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Lesson Exemplar in Music and Arts

Quarter 1

Lesson

3

Lesson Exemplar for Science Grade 7
Quarter 1: Lesson 3 Week 5-7
SY 2024-2025

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LESSON EXEMPLAR FORMUSIC AND ARTS

MUSIC AND ARTS/QUARTER 1/ GRADE 5

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of the different functions of the early Philippine Music and Arts in relation to concepts, processes, and practices.
B. Performance Standards	The learners produce early Philippine conventional and contemporary processes and practices in Music and Arts in their creative work.
C. Learning Competencies and Objectives	<p><i>Learning Competency: Adapt conventional processes and practices of the early Philippine performing and visual arts in their creative works</i></p> <p><i>Lesson Objective 1</i> Produce creative artwork inspired by the early Philippine performing and visual arts, applying concepts, processes, and practices of the period</p>
C. Content	<p>Adapting conventional processes and practices of the early Philippine performing and visual arts in their creative works</p> <ul style="list-style-type: none"> Production of creative artwork inspired by the early Philippine performing and visual arts, applying concepts, processes, and practices of the period.
D. Integration	Local/provincial/regional celebrations/holidays

II. LEARNING RESOURCES
<p>CCP Encyclopedia of Philippine Art CCP Encyclopedia of Philippine Art. (2013). CCP Encyclopedia of Philippine Art; EPA. https://epa.culturalcenter.gov.ph/project_intro_to_sections/</p> <p>De Leon, F. M. (2018). <i>Filipinas Heritage Library the Diversity of Philippine Music Cultures</i>. Www.filipinaslibrary.org.ph. https://www.filipinaslibrary.org.ph/uncategorized/the-diversity-of-philippine-music-cultures/</p> <p><i>The Evolution of Philippine Theatre Solaire Resort & Casino</i>. (2020). Solaire. https://www.solaireresort.com/article/the-evolution-of-philippine-theatre</p> <p><i>Filipinas Heritage Library Philippine Ethnic Music</i>. (n.d.). Www.filipinaslibrary.org.ph. https://www.filipinaslibrary.org.ph/himig/philippine-ethnic-music/</p> <p><i>Philippines Culture Literature Music Painting Sculpture</i>. (n.d.). Silent Gardens - Philippines Islands Vacation & Travel Advice. https://www.silent-gardens.com/culture.php</p>

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What is Weaving? The Craft Atlas. (n.d.). The Craft Atlas. <https://craftatlas.co/crafts/technique/weaving#:~:text=Weaving%20is%20a%20method%20of>

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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p>Week 5 Day 1</p> <p>1. Short Review</p> <p>Activity: Name that function</p> <p>In this activity, the teacher will mention the art forms and the learners will tell the art form's function. Divide the class into two and instruct the learners to create a chant of their group as their signal to answer. The first group to give their signal is given the chance to answer. Each function is given one point; thus the group are encouraged to tell as many functions they know. The group with the highest number of points will be declared the winner.</p> <p>Example: Teacher says, Dance, the learners may answer ritual/ celebration/ entertainment or social gathering.</p> <ol style="list-style-type: none"> 1. Pottery- storage, cooking, burial rituals 2. weaving- clothing, blankets, rituals 3. music- ceremonies, rituals, social gatherings, entertainment 4. jewelry making- symbol of wealth and status, offering to deities and ancestors 	

	5. tattooing - Convey social status, achievement, and identity and, in some cases, act as a protective symbol																
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>Before we proceed with the creative activity, let us try to recall some examples of conventional art forms and their functions that are still present in our community. Copy the table on your paper and provide the information that are asked for. The first one is done for you.</p> <p>Activity: Art sampling</p> <table border="1"> <thead> <tr> <th>Conventional Art works present in the community</th><th>What is its Function?</th><th>What form of art does it belong?</th></tr> </thead> <tbody> <tr> <td>Example: Banga</td><td>For cooking</td><td>Pottery</td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td></tr> </tbody> </table> <p>2. Unlocking Content Vocabulary</p> <p>Activity: Loop-A-Word</p> <p>Find the words that are described by the definitions. Write your answer on your paper.</p>	Conventional Art works present in the community	What is its Function?	What form of art does it belong?	Example: Banga	For cooking	Pottery										<p><i>Let the learners work in group of three. After they accomplish the table, let them present their output and facilitate processing of their responses.</i></p> <p><i>Answers:</i> a. Creative activities</p>
Conventional Art works present in the community	What is its Function?	What form of art does it belong?															
Example: Banga	For cooking	Pottery															

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

- This refers to various learning tasks that require learners to employ creative approaches to achieve better learning outcomes.
- This refers to the output resulting from the combination of two or more art forms. This is suggested to avoid an output that is music-centric, theater-centric dance-centric or art-centric.
- This refers to a distinctive learner-made set of clothes intended to communicate details of a particular “character” or group of people.

b. Creative works
c. Costume

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

C. Developing and Deepening Understanding	<p>1. Explicitation</p> <p>The activity <i>Art sampling</i> is an introduction for the next task where learners will exhibit what they have learned about the previous discussion. Learners will be engaged in creative activities to display what they have learned.</p> <p>Learners will get inspiration of their creative work from the early Philippine conventional performing and visual arts. Before getting creative, refresh the learners about the important details they should remember about conventional arts of the Philippines.</p> <ul style="list-style-type: none"> • Concept of conventional arts includes nature worship, animism and ancestor veneration • Process of conventional arts involved use of available materials form the environment. It is also passed through generations through oral traditions, uses non-verbal communication and is participated by the community. • Practices of conventional arts include music, dance and theater which together are part of rituals. It also includes the works of craftsmen such as textile and basket weaving, pottery, jewelry making and metal works. Body art or tattooing is also included in the list. <p>It is also important to remember the functions of the different art forms such as those that are mentioned in the review activity.</p> <p>And to serve as their guide in the creation process, it is worthy to note of the concepts, process and practices of the sample conventional creative work by reviewing the table.</p> <table border="1"> <tr> <td></td><td>Ragragsakan</td><td>Art forms found in the creative work</td></tr> </table>		Ragragsakan	Art forms found in the creative work	
	Ragragsakan	Art forms found in the creative work			

Concept	Community celebration; homecoming of successful head takers; culmination of budong (peace pact)	Dance, music (vocal and instrumental), visual arts (costume and tribal blanket- textile weaving; labba- basket weaving)
Process	Community participation, non-verbal communication (steps of dancers as well as the balancing of labba mimics the movement of women through the terraced fields).	
Practice	Dance with the incorporation of balancing of labba, use of tribal blankets, singing of salidummay and instrumental accompaniment using bamboo instruments	

This information will be helpful in deciding what creative art work the learners' group will plan and present.

Week 5 Day 2

2. Worked Example

Activity: **Conventional Talent**

Instructions:

Planning Stage

1. Assign the learners into groups.
2. After grouping, have the learners sit together as a group and decide on what conventional creative art work to focus on. They may choose the art

- form that interests them most. Remind them that the artwork should be inspired by the Philippine conventional art concepts, process and practices.
3. After discussing and deciding their creative work, have the learners write their step-by-step plan of action as well as their timeline to serve as their guide for the activity. The write-up may contain the following information:
 - a. Title of creative work:
 - b. Tasks to do and in charge of every task
 - c. Timeline of activities

(Week 6 Day 1-2)

Preparation and Rehearsal

1. After the submission of plan, instruct the learners to start the rehearsal and preparation of materials. Present to them the rubric at the start of their rehearsal to serve as their guide in accomplishing the task.

Week 7 Day 1-2

1. Lesson Activity

Presentation of final work

1. During the performance, instruct all group to pay attention to every performance and take note of the important details.
2. Present the rubric to the class and explain the details of it.

RUBRICS IN ASSESSING LEARNERS' CREATIVE ACTIVITY

INDICATORS	Level 3- 3pts	Level 2- 2 pts.	Level 1- 1 pt.
Application of conventional <ul style="list-style-type: none"> • Concept • Process • Practices 	If 3 sub-indicators are present	If 2 sub-indicators are present	If 1 sub-indicators are present
Integration of relevant art forms (music, dance, theater visual)	At least 3 art forms are integrated	Two art forms are integration	Only one art form is presented
Creative Work Presentation <ul style="list-style-type: none"> • Creativity • Originality 	If 2 sub-indicators are present	If 1 sub-indicators is present	If no sub-indicators is present
Group Effort <ul style="list-style-type: none"> • Active participation • Cooperation • Role fulfillment 	If 3 sub-indicators are present	If 2 sub-indicators are present	If 1 sub-indicators are present

E. Making Generalizations

1. Learners' Takeaways

Give one word that you learned form the lesson and use it in a sentence.

2. Reflection on Learning

In one sentence, describe how you feel after your performance.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment Write a two-paragraph reflection of your group's performance on your creative work. What have you realized about the conventional concepts, processes and practices present in your creative work?			
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	
	<i>strategies explored</i>			
	<i>materials used</i>			
	<i>learner engagement/ interaction</i>			
	<i>Others</i>			
C. Teacher's Reflection	<i>Reflection guide or prompt can be on:</i> <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? 			

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