

 MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	7
	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				
A. Content Standards	The learners demonstrate understanding of the contemporary and emerging popular Music and Arts of the Philippines and selected Southeast Asian countries, and their cultural influences, including the subjects, themes, concepts, mediums, processes, techniques, and/or practices.			
B. Performance Standards	The learners create works based on relevant concepts, processes, techniques, and/or practices used in selected representative contemporary and emerging works of the Philippines and selected Southeast Asian countries in the production of their creative works.			
C. Learning Competencies and Objectives	<i>The learners assess their competency in the production of creative work based on concepts, processes, techniques, and/or practices used in selected Philippine and Southeast Asian contemporary and</i>			

emerging performing and visual arts.

- 1. Develop the ability to provide and accept constructive and thoughtful feedback on peers' artworks, considering both artistic elements and conceptual execution.*
- 2. Self-assess the acquired competencies in relation to the production of creative work.*
- 3. Reflect on the challenges faced during the creative process and on the importance of continuous self-assessment to encourage ongoing improvement and exploration.*

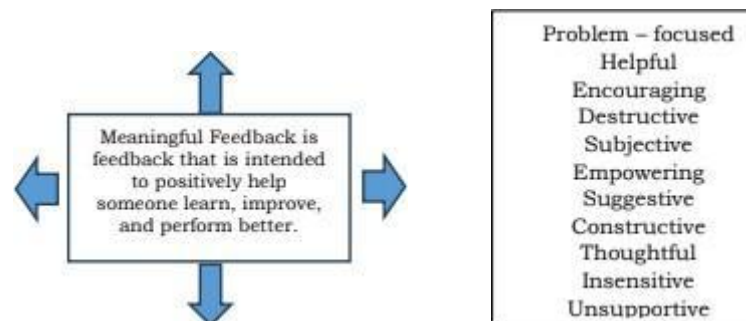
C. Content	Theme: “Contemporary and Emerging Music and Arts of the Philippines and the Southeast Asia and their Cultural Influences” I. PERFORMING ARTS A. Music ○ Popular Music Vocal Music & Instrumental Music <i>Musical Behaviors:</i> Active Listening; Describing; Interpreting; Performing; Improvising; Composing; Evaluating B. Theater Arts ○ Asian Theater Practices & Relevant Principles of Theater Arts C. Dance ○ Contemporary and Emerging Southeast Asian Dance Styles ▪ Application of the Move
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	ment and Mean ing - Direc tions, Spee d, and Weig ht of Move ment (Laba n) II. VISUAL ARTS A. Visual Art Comics; Animation; Architecture; Weaving B. Film Feature film, Short Film, Historical film, Biographical, Documentary, Animation <i>Arts Processes: Perceiving; Describing; Performing; Producing; Creating</i>
D. Integration	Global Citizenship and Cultural Heritage

II. LEARNING RESOURCES

NewMediaConsortium. (June 7, 2013). Five Minutes of Fame :: Christine Ferrera. https://www.youtube.com/watch?v=ywSC_8eN1pA Wray, E. (2020) The RISE Model. <https://www.risemodel.com/>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS								
A. Activating Prior Knowledge	DAY 1 Short Review Activity 1 “Perfect Caption!” (7 minutes) The teacher will show documented pictures from their previous presentation of creative works. Learners must give the most appropriate caption for each photo and explain the reason for their answer. 1. Feedback (Optional)									
B. Establishing Lesson Purpose	1. Lesson Purpose Activity 2 “Keen Observers” (8 minutes) The learners will provide feedback, both positive and negative, if any, on other committees or groups they observed during the production. Write your feedback on the table. <table><tr><th>Positive</th><th>Negative</th></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> 2. Unlocking Content Vocabulary Activity 3 “Spread Positivity” (5 minutes) Ask the learners to choose from the set of words inside the box that are related to the given meaning of Meaningful Feedback. They should rewrite these words around the figure.	Positive	Negative							
Positive	Negative									



Activity 4 “The Rise Model”

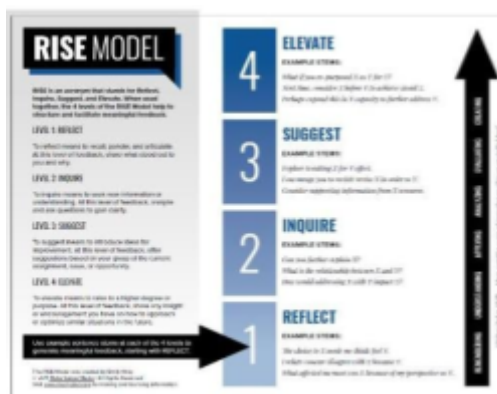
(25 minutes)

The teacher may provide an introduction to the RISE model (peer-to-peer) by Emily Wray, and the learners will further discuss it within their group.

<https://www.risemodel.com/peer-to-peer>

Video

https://www.youtube.com/watch?v=ywSC_8eN1pA



C. Developing and Deepening Understanding

The teacher will ask the following questions for the learners to answer: (10 minutes)

1. What is the purpose of using the RISE model by Emily Wray?
2. What are the main components of the RISE Model?
3. Explain the process of the RISE model by giving sample feedback statements for each component.

Day 2**Activity 5 “Give and Receive” (20 Minutes)**

Learners will practice using the RISE model (peer-to-peer) in pairs to give meaningful feedback and accept constructive criticism. They will base their feedback on their recent creative work. They should record the feedback that will be given by their partner or peer for further self-reflection.

Activity 6 “Self-Check: Exploring You” (15 minutes)

The learners will use the RISE model (self-evaluation) and the competency assessment checklist below.

RISE Model for self-evaluation <https://www.risemodel.com/self-evaluation>

	5	4	3	2	1
Demonstrated understanding of key concepts and trends in contemporary art forms.					
Recognized and discussed significant Philippine and Southeast Asian artists and their works. Described various techniques and mediums commonly used in contemporary visual					
Analyzed visual artworks based on concept, technique, and artistic intent.					
Showed comprehension of various forms of contemporary performing arts (theater, dance, music, interdisciplinary).					
Discussed cultural influences on contemporary performing arts.					

Produced an original artwork demonstrating the application of learned techniques and concepts.							
Incorporated personal expression and creativity into the artwork.							
Provided constructive feedback to peers about technical execution and alignment with discussed concepts.							
Collaborated effectively within a group to prepare a short performance.							
Delivered a group performance that showcased technical skills and creativity.							
Produced an original artwork demonstrating the application of learned techniques and concepts							
Engaged constructively in peer assessment and feedback sessions, contributing to a collaborative learning environment.							
Applied learned concepts and techniques effectively in both visual and performing arts activities.							
Exhibited active participation and engagement throughout the quarter							

D. Making Generalizations	Let the learners share their thoughts and insights with the class. (10 minutes) How do assessments and meaningful feedback contribute to your learning experience?	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION		NOTES TO TEACHERS																				
A. Evaluating Learning	Activity 7 “Journey to a Better Me” (10 minutes) Complete the table below using the feedback you have received from your peers and your self-assessment. <table><tr><td>Objectives (Achievable goals)</td><td>Actions (steps)</td><td>Assistance (Individuals who can assist you in achieving your goals)</td><td>Output (Expected outcome)</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Objectives (Achievable goals)	Actions (steps)	Assistance (Individuals who can assist you in achieving your goals)	Output (Expected outcome)																	
	Objectives (Achievable goals)	Actions (steps)	Assistance (Individuals who can assist you in achieving your goals)	Output (Expected outcome)																		

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> ▪ <u>principles behind the teaching</u> <i>What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</i> ▪ <u>students</u> <i>What roles did my students play in my lesson? What did my students learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently? What can I explore in the next lesson?</i>			