

LESSON PLAN TEMPLATE

Lesson Title	Asian Contemporary Arts and Striking-Fielding Foundations
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: Evaluating Arts & Introduction to Striking/Fielding Games • Music and Arts: Evaluate representative creative works based on concepts, techniques, processes, and/or practices of emerging and contemporary Asian popular performing and visual arts. • Physical Education and Health: Perform physical activities by applying principles and concepts of striking/fielding games to solve tactical problems for active living. (Suggested Activities Introduction: Baseball or Softball). Content Standards: Not specified in the provided text Performance Standards: Not specified in the provided text			
	Session 1	Session 2	Session 3	Session 4
Learning Objectives:	Identify the techniques and	Analyze representative	Describe the fundamental principles	Apply tactical strategies in

	processes used in contemporary Asian popular performing arts. • Evaluate a selected Asian pop performance based on artistic concepts.	contemporary Asian visual arts (mural, digital art, or anime). • Create a simple evaluation report on an Asian visual art piece focusing on cultural practices.	and concepts of striking/fielding games. • Execute basic striking (batting) and fielding (throwing/catching) skills with proper form.	a modified striking/fielding game to solve game-based problems. • Demonstrate sportsmanship and teamwork during a simulated game.
Learner Context:	• Learners demonstrate high engagement with contemporary trends like P-pop and K-pop. • A majority of students are visual and auditory learners who enjoy group discussions. • Some learners struggle with expressing technical artistic terms in English. • Potential barriers include inconsistent access to internet-based media outside school.	• Learners show strong interest in anime and digital illustrations. • They respond well to 'Gallery Walk' activities where they can move around and observe. • Limited prior exposure to formal art criticism is a barrier for some. • Strengths include creative thinking and ability to relate art to daily life.	• Learners are energetic and prefer physical movement over sedentary tasks. • Most have basic experience with street games like 'Tumbang Preso' which share similar mechanics. • Poor hand-eye coordination in some students serves as a physical barrier. • They enjoy competitive but friendly environments.	• Learners are highly motivated by game-play and team scores. • They tend to get overly competitive, which may require mediation on sportsmanship. • Visual learners benefit from seeing 'play diagrams' before entering the field. • Some students show leadership potential in organizing their peers.

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:	'Spot the Trend': Students view a 2-minute montage of various Asian pop performances and list three common visual or musical elements they observed.	'Art Gallery Peek': Images of famous Asian murals and digital art are posted around the room. Students write one word that describes their first impression of each.	'Dynamic Warm-up': Students perform a series of stretches and 'Shadow Batting' (swinging arms like a bat) to prepare for the activity.	'Tactical Huddle': Groups are given a scenario (e.g., 'Runner on first base, where do you throw?') and must decide on a solution in 1 minute.
Flow:	● Activity (Scaffolding): Teacher presents a 'Criteria for Evaluation' chart (Visuals, Sound, Performance, Message). ● Analysis: Watch a P-pop music video. Teacher models how to critique the 'Technique' (lighting/editing) and 'Process' (choreography). ● Social Learning: In small groups, students analyze a	● Active Retrieval: Recall the evaluation criteria from the previous session. ● Discussion: Presentation on emerging Asian visual artists and their use of local traditions in modern styles (e.g., Filipino street art). ● Guided Practice: Teacher demonstrates how to evaluate a mural by looking at 'Symbolism' and 'Local Practice'. ● Application	● Introduction: Explanation of the objective of striking/fielding games (Score by hitting, prevent by fielding). ● Scaffolding: Teacher demonstrates the 'Ready Stance' for batting and the 'Alligator Catch' for fielding. ● Drills: Students pair up for 'Underhand Toss and Catch' and 'Tee-ball Hitting' against a wall or net. ● Check for Understanding	● Review: Quick recap of batting and fielding skills from Session 3. ● Game Application: A modified 4-inning game of 'Kickball' or 'Soft-Tee Ball' where the focus is on 'Tactical Problems' (e.g., where to stand to cover a gap). ● Social Learning: Teams have a 'Mid-game Timeout' to discuss how to improve their defense. ● Closing: A circle talk on

	K-pop or J-pop video using the provided chart. ● Check for Understanding: 'Stop and Talk' - Groups share one unique artistic element they discovered.	: Students select one printed art piece and write a 3-sentence evaluation based on its 'Visual Impact' and 'Cultural Connection'.	ing: Teacher observes and provides immediate corrective feedback on grip and stance.	how they solved the problem of getting a fast runner out.
Learning Resources:	● Laptop/Projector ● Audio Speakers ● PowerPoint presentation on Asian Arts ● Printed evaluation worksheets	● Printed art samples (Anime, Murals, Digital Art) ● Whiteboard and markers ● Worksheets	● Improvised bats (or actual Softball/Baseball bats) ● Tennis balls or soft balls ● Cones for markers ● Whistle	● Playing field/Open space ● Complete striking/fielding gear (bases, balls, bats) ● Scoreboard/Chalkboard
Opportunities for integration:	Integration with Media Literacy by analyzing how digital editing enhances visual storytelling in music videos.	Integration with Social Studies (Araling Panlipunan) by discussing how Asian artists reflect their country's history through contemporary visuals.	Integration with Physics (Science) by discussing the force and trajectory required to hit a ball to a specific distance.	Integration with Values Education (EsP) by focusing on fair play, following rules, and respecting the referee's decision.
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:	Evaluation Worksheet: Students fill out a structured rubric	'The Critic's Note': A short written evaluation where students	Skills Checklist: A peer-observation form where partners check if	Performance Rubric: Assessment based on 'Tactical

	evaluating a short performance snippet, focusing on one specific technique (e.g., synchronization or vocal layering).	identify the 'Practice' behind an art piece (e.g., using indigenous patterns in a digital poster).	the other student follows the 3 steps of a proper swing (Stance, Swing, Follow-through).	Awareness' (positioning during the game) and 'Technical Execution' (successful catches/hits).
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 tasked to interview a family member about their favorite local musical performance and identify one technique that makes it 'Filipino'.	Encourage students to take a photo of any 'Street Art' or 'Public Mural' in their local barangay to be discussed in the next arts-related session.	Watch a short clip of a local softball game online and note the positions of the fielders.	Reflective Journal: Write about one specific moment in the game where the team had to make a quick decision to prevent the opponent from scoring.
Reflections:	How did the use of modern technology change the way we perceive Asian performing arts today?	Did the students recognize the influence of traditional culture in the modern artworks presented?	What was the most challenging part of coordinating the swing with the incoming ball?	How effectively did the students apply the concepts of 'fielding space' to solve the tactical problems presented in the game?