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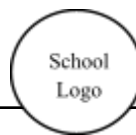
Bansang Makabata



Batang Makabansa



BAGONG PILIPINAS



School
Logo

Name of School:		Quarter:	4th Quarter
Grade Level & Section:	Grade 7	Week:	Week 8 Day 1
Subject:	MAPEH	Date and Time:	
Topic:		Teacher:	

I. CONTENT, STANDARDS AND LEARNING COMPETENCIES		ANNOTATIONS
A. CONTENT STANDARDS	The learners demonstrate understanding of the interrelationships among integrative Music and Arts of the Philippines and selected Southeast Asian countries.	
B. PERFORMANCE STANDARDS	The learners integrate their informed understanding of the customs and traditions of the Philippines and selected Southeast Asian countries using relevant conventional, contemporary, and/or emerging concepts, processes, and/or practices in Music and Arts.	
C. LEARNING COMPETENCIES	Learning Competencies 1. Produce an integrative creative work showing their informed understanding of the customs and traditions of the Philippines and selected Southeast Asian countries, using appropriate relevant concepts, processes, techniques and/or practices in performing and visual arts.	
D. LEARNING OBJECTIVES	Learning Objectives In particular, the students should be able to: 1. Perform/exhibit the integrative creative work plan from last session with at least a satisfactory rating 2. Evaluate others and their own integrative creative works	

I. CONTENT

Theme: "Integrative Creative Works of Selected Philippine/ Southeast Asian Music and Arts"

II. LEARNING RESOURCES

A. REFERENCES

B. OTHER LEARNING RESOURCES

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III. TEACHING AND LEARNING PROCEDURE

BEFORE/PRE-LESSON PROPER

ACTIVATING PRIOR KNOWLEDGE	Review of Previous Session In the previous lesson, we explored integrative creative work, where different art forms (such as dance, music, visual arts, or theater) were combined to create a meaningful artistic expression. Today, we will focus on how to evaluate such works using Feldman's Model of Art Criticism. II. Understanding Feldman's Model Feldman's Model is a structured approach to analyzing and evaluating artworks. It consists of four key stages: Description – What do you see? - Identify the elements used (colors, shapes, movements, sound, composition, etc.). - Focus on observable facts without interpretation. Analysis – How is the work organized? - Examine how different elements interact (balance, contrast, emphasis, rhythm). - Look for patterns, repetitions, or unique artistic choices. Interpretation – What is the meaning or message?	
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	○ What emotions, themes, or ideas does the work convey? ○ How does it connect to cultural, personal, or social contexts? 4. Judgment – Is the work effective and successful? ○ Evaluate the overall impact and creativity. ○ Consider if it achieves its purpose and connects with the audience. III. Applying Feldman’s Model in Evaluating Integrative Creative Work When evaluating an integrative creative work, ask these guiding questions: ◆ Description: ● What different art forms are integrated into the work? ● What are the most noticeable elements? ◆ Analysis: ● How do the different elements (music, movement, visuals) work together? ● Are there contrasts or harmonies that enhance the piece? ◆ Interpretation: ● What is the story, emotion, or message behind the work? ● How does it reflect creativity and personal or cultural expression? ◆ Judgment: ● Is the work engaging and meaningful? ● What are its strengths and areas for improvement?	
LESSON PURPOSE/INTENTION	Lesson Purpose The purpose of this lesson is to guide us in the creation and assessment of integrative creative works that combine multiple art forms (such as visual arts, music, dance, theater, or digital media) 1. Demonstrate Creativity and Artistic Expression ○ Develop a unique creative work that integrates different artistic elements. ○ Apply imagination and innovation in their production.	

	2. Enhance Collaboration and Problem-Solving Skills ○ Work individually or in groups to brainstorm, plan, and execute their creative projects. ○ Solve artistic and technical challenges during the creative process. 3. Apply Critical Thinking in Artistic Evaluation ○ Use structured evaluation methods (such as Feldman’s Model) to analyze and assess their own and others' works. ○ Provide constructive feedback to improve artistic output. 4. Understand the Role of Art in Communication and Expression ○ Explore how integrative creative works convey messages, emotions, and cultural narratives. ○ Reflect on the impact of their creations on an audience.	
LESSON LANGUAGE PRACTICE	Vocabulary I. Production and Creation 1. Integration – The process of combining different art forms (e.g., dance, music, visual arts) into a unified creative work. 2. Composition – The arrangement of artistic elements within a work to create balance and harmony. 3. Choreography – The planned sequence of movements in a performance, especially in dance and theater. 4. Medium (Media) – The materials or tools used to create an artwork (e.g., paint, sound, digital tools). 5. Theme – The central idea or message of a creative work. 6. Expression – The way an artist conveys emotions, ideas, or narratives through their work. 7. Collaboration – Working together to produce a creative project, often involving different artistic disciplines.	

	8. Innovation – The introduction of new ideas, techniques, or styles in creative work. 9. Aesthetic – The overall style, beauty, or artistic quality of a work. 10. Technique – The specific methods or skills used in creating art (e.g., brush strokes, dance steps, vocal control). II. Evaluation and Critique 11. Critique – The process of reviewing and analyzing a creative work to identify strengths and areas for improvement. 12. Feldman's Model – A four-step process of evaluating art: Description, Analysis, Interpretation, and Judgment. 13. Description – Identifying and stating what is seen or experienced in a creative work. 14. Analysis – Examining how different artistic elements interact and contribute to the composition. 15. Interpretation – Understanding the meaning, message, or emotions conveyed by the work. 16. Judgment – Evaluating the effectiveness and impact of a creative work based on set criteria. 17. Perspective – The viewpoint or personal understanding applied when analyzing an artwork. 18. Constructive Feedback – Thoughtful and helpful comments aimed at improving a creative work. 19. Artistic Intent – The purpose or message an artist aims to communicate through their work. 20. Impact – The emotional, intellectual, or cultural effect a creative work has on its audience.	
DURING/LESSON PROPER		
READING THE KEY IDEA/STEM	I. What is an Integrative Creative Work? An integrative creative work is a project that combines multiple art forms, such as visual arts, music, dance, theater, literature, or digital media, to create a meaningful and expressive piece. These works often	

communicate a story, emotion, or message by blending different artistic elements into a cohesive presentation.

Examples of Integrative Creative Works:

- ✓ A dance performance with digital projections and live music
- ✓ A theater play incorporating painting and multimedia effects
- ✓ A poetry reading accompanied by visual art and sound effects
- ✓ A short film that includes elements of drama, music, and animation

II. Producing an Integrative Creative Work

The process of creating an integrative creative work involves **planning, designing, and executing** an artistic vision. Here are the key steps:

1. Concept Development

- Identify a theme or message for the project.
- Decide which art forms will be integrated.

2. Planning and Collaboration

- Assign roles and responsibilities (e.g., who will create visuals, who will handle music, etc.).
- Sketch a storyboard or outline of the creative work.

3. Execution and Production

- Create and refine each artistic element.
- Ensure that different components blend well together.

4. Rehearsal and Finalization

- Practice the performance or presentation.
- Make necessary adjustments to improve quality.

5. Presentation and Exhibition

	○ Showcase the final work to an audience. ○ Deliver the intended message through artistic expression. III. Evaluating an Integrative Creative Work After producing the creative work, it is important to assess its effectiveness. A structured evaluation process helps artists improve their craft and appreciate others' work. One common method for evaluating art is Feldman's Model of Art Criticism, which consists of four stages: 1. Description: Identifying what is seen or experienced in the creative work. ○ What elements are present? (e.g., music, movement, colors, shapes) ○ What art forms are integrated? 2. Analysis: Examining how different elements interact. ○ How do the various components contribute to the overall piece? ○ Are the transitions and combinations smooth and effective? 3. Interpretation: Understanding the meaning or emotion behind the work. ○ What message or story does the piece convey? ○ How does it connect to cultural or personal experiences? 4. Judgment: Evaluating the effectiveness of the creative work. ○ Did it achieve its intended artistic goal? ○ What are the strengths and areas for improvement?	
DEVELOPING and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM	Part 1: Group Creative Production  Instructions: 1. Form groups of 4–6 members. 2. Each group will create a short integrative creative work (3–5 minutes) that blends at least two different art forms.	

- Examples of art forms to integrate:
 -  Theater/Drama
 -  Visual Arts (paintings, drawings, digital art)
 -  Music (live or recorded)
 -  Dance/Movement
 -  Digital Media (videos, projections)

3. The performance should convey a theme or message (e.g., culture, environment, emotions, social issues).
4. Groups will have 30–45 minutes to plan, practice, and prepare their work.

◆ **Guiding Questions for Creation:**

- What is our main message or theme?
- Which art forms will we integrate?
- How will we make the elements blend effectively?

Part 2: Presentation and Peer Evaluation

 Instructions:

1. Each group will present their integrative creative work in front of the class.
2. After each performance, the class will evaluate it using Feldman's Model of Art Criticism:

✓ **Description** – What elements are present in the work? (Music, dance, visuals, etc.)

✓ **Analysis** – How are the different elements combined? Are they balanced and effective?

✓ **Interpretation** – What is the message or emotion conveyed?

✓ **Judgment** – How effective was the work? What are its strengths and areas for improvement?

3. Groups will receive constructive feedback from their classmates and teacher.

◆ **Alternative Evaluation Method:**

- Use a rubric (scoring creativity, execution, integration, and impact).
- Have groups self-evaluate their own performance before receiving peer feedback.

	Ask the following questions: 1. What are the different stages in producing an integrative creative work based on critique? 2. Describe the relevance of each phase. Let the groups review their plans for integrative creative work for revisions.	
AFTER AFTER/POST-LESSON		
MAKING GENERALIZATIONS AND ABSTRACTIONS	Worksheet Synthesis/Extended What you have learned In a one sheet of paper write something you understand about the lesson we discussed today.	
EVALUATING LEARNING	Directions: Read each question carefully and choose the letter of the correct answer. 1. What is an integrative creative work? A. A project that focuses on only one art form B. A combination of different artistic elements to create a unified work C. A performance that does not require artistic expression D. A written analysis of an artwork 2. Which of the following is an example of an integrative creative work? A. A student drawing a painting alone B. A dance performance with live music and digital projections C. A musician playing a single instrument without accompaniment D. A poem written on paper with no additional artistic elements 3. What is the first step in producing an integrative creative work? A. Presenting the final output	ANSWER 1.B 2.B 3.C 4.C 5.B 6.A 7.B 8.A 9.C 10.B

- B. Evaluating the performance
- C. Identifying a theme and planning the concept
- D. Ignoring teamwork and working individually

4. Which of the following is NOT an important element when integrating different art forms?

- A. Creativity
- B. Collaboration
- C. Randomness without organization
- D. Execution and technical skills

5. What is the purpose of Feldman's Model in evaluating creative works?

- A. To memorize all art forms
- B. To analyze and critique creative works in an organized way
- C. To focus only on the artist's personal preference
- D. To disregard the effectiveness of an artwork

6. Which of the following is the correct order of Feldman's Model of Art Criticism?

- A. Description, Analysis, Interpretation, Judgment
- B. Analysis, Judgment, Description, Interpretation
- C. Judgment, Interpretation, Description, Analysis
- D. Description, Judgment, Interpretation, Analysis

7. In Feldman's Model, what does the "Description" step focus on?

- A. Giving a personal opinion immediately
- B. Identifying the elements present in the creative work
- C. Criticizing the artist without analysis
- D. Ignoring the details of the artwork

8. Why is evaluation important in the creative process?

- A. It allows artists to understand their strengths and areas for improvement
- B. It discourages creativity and innovation
- C. It is only done by professionals and not students
- D. It focuses only on pointing out mistakes

9. What is the best way to ensure that different artistic elements blend well in an integrative creative work?

- A. Using random elements without planning
- B. Ignoring teamwork and working individually
- C. Ensuring that all elements support a common theme or message
- D. Avoiding feedback and revision

	10. After presenting an integrative creative work, what is the next step in the evaluation process? A. Forget about the presentation and move on B. Provide constructive feedback and reflect on areas for improvement C. Ignore others' comments and opinions D. Assume that there is no room for improvement	
ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)	Directions: Answer the following questions related to creating and evaluating integrative creative works. Write your answers in complete sentences and provide examples where necessary. 1. What are integrative creative works? Provide an example. 2. Why is it important to integrate different art forms (visual, music, dance, theater, literature) in creative works? 3. Give an example of a real-world project that combines two or more art forms. Describe its elements. 4. Imagine you are creating a school project that combines painting and storytelling. Briefly describe your concept. 5. List three materials or tools you would use in producing an integrative creative work. 6. How can digital technology help in creating integrative creative works?	
REMARKS		
REFLECTION		

Prepared by:

Reviewed by:

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Teacher

Master Teacher/Head