

LESSON PLAN TEMPLATE

Lesson Title	Synergy in Motion: Contemporary Asian Arts and Striking-Fielding Dynamics
Learning Area/s	MAPEH
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 8
No. of Sessions	4 Sessions
References	None specified
Declaration of AI use	This lesson plan was co-created using Gemini AI to assist with unpacking competencies into a 4-session learning design, structuring activities, and assessment formulation.

Intentions.

Meaningful learning experiences are anchored in how we frame them. Start by deciding what you want learners to master by the end of the lesson – keep it clear and simple.

Learning Competency and Curriculum Standards:	Learning Competency: • Music and Arts: Integrate relevant concepts, techniques, processes, and/or practices of emerging and contemporary Asian popular performing and visual arts in the production of their creative work (Production/Drafting stage) . • Physical Education and Health: Execute appropriate skills of sports and the required fitness abilities of chosen striking/fielding games. (Suggested Activity: Choctaw stickball). Content Standards: Not specified in the provided document Performance Standards: Not specified in the provided document			
	Session 1	Session 2	Session 3	Session 4
Learning Objectives:	• Identify key visual and performance elements of	• Apply chosen contemporary Asian art	• Explain the basic rules and mechanics	• Demonstrate teamwork and sportsmans

	contemporary Asian popular arts (e.g., P-Pop, K-Pop, and Anime aesthetics). ● Draft a conceptual design for a creative work that integrates specific Asian pop art techniques and symbols.	techniques in the production of a final creative work. ● Critique personal work based on the integration of cultural concepts and technical execution.	of striking/fielding games using Choctaw Stickball as a model and local Filipino games like 'Siyato' for context. ● Execute fundamental striking and fielding movements (stance, grip, and swing) with proper form.	hip while executing striking and fielding skills in a modified game. ● Assess heart rate and perceived exertion levels following physical activity.
Learner Context:	Learners show high engagement with digital media and contemporary Asian pop culture, particularly P-Pop and Anime. While most are visually oriented and respond well to hands-on activities, a small group demonstrates lower confidence in their artistic skills and requires simplified drafting templates. Several students are highly skilled in drawing but may struggle with incorporating abstract cultural concepts into their designs.	Learners are generally enthusiastic during the production phase. However, some students tend to rush their work, leading to lower quality in technical execution. The hands-on nature of the task supports those with shorter attention spans, but clear milestones are needed to keep the class on track. Barriers include limited access to high-end art supplies for some students.	The class is physically active and enjoys competitive games. However, coordination levels vary significantly. Some students are intimidated by the 'stick' aspect due to safety concerns. There is a strong interest in local traditional games, which can be used as a bridge to understanding Choctaw Stickball mechanics.	Learners have shown improvement in basic coordination but still struggle with team strategy. Some students are highly competitive, which can lead to friction, while others are hesitant to participate in gameplay. The Filipino value of 'Pakikipagkapwa' (relating to others) is a strength that can be leveraged to promote sportsmanship.
Learning Experience. A learning experience is like a thoughtfully designed journey. Each activity and interaction builds towards meaningful understanding and growth. Identify activities				

and interactions to help learners gain knowledge, skills, or understanding in a purposeful way.

Pre-Lesson:	● Visual Hook: A 3-minute video montage showing modern Filipino Pop (P-Pop) performance s contrasted with traditional Asian theater elements. ● Active Retrieval: 'Spot the Difference' activity where learners identify contemporary vs. traditional elements in provided images.	● Quick Recall: A 5-question 'Kahoot-style' quiz (using hand signals) on the techniques discussed in Session 1. ● Material Check: Organizing local/recycled materials for use in production.	● Dynamic Warm-up: A series of movements mimicking both modern sports and traditional Filipino folk dance steps (e.g., Tinikling-like footwork). ● Cultural Bridge: Brief storytelling session about the history of Choctaw Stickball and its similarities to the Filipino game 'Siyato'.	● Game Strategy Huddle: Small groups discuss one strategy for 'fielding' (where to stand) and one for 'striking' (where to aim). ● Pulse Check: Teaching students how to find their radial pulse.
Flow:	1. Discovery (10 mins): Facilitate a class discussion on why contemporary Asian art is globally popular, using local P-Pop groups as a relatable starting point. (Social Learning) 2. Technical Scaffolding (15 mins): Demonstrate specific techniques like 'bold line work'	1. Goal Setting (5 mins): Learners set a specific technical goal for the day (e.g., 'I will focus on smooth color transitions'). 2. Guided Production (35 mins): Students work on their final creative pieces. The teacher moves around the room, providing 'Just-in-Time'	1. Skill Breakdown (15 mins): Demonstrate the proper grip and stance for striking. Use 'Shadow Boxing' techniques where students mimic movements without sticks first. (Scaffolding) 2. Station Rotation (25 mins): Three stations: (A) Grip	1. Rapid Review (5 mins): A quick 'Simon Says' game using striking and fielding stances. (Active Retrieval) 2. Modified Stickball Game (35 mins): A simplified version of a striking/fielding game. Rules are modified to ensure every student gets a chance to strike and field. (Social

	from Manga and 'vibrant color palettes' from modern music videos. Provide a graphic organizer for 'Contemporary Techniques'. (Scaffolding) 3. Design Lab (25 mins): Learners begin drafting their creative project (e.g., a fan poster or a costume design) on worksheets. Circulate to provide immediate feedback on how they are integrating 'Asian' elements. (Check for Understanding) 4. Peer Consultation (10 mins): Students share their drafts with a partner and give one 'Star' (strength) and one 'Wish' (suggestion). (Social Learning)	coaching on technique application. (Scaffolding) 3. Mid-Process Pause (5 mins): A 'Gallery Walk' mid-production where students stand up and look at others' progress for inspiration. (Active Retrieval of ideas) 4. Refinement (15 mins): Final touches and cleaning of work areas. Students write a brief 3-sentence artist statement explaining their integration of Asian pop concepts.	and Stance check, (B) Underhand striking drills, (C) Fielding and catching basics. (Active Retrieval of motor patterns) 3. Form Check (10 mins): Peer-coaching pairs where one student performs the skill and the other checks against a simplified 3-point rubric. (Social Learning/Check for Understanding) 4. Reflection Circle (10 mins): Discuss the physical fitness components used (e.g., agility, coordination). (Check for Understanding)	Learning) 3. Active Cooling (10 mins): Slow movements and stretching while checking heart rates again. Discussion on how the body feels after the game. (Check for Understanding) 4. Synergy Wrap-up (10 mins): A final discussion connecting the 'rhythm and timing' of the sports skills to the 'rhythm and flow' of the Asian arts projects from Sessions 1 and 2.
Learning Resources:	• Laptop and Projector • PowerPoint presentation on Asian Pop Aesthetics • Drafting Worksheets • Art Materials (Pencils, Markers)	• Art/Craft Materials (recycled materials, paints, paper) • Timer • Artist Statement Template	• Modified sticks (bamboo or PVC) • Soft balls/Improved balls • Whistle • Skill Rubric Handouts	• Modified game equipment • Heart Rate tracking sheet • Scoreboard/Whiteboard
Opportunities for integration:	Social Studies (AP): Discussion on the economic and cultural impact	English: Writing the artist statement strengthens descriptive and	Social Studies: Understanding the indigenous origins of sports and their	• Mathematics: Calculating average

	of the 'Hallyu' wave and P-Pop in Southeast Asia.	explanatory writing skills.	role in community building.	heart rate or keeping score during the game. ● Values Education (EsP): Focusing on sportsmans hip and teamwork (Pakikipagk apwa).
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Assessment.

Assessments reveal what learners have gained and what they still need help with. These are helpful in providing you with information to guide your future instruction throughout the entire session.

Formative Assessment:	● Drafting Checklist: A simple rubric integrated into the worksheet to check if at least two contemporary Asian art techniques are included in the draft. ● Exit Ticket: 'One technique I will use in my final work is...'	● Progress Observation: Use of a progress tracker to note students who are struggling with technical integration. ● Self-Evaluation: A 'Thumbs Up/Down/Side ways' check on how well they feel they integrated the Asian pop concepts.	● Skill Checklist: Teacher observes and checks off 'Proper Grip' and 'Balance' during station rotations. ● Peer Feedback: Use of 'High-Five' feedback (identify one thing the partner did well).	● Performance Observation: Using a rubric to assess execution of skills during the actual game (Grip, Swing, Accuracy). ● Self-Reflection Sheet: Students rate their sportsmans hip on a scale of 1-5 and explain why.
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Ways Forward.

Meaningful learning can also happen beyond the classroom – for both the learners and

the teacher. Pause and reflect on what happened today.

Extended learning opportunities:	Students are encouraged to take photos of 'contemporary Asian art' found in their local community (e.g., street art, product packaging) to share in the next session.	Learners can create a digital version of their work using free mobile apps (like Canva or Ibis Paint) if they have access to smartphones.	Students are asked to practice the striking stance at home and identify one fitness component they need to improve (e.g., 'I need more balance').	Encourage students to teach one striking/fielding skill to a family member or friend over the weekend.
Reflections:	- How many students successfully identified contemporary elements? - Which specific Asian art style was most popular among the learners? - Were the drafting templates sufficient for the lower-readiness group?	- Did the use of local materials enhance or hinder the creative process? - Which learners required the most intervention during the production stage?	- Were the modified sticks safe and effective for all learners? - How well did the students connect the mechanics of 'Siyato' to the new game?	- Did the modified game rules successfully include the more hesitant learners? - How effectively did the students connect the physical skills to the artistic concepts of rhythm/timing?