

 <p style="text-align: center;">MATATAG K to 10 Curriculum Weekly Lesson Log</p>	School:		Grade Level:	5
	Name of Teacher		Learning Area:	MUSIC AND ARTS
	Teaching Dates and Time:	JULY 14 - 18, 2025 (WEEK 5)	Quarter:	First

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

CCP Encyclopedia of Philippine Art | CCP Encyclopedia of Philippine Art. (n.d.). CCP Encyclopedia of Philippine Art. https://epa.culturalcenter.gov.ph/epa_timeline/
 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/
 De Leon, F. M. (2018). *Filipinas Heritage Library | the Diversity of Philippine Music Cultures*. Www.filipinaslibrary.org.ph. <https://www.filipinaslibrary.org.ph/uncategorized/the-diversity-of-philippine-music-cultures/>
 Definition of SCULPTURE. (2024, May 31). Www.merriam-Webster.com. <https://www.merriam-webster.com/dictionary/sculpture#:~:text=sculpture-> *Filipinas Heritage Library | Philippine Ethnic Music*. (n.d.). Www.filipinaslibrary.org.ph. <https://www.filipinaslibrary.org.ph/himig/philippine-ethnic-music/> Jennelyn Banaag. (2023, April 5). *PRE COLONIAL ART FORMS IN THE ARCHIPELAGO*. YouTube. <https://www.youtube.com/watch?v=yLaYQ2zGasg>

Manuud, A. (1960). A Happy Beginning: The Art of the Philippines. *Philippine Studies*, 8(1), 224–228. <http://www.philippinestudies.net/files/journals/1/articles/7068/public/7068-7256-1-PB.pdf>

Module 3-4 - ART History Periods AND Movements. (2020). Studocu; Studocu. <https://www.studocu.com/ph/document/technological-institute-of-the-philippines/art-appreciation/module-3-4-art-history-periods-and-movements/34445678>

Philippines Culture | Literature | Music | Painting | Sculpture. (n.d.). Silent Gardens - Philippines Islands Vacation & Travel Advice. <https://www.silent-gardens.com/culture.php>

Philippine Pre-Colonial Art. (n.d.). Wikibin.org. Retrieved June 2, 2024, from <http://wikibin.org/articles/philippine-pre-colonial-art.html>

The Evolution of Philippine Theatre | Solaire Resort & Casino. (2020). Solaire. <https://www.solaireresort.com/article/the-evolution-of-philippine-theatre>

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

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
<p>A. Activating Prior Knowledge</p>	<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><i>Example: The teacher says, "Dance". the learners may answer ritual/celebration/entertainment or social gathering.</i></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. Tatting - convey social status, achievement, and identity and, in some cases, act as a protective symbol 	

	<p>2. Feedback (Optional)</p>																
<p>B. Establishing Lesson Purpose</p>	<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 is asked for. The first one is done for you.</p> <p>Activity: Art sampling</p> <table border="1" data-bbox="512 1007 1599 1449"> <thead> <tr> <th data-bbox="512 1007 875 1114">Conventional Art works present in the community</th> <th data-bbox="875 1007 1238 1114">What is its Function?</th> <th data-bbox="1238 1007 1599 1114">What form of art does it belong?</th> </tr> </thead> <tbody> <tr> <td data-bbox="512 1114 875 1198">Example: Banga</td> <td data-bbox="875 1114 1238 1198">For cooking</td> <td data-bbox="1238 1114 1599 1198">Pottery</td> </tr> <tr> <td data-bbox="512 1198 875 1283"></td> <td data-bbox="875 1198 1238 1283"></td> <td data-bbox="1238 1198 1599 1283"></td> </tr> <tr> <td data-bbox="512 1283 875 1367"></td> <td data-bbox="875 1283 1238 1367"></td> <td data-bbox="1238 1283 1599 1367"></td> </tr> <tr> <td data-bbox="512 1367 875 1449"></td> <td data-bbox="875 1367 1238 1449"></td> <td data-bbox="1238 1367 1599 1449"></td> </tr> </tbody> </table>	Conventional Art works present in the community	What is its Function?	What form of art does it belong?	Example: Banga	For cooking	Pottery										<p>Let the learners work in groups of three. After they accomplish the table, let them present their output and facilitate processing of their responses.</p>
Conventional Art works present in the community	What is its Function?	What form of art does it belong?															
Example: Banga	For cooking	Pottery															

2. Unlocking Content Vocabulary

Activity: Loop-A-Word

Find the words that are described by the definitions. Write your answer on your paper.

Answer key:

- a. Creative activities
- b. Creative works
- c. Costume

<p>C. Developing and Deepening Understanding</p>	<p>1. Explicitation</p> <p>The activity “Art sampling” 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>	
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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.

- Concept of conventional arts includes nature worship, animism and ancestor veneration
- The 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.

It is also important to remember the functions of the different art forms such as those that are mentioned in the review activity.

And to serve as their guide in the creation process, it is worthy to note the concepts, process and practices of the sample conventional creative work by reviewing the table.

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

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 artwork 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

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:

Indicatprs	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 are present	If no sub-indicators are 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	<p>1. Learners' Takeaways</p> <p>Give one word that you learned from the lesson and use it in a sentence.</p> <p>2. Reflection on Learning</p> <p>In one sentence, describe how you feel after your performance.</p>	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	<p>1. Formative Assessment</p> <p>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?</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.</p>
	<i>strategies explored</i>			
	<i>materials used</i>			
	<i>learner engagement/ interaction</i>			
	<i>Others</i>			
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <i><u>principles behind the teaching</u></i> 			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also</p>

	<p><i>What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</i></p> <p><i>Did I attain all my lesson objectives?</i></p> <p><i>How did I encourage my students to participate in the class discussions and activities?</i></p> <ul style="list-style-type: none">▪ <u>students</u> <i>What roles did my students play in my lesson? What did my students learn? How did they learn?</i> <i>Did my pupils actively participate in all the class activities that I prepared? Were the instructions in the class activities clear to the pupils?</i>▪ <u>ways forward</u> <i>What could I have done differently? What can I explore in the next lesson?</i> <i>What challenges did I encounter in implementing the class activities?</i>	<p>consider this as an input for the LAC/Collab sessions.</p>
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