| MATATAG K to 10 Curriculum Weekly Lesson Log | School: | Visit DepEdResources.com for More | Grade Level: | 4 |
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| | Name of Teacher | | Learning Area: | MUSIC AND ARTS |
| | Teaching Dates and Time: | SEPTEMBER 16 - 20, 2024 (WEEK 8) | Quarter: | First |

| I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES | |
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| **A. Content Standards** | The learners demonstrate understanding of how one's cultural identity/ies and local tradition/s, including. concepts, processes, and practices influence creative decisions. |
| **B. Performance Standards** | The learners apply local cultural and traditional concepts, processes, and practices in Music and Arts in creative works about one's cultural identity. |
| **C. Learning Competencies and Objectives** | ***Learning Competency***<br>1. *use relevant, and appropriate local processes and practices in producing/ performing creative works that reveal their cultural identity.*<br>***Objectives***<br>1. Discuss the unique local processes and practices used to |

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| | produce the costumes, decorations, music, and dance performances that show the Kapampangan heritage.<br>2. Produce a creative work that shows their cultural identity using the unique local processes and practices from the art forms showcased during the Sinukwan Festival<br>3. Present to the class their creative work that shows their understanding of the cultural identity of the Kapam |

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| | pangan<br>s.<br>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** | **Theme:** ***"My Cultural Identity and My Province"***<br>Relevant Local Forms, Themes, Representation, Mediums, And Practices in Music and Arts<br>**I. PERFORMING ARTS**<br>A. **Music**<br>1. Timbre<br>● Vocal/Instrumental<br>2. Dynamics<br>● Relevant Level of Dynamics<br>***Musical Behaviors:*** |

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| | Active Listening; Performing (singing, ch |

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| | anting, andplayinginstrumentsorotherso |

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| | u<br>n<br>d<br>s<br>o<br>u<br>r<br>c<br>e<br>s<br>)<br>B**. Theater (evident in the local cultural performances)** |

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| | 1. Relevant Elements of Artistic Expression (Lines, Shapes, Space, Textures, Rhythm, Sound, Movement, Color)<br>2. Principles of Composition and Organization<br>• Balance, Proportion, Scale<br>3. Relevant Theater Forms<br>C. **Dance Forms**<br>1. Relevant Local Dance Forms<br>2. Relevant Elements of Artistic Expression with local context<br>II. **VISUAL ARTS**<br>1. Visual Elements and Forms<br>2. Balance, Proportion, Scale<br>***Arts Processes:*** *Perceiving; Expressing; Responding; Producing 2D/3D artworks based on local themes, mediums, and practices; Performing (dancing, acting, dramatizing, and reenacting)*<br>***Materials:*** *Any available local (natural and synthetic) materials; Improvised attire*<br>*The specific content for performing and visual arts are based on the practices in the locality. Elements of artistic expressions and principles of composition are discussed based on how they are used in the local art practices.* |
| **D. Integration** | SGD 11 Sustainable Cities and Communities: Protect Cultural and Natural Heritage Visual aesthetics<br>Cultural Literacy, Awareness, and Appreciation Integration in<br>Literature |

## II. LEARNING RESOURCES


Allen Pagaspas. (2024, January 6). *Sinukwan Festival 2023 |Municipality of Porac (back to back champion ´_'±ç')* [Video]. YouTube. https://www.youtube.com/watch?v=zBTa1FIq6rk

Art Aris Sampang. (2013, October 15). *Sinukwan Festival Music / Song - Interpretation Dance Version by Art Sampang* [Video]. YouTube. https://www.youtube.com/watch?v=mjbOsmefcjs

*Freddie Aguilar – Atin Cu Pung Singsing*. (n.d.). Genius.com. https://genius.com/Freddie-aguilar-atin-cu-pung-singsing-lyrics Jontotheworld. (2021, August 10). *THE BEST FESTIVALS IN PAMPANGA ( You should experience these)*. Jon to the World Blog. https://jontotheworld.com/best-festivals-pampanga/

Karlaroundtheworld. (2019, December 5). *Sinukwan Festival in Pampanga 2019*. Karla around the World. https://www.karlaroundtheworld.com/sinukwan-festival-in-pampanga-2019/

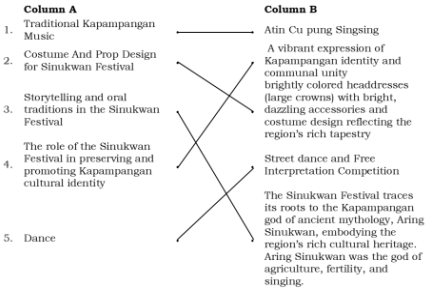
NO_JUAN_IS_AN_ISLAND. (2016, December 5). *SINUKWAN FESTIVAL 2016: Street Dance Competition Level 2*. The Kapampangan Traveller. https://kapampangantraveller.com/2016/12/05/sinukwan-festival-2016/

Palibut. (2022, December 10). *Sinukwan Festival 2022: A Celebration of Kapampangan Culture*. Palibut.com. https://palibut.com/2022/12/10/sinukwan-festival-2022/

Palibut. (2023, December 11). *Sinukwan Festival 2023: A Colorful Tapestry of Pampanga's Cultural Heritage*. Palibut.com. https://palibut.com/2023/12/11/sinukwan-festival-2023-a-colorful-tapestry-of-pampangas-cultural-heritage/#:~:text=The%20Sinukwan%20Festival%20of%20Pampanga

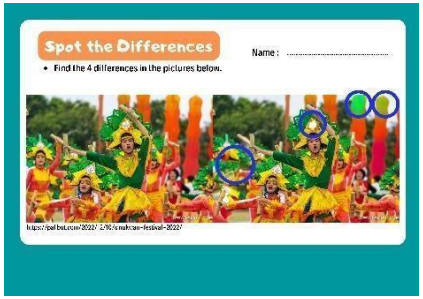
TARA!!! (2023, December 8). *SINUKWAN FESTIVAL 2023 STREET DANCE:PORAC MODEL COMMUNITY HIGH SCHOOL-BINULU FESTIVAL* [Video]. YouTube. https://www.youtube.com/watch?v=BMdVhHFqfE8

| **III. TEACHING AND LEARNING PROCEDURE** | **NOTES TO TEACHERS** |
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| **A. Activating Prior Knowledge** | **WEEK 1: DAY 1**<br><br>**1. Short Review**<br><br>**Activity 1: IT IS FUN, MY SINUKWAN!**<br>Match the Art Forms in Column A with their corresponding Key Features of the Sinukwan Festival in Column B by using lines to connect them.<br><br>**Column A** / **Column B**<br>1. Traditional Kapampangan Music . . Atin Cu pung Singsing<br>2. Costume And Prop Design for Sinukwan Festival . . A vibrant expression of Kapampangan identity and communal unity<br>3. Storytelling and Oral Traditions in the Sinukwan Festival . . brightly colored headdresses (large crowns) with bright, dazzling accessories and costume designs reflecting the region's rich tapestry<br>4. The role of the Sinukwan Festival in preserving and promoting Kapampangan cultural identity . . Street Dance and Free Interpretation Competition | Answer Key:<br>**Activity 1: It Is Fun, My Sinukwan!**<br>Match the Art Forms in Column A with their corresponding Key Features of the Sinukwan Festival in Column B by using lines to connect them.<br><br><br><br><br>The teacher will determine and select the material to be used based on the relevant |

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| | 5. Dance . . <br><br> **2. Feedback (Optional)** | The Sinukwan Festival traces its roots to the Kapampangan god of ancient mythology, Aring Sinukwan, embodying the region's rich cultural heritage. Aring Sinukwan was the god of agriculture, fertility, and singing. | creative works available in their province. |



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| **B. Establishing Lesson Purpose** | **1. Lesson Purpose**<br><br>**Activity 2: SPOT THE DIFFERENCE**<br><br>a. The teacher will explain to the learners that they will be participating in a fun activity where they must spot the differences in two similar pictures of the Sinukwan Festival.<br>b. Two pictures will be shown to learners side by side or one after the other.<br>c. Identify and circle or list the differences between the two pictures.<br>d. The teacher will encourage the learners to observe and notice details. | Key Answer:<br><br> |

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| | **2. Unlocking Content Vocabulary**<br>**ARRANGING JUMBLED LETTERS**<br>The teacher will post/present scrambled letters on the board. Right after the teacher explains their meaning, the learners will arrange the letters to form a word. Identify the term being defined in each number.<br>1. ECSTUOM – refers to the clothing worn by a dancer when performing before an audience. It is a visual representation of the dance's theme, mood, and the era it was created in.<br>2. NPERAFOMCER- an act of staging or presenting a dance, play, concert, or other form of entertainment. | Answer key:<br>1. COSTUME<br>2. PERFORMANCE<br><br>The teacher will explain the importance of the different art forms to attain the lesson purpose of having a creative work. |
| **C. Developing and Deepening Understanding** | **SUB-TOPIC: Unique local processes and practices used to produce the costumes, decorations, music, and dance performances that show the Kapampangan heritage**<br><br>**1. Explicitation**<br><br>The Sinukwan Festival is an important representation of Pampanga's rich cultural heritage and tradition. It embodies the essence of Kapampangan identity through its music, dance, costumes, and storytelling, serving as a celebration of their roots and a reminder of the importance of preserving their cultural legacy.<br><br>**Traditional Kapampangan Music and Dance**<br><br>The well-known Kapampangan song "Atin Cu Pung Singsing" sets the tone for the Sinukwan Festival. It is a traditional piece from the Kapampangan people that has been handed down through the ages. This song is an important aspect of the festivities, setting the tone for the high-energy dance performances.<br><br>The festival's main attraction is the street dance competition, with contestants expressing their Kapampangan identity via dynamic and culturally infused choreography. Beyond the movements, the celebration features lively street decorations that reveal symbols of Kapampangan culture. | The teacher will discuss unique local processes and practices used to produce the costumes, decorations, music, and dance performances that show the Kapampangan heritage. |

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| | **Costume and Prop Design for the Sinukwan Festival**<br>The dancers wear brightly colored headdresses (large crowns) with bright, dazzling accessories and costume designs reflecting the region's rich tapestry, enhancing the visual spectacle.<br><br>**Storytelling and oral traditions in the Sinukwan Festival**<br><br>The Sinukwan Festival outlines its roots in the Kapampangan god of ancient mythology, Aring Sinukwan, embodying the region's rich cultural heritage. Aring Sinukwan was the god of agriculture, fertility, and singing. The event was a time for people to gather, celebrate the harvest, and express gratitude to Sinukwan for his favors. The rhythmic dances and chants during the festival pay tribute to the bountiful harvests and the land's fertility, keeping the community's ties to their land and traditions fiercely alive.<br><br>By showcasing the cultural heritage through various activities such as street dancing, parades, and cultural shows, the Sinukwan festival not only fosters a sense of unity and pride among the Kapampangan people but it also extends the significance beyond cultural celebration. It serves as a stand for preserving and promoting Kapampangan identity, encourages social interaction, strengthens the local economy, and attracts visitors from around the world, all of which help to preserve and spread Kapampangan culture. on a global scale.<br><br>**DAY 2**<br><br>**2. Lesson Activity**<br><br>**Activity 3: MY CULTURE, MY PRIDE!: Practical workshops on creating costumes, props, music, and dance routines**<br><br>In this activity, learners will have the opportunity to demonstrate their comprehension of the Sinukwan Festival and their cultural identity. Learners will integrate creative components to form a unified and significant portrayal of Kapampangan heritage. The class is divided into small groups. The group will be given ample time to prepare. | The activity is a reflection of Kapampangan's cultural identity.<br><br>The teacher is highly encouraged to select and present creative works within their locality.<br><br>The teacher will explain the given task for each group in preparation for the Sinukwan Festival presentation.<br><br>The teacher will assign a leader for each group. |

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| | **Objective**: Produce a creative work that shows their culture using the unique local processes and practices from the art forms showcased during the Sinukwan Festival. **Materials**:<br>a. Sinukwan Festival Music<br>b. Portable/Bluetooth speaker<br>c. Pen<br>d. Worksheet<br>e. Any available local (natural and synthetic) materials to create headdresses and/or celebration props.<br><br>**Instructions**:<br>1. In preparation for the upcoming unified performance, the class will be divided into three groups.<br>2. The teacher will group the learners according to their strengths and skills.<br>3. Each group is given a task to follow:<br><br>Group 1: Music and Dance<br>● Learn the dance steps from the Sinukwan Festival, as seen in the street dance competition.<br>● Use the recorded version of "Atin Cu Pung Singsing" as music for the dance performance.<br>Group 2: Headdress and props<br>● Make headdresses or celebration props out of materials that are easy to find in your area.<br>● The dancers will wear headdresses and/or use props. Group 3:<br>Storytelling<br>● Write a brief narrative about the importance of the Sinukwan Festival and Kapampangan's cultural identity.<br>● Before the performance, one student may read this aloud.<br><br>B. Below is the assessment guide to be used in Week 8: | The teacher is highly encouraged to select and present creative works within their locality. The teacher will facilitate and check the learner's progress.<br><br>The teacher is encouraged to revise the activity as needed.<br><br>Weeks 6 and 7 will be conceptualization and practice. Week 8 is performance day. |

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| | **Criteria** | **Excellent (4)** | **Good (3)** | **Fair (2)** | **Impr ovemen t (1)** | |

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| **Cultural Authenticity** | Outputs showcasing recognizable authentic cultural elements of the Sinukwan Festival, accurately and deep appreciation of Kapampangan | Outputs include attempt cultural elements of Sinukwan but may not fully explore the depth and diversity of non-Kapampangan elements. | Outputs incorporate to incorporate cultural elements of the Sinukwan Festival but may rely heavily on generic or common non-specific elements. | Outputs lack significant cultural elements of Sinukwan Festival relying mostly on for heritage. traditions. |
| **Creativity** | The output shows excellent creativity in using the unique local processes and practices of the art forms in the Sinukwan Festival. | The output shows average creativity using unique local processes and practices of the art forms in the Sinukwan Festival. | Output shows moderate in creativity the using unique local processes and practices of the art forms in the Sinukwan Festival. | Output shows little to no in creativity in using the the unique local processes and practices of the art forms in the Sinukwan Festival. |
| **Cooperation and Teamwork** | Shares ideas, responsibilities, and tasks positively and helpfully as part of a team that works well together. | Works well with others, but there are times when they argue or run into problems during the creative process. | Works as a team but may require additional supervision and assistance from the teacher or peers. | Struggles to collaborate successfully, resulting in disorganized or unequal creative output. |

The teacher will present and explain the rubric to learners.

The learners will bring the needed materials during practice days and the actual performance day.

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| **Overall Presentation** | The ensemble of headdresses, props, music, and dance steps presents a cohesive and visually stunning portrayal of the chosen culture, captivating the audience. | The combination of headdresses, props, music, and dance steps presents a visually appealing representation of the chosen culture, engaging the audience. | The overall presentation of headdresses, props, music, and dance steps is adequate but may lack cohesion or visual impact, requiring refinement. | The presentation of headdresses, props, music, and dance steps is disjointed or unimpressive, failing to convey the cultural identity to the audience effectively. |

**WEEK 7-8: DAY 1 (Practice Days)**

**WEEK 8: DAY 2**

**Activity 5: KAPAMPANGAN SOUL**

**Group projects and presentations showcasing learners' creative works.**
This time, the learners will perform their unified performance of the Sinukwan Festival Dance, integrating its cultural significance and creative components.

The performance will begin with the narration, followed by the dance wearing the headdresses and/or using the celebration props while the music plays continuously throughout the performance.

**Objective**: Perform the class's unified performance of the Sinukwan Festival Dance, integrating its cultural significance, creative components, and Kapampangan cultural identity.

**Materials**:

a. Sinukwan Festival Music

b. Portable/Bluetooth speaker
c. Pen

d. Worksheet/Scoring Sheet
e. Created headdresses or props and narrative.

**Instructions**:

a. Do this in an open space, school gymnasium, or covered court if there's any.
b. Prepare your scoring sheet and get ready to perform.
c. Order of performance are as follows:
    1. The performance will begin with the narration.
    2. Followed by the dance, wearing headdresses and/or using the celebration props while the music plays continuously throughout the performance.

Rubric for the Unified Performance of the Sinukwan Festival Dance:

| Criteria | Excellent (4) | Good (3) | Fair (2) | Needs Improvement (1) |
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| **Cultural Authenticity** | Outputs incorporate authentic cultural elements of the Sinukwan Festival, accurately showcasing a deep appreciation for Kapampangan heritage. | Outputs include recognizable cultural elements of Sinukwan but may not fully explore the depth and diversity of Kapampangan traditions. | Outputs attempt to incorporate cultural elements of the Sinukwan Festival but may rely heavily on generic or non-Kapampangan elements. | Outputs lack significant cultural elements of Sinukwan Festival relying mostly on common or non-specific elements. |
| **Creativity** | The output shows excellent creativity in using the unique local processes and practices of the art forms in the Sinukwan Festival. | The output shows average creativity in using the unique local processes and practices of the art forms in the | Output shows moderate creativity in using the unique local processes and practices of the art forms in the | Output shows little to no creativity in using the unique local processes and practices of the art forms in the Sinukwan Festival. |

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| | | Sinukwan Festival. | Sinukwan Festival. | |
| **Cooperation and Teamwork** | Shares ideas, responsibilities, and tasks positively and helpfully as part of a team that works well together. | Works well with others, but there are times when they argue or run into problems during the creative process. | Works as a team but may require additional supervision and assistance from the teacher or peers. | Struggles to collaborate successfully, resulting in disorganized or unequal creative output. |
| **Overall Presentation** | The ensemble of headdresses, props, music, and dance steps presents a cohesive and visually stunning portrayal of the chosen culture, captivating the audience. | The combination of headdresses, props, music, and dance steps presents a visually appealing representation of the chosen culture, engaging the audience. | The overall presentation of headdresses, props, music, and dance steps is adequate but may lack cohesion or visual impact, requiring refinement. | The presentation of headdresses, props, music, and dance steps is disjointed or unimpressive, failing to effectively convey the cultural identity to the audience. |

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| **D. Making Generalizations** | **1. Learners' Takeaways**<br><br>Answer the following questions:<br>1. How did you conceptualize your dance performance?<br>2. What is the importance of assuming responsibility to work on specific parts of the production or performance? | |

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| | 3. How did the activity help you in developing your talent and skills? Does your cultural identity reveal? Explain.<br><br>**2. Reflection on Learning**<br><br>After the performance, the teacher will facilitate a reflection session where learners can share their thoughts and feelings about their experience/s. | |

| **IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION** | | **NOTES TO TEACHERS** |
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| **A. Evaluating Learning** | 1. **Formative Assessment**<br>Instructions: Read each question carefully and choose the best answer by encircling the corresponding letter.<br><br>1. What is the benefit of the Sinukwan Festival for the local economy?<br><br>a) It decreases tourism<br>b) It causes financial losses<br>c) It strengthens the local economy<br>d) It has no impact on the economy<br><br>2. What is the aim of the Sinukwan Festival to preserve and disseminate on a global measure?<br><br>a) Kapampangan culture<br>b) Modern technology<br>c) Foreign languages<br>d) Fashion trends<br><br>3. What different activities are part of the Sinukwan Festival?<br><br>a) Street dancing, parades, and cultural shows<br>b) Cooking competitions<br>c) Fashion shows | Answer key:<br><br>1. C<br>2. A<br>3. D<br>4. D<br>5. D |

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<tr><td></td><td colspan="3">d) All of the above<br><br>4. What role does it play in nurturing unity and pride among the Kapampangan people in the Sinukwan Festival?<br><br>a) It encourages isolation<br>b) It promotes competition<br>c) It divides the community<br>d) It fosters a sense of belonging and pride<br><br>5. What is the best description of the Sinukwan Festival?<br><br>a) A food festival<br>b) A sports event<br>c) A modern dance competition<br>d) A celebration of Kapampangan culture and heritage</td><td></td></tr>
<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 relatedstuff.<br><br>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:<br>▪ <u>principles behind the teaching</u><br>What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</td><td>Teacher's reflection in every<br>lesson conducted/ facilitated is essential and necessary to improve</td></tr>
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| | ▪ *<u>learners</u>*<br>*What roles did my learners play in my lesson? What did my learners learn? How did they learn?*<br><br>▪ *<u>ways forward</u>*<br>*What could I have done differently? What can I explore in the next lesson?* | practice. You may also consider this as an input for the LAC/Collab sessions. |