least one symbol and representation used in each step of the Bendian dance and even the designs in their costumes. Write your answers in the answer sheet. ● Distribute the pictures and let each group discuss for 5-10 minutes to do the task  **Image source:** https://isnatako.blogspot.com/2012/08/how-to-dance-bendian.html	The teacher may call for a volunteer from each group to present their work. The teacher may post description of the dance at the back of the photo. If not, the teacher may write in a Manila paper or use PowerPoint Presentation of the following details.

8 BENDIAN STEPS

1. PINESBEKAN (1st picture from the left)	The right hand is extended upward while the left hand is extended downward. The fingers are almost touching the ground. The body is tilted slightly to the left. The left foot is lifted two inches above the ground and kicked in small motions to the side. It means to attack and take cover
2. SALAWASAO (2nd picture from the left)	Both arms are extended overhead while the hands are flipped up and down. This symbolizes praise for the bountiful harvest received by the village
3. KINITANGAN (3rd picture from the left)	Hands are steady on the waist. The gesture portrays caring for the crops to support the family
4. KINIKIYAN (4th picture from the left)	the right arm is bent. It is moved forward and back with the palms facing upward; the left arm is extended forward. The action mimics planting
5. INUSHUNGAN (5th picture from the left)	both arms are raised slightly over the head, resembling the position of surrender. It means to ask kabunyan to bless and protect their crops
6. INUDIYAN (6th picture from the left)	The dancers maintain their positions as in Inoshongan but this time the reverse direction. At another point the men face the women and vice versa. It means turn and reverse to confuse the enemy
7. PINAJOSAN (7th picture from the left)	both arms are clipped at the back of the waist with hands facing upwards, the body is bent forward
8. INNABAYA (8th picture from the left)	The upper arm is clipped to the side while the lower arm is extended forward with hands facing upward. It symbolizes the receiving of blessings such as crops and livestock

D.Making Generalizations	**1. Learner's Takeaways** Let the learners complete the following phrases: a. We learned that _____ b. We realized that _____ c. We wish to _____ **2. Reflection on Learning** **Thumbs Up, Thumbs Down, Times Up!** The teacher will read the following statements and ask the learners if they able to learn the following. If yes, they will make Thumbs Up and Thumbs Down if not. Do not forget to say Times Up after 5 seconds after reading. ● Describe faiths and beliefs; ● Differentiate the characteristics of faiths and beliefs; ● Interpret the symbols and representations used in the Bendian Dance; and ● Explain the relevance of faiths and beliefs in the context of Bendian dance through of symbols and representations.	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		**NOTES TO TEACHERS**
A. Evaluating Learning	**1. Formative Assessment** **Essay/ Narratives:** Write your answers in the answer sheet. ● Give at least one difference between faith and belief. ● Name one faith and belief you want to share to your classmate. What are the symbols and representation used?	

<table>
<tr><td rowspan="5">B. Teacher's Remarks</td><td>Note observations on any of the following areas:</td><td>Effective Practices</td><td>Problems Encountered</td><td rowspan="5">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.</td></tr>
<tr><td>strategies explored</td><td></td><td></td></tr>
<tr><td>materials used</td><td></td><td></td></tr>
<tr><td>learner engagement/ interaction</td><td></td><td></td></tr>
<tr><td>Others</td><td></td><td></td></tr>
<tr><td>C. Teacher's Reflection</td><td colspan="3">Reflection guide or prompt can be on:

▪ <u>principles behind the teaching</u>
What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?
Did I attain all my lesson objectives?
How did I encourage my students to participate in the class discussions and activities?

▪ <u>students</u>
What roles did my students play in my lesson? What did my students learn? How did they learn?
Did my pupils actively participate in all the class activities that I prepared? Were the instructions in the class activities clear to the pupils?

▪ <u>ways forward</u>
What could I have done differently? What can I explore in the next lesson?
What challenges did I encounter in implementing the class activities?</td><td>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.</td></tr>
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