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Lesson Exemplar in Music and Arts for English

Quarter 1

Lesson

4

Lesson Exemplar for Music and Arts Grade 5
Quarter 1: Lesson 4 (Week 8)
SY 2024-2025

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LESSON EXEMPLAR FOR MUSIC AND ARTS 5

MUSIC AND ARTS/QUARTER 1/ GRADE 5

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:</i> evaluate creative works based on identified conventions during the early Philippine performing and visual arts.</p> <p><i>Lesson Objective 1</i> Analyze creative works by explaining how specific conventions are used</p> <p><i>Lesson objective 2</i> Assess produced artworks based on application of identified convention</p>
C. Content	<p>Evaluating creative works based on identified conventions during the early Philippine performing and visual arts</p> <ul style="list-style-type: none"> Assessing produced artworks based on application of identified conventions
D. Integration	Local/provincial/regional celebrations/holidays

II. LEARNING RESOURCES
<p>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/</p> <p>De Leon, F. M. (2018). <i>Filipinas Heritage Library the Diversity of Philippine Music Cultures</i>. Www.filipinaslibrary.org.ph. https://www.filipinaslibrary.org.ph/uncategorized/the-diversity-of-philippine-music-cultures/</p> <p><i>The Evolution of Philippine Theatre</i> Solaire Resort & Casino. (2020). Solaire. https://www.solaireresort.com/article/the-evolution-of-philippine-theatre</p> <p><i>Filipinas Heritage Library Philippine Ethnic Music</i>. (n.d.). Www.filipinaslibrary.org.ph. https://www.filipinaslibrary.org.ph/himig/philippine-ethnic-music/</p>

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

CCP Encyclopedia of Philippine Art | CCP Encyclopedia of Philippine Art. (n.d.). CCP Encyclopedia of Philippine Art. https://epa.culturalcenter.gov.ph/epa_timeline/

Jennelyn Banaag. (2023, April 5). *PRE COLONIAL ART FORMS IN THE ARCHIPELAGO*. YouTube. <https://www.youtube.com/watch?v=yLaYQ2zGasg>

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>

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>

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

Definition of SCULPTURE. (2024, May 31). Wwww.merriam-Webster.com. [https://www.merriam-webster.com/dictionary/sculpture#:~:text=sculpture-What is Weaving? The Craft Atlas. \(n.d.\). The Craft Atlas. https://craftatlas.co/crafts/technique/weaving#:~:text=Weaving%20is%20a%20method%20of](https://www.merriam-webster.com/dictionary/sculpture#:~:text=sculpture-What%20is%20Weaving?The%20Craft%20Atlas.(n.d.).The%20Craft%20Atlas.https://craftatlas.co/crafts/technique/weaving#:~:text=Weaving%20is%20a%20method%20of)

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III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS
A. Activating Prior Knowledge	<p><i>Week 8 Day 1</i></p> <p>1. Short Review</p> <p>Activity: Recall on the performances of the different groups in the previous days by completing the statement below.</p> <p>Group _____ presented _____ and it was _____.</p>	<p>Example:</p> <p>Group 3 presented a dance collage and it was amazing.</p>
B. Establishing Lesson Purpose	<p>1. Lesson Purpose</p> <p>Activity: Think, Discuss and Share.</p> <p>1. Ask the learners to sit in group and discuss the observations they had with other group's performance. Let them share their ideas and consolidate their observation in the group. Let them choose one representative per group to present their output.</p>	<p><i>Answers from each group may vary depending on the observations of the learners.</i></p>

	<p>2. Unlocking Content Vocabulary</p> <p>Facilitate review of the following words which were already unlocked previously but will still be used today. Post the words on the wall read the definition. On the count of three, tell them to line up in the area where the correct word is found.</p> <p>a. Concept – the thought, intention or meaning of the art work</p> <p>b. Process- the sequence of actions or steps to create a work</p> <p>c. Practices- activities, techniques and approaches involved in making art</p>									
<p>C. Developing and Deepening Understanding</p>	<p>1. Explicitation</p> <p>The activity <i>Think, Discuss and Share</i> is a preparatory activity which you need for you to analyze and evaluate the performances you made in the previous days. But before accomplishing the task let us again look back at the concepts, process and practices of conventional arts which is the basis of the different performances.</p> <p>Here’s a summary.</p> <table><tr><td></td><td><i>Philippine conventional art</i></td></tr><tr><td>Concept</td><td><i>Nature worship, animism and ancestor veneration</i></td></tr><tr><td>Process</td><td><i>involved use of available materials from the environment, passed through generations through oral tradition, participated by community, uses non-verbal communication</i></td></tr><tr><td>Practices</td><td><i>Music, dance and theater as part of rituals, works of craftsmen which includes textile weaving, pottery metal works</i></td></tr></table>		<i>Philippine conventional art</i>	Concept	<i>Nature worship, animism and ancestor veneration</i>	Process	<i>involved use of available materials from the environment, passed through generations through oral tradition, participated by community, uses non-verbal communication</i>	Practices	<i>Music, dance and theater as part of rituals, works of craftsmen which includes textile weaving, pottery metal works</i>	
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And here's the rubric that we used as our guide to your performance.

INDICATORS	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 is present	If no sub-indicators is 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

Note: facilitate sharing of ideas and processing of learners observation.

Week 8 Day 2

2. Worked Example

Ask the students to analyze their performance by accomplishing the Performance observation checklist. Instruct them to put a check mark in the box if it is observed or not. Then using the rubric, ask them to rate their own performance.

PERFORMANCE OBSERVATION CHECKLIST

Indicators	Observed	Not observed
Application of: <ul style="list-style-type: none"> • Concepts 		
<ul style="list-style-type: none"> • Process 		
<ul style="list-style-type: none"> • Practices 		
Integration of different art forms <ul style="list-style-type: none"> • Music 		
<ul style="list-style-type: none"> • Dance 		
<ul style="list-style-type: none"> • Theater 		
<ul style="list-style-type: none"> • Visual 		
Creativity and Originality of creative work <ul style="list-style-type: none"> • Creative 		

<ul style="list-style-type: none"> • Original 		
Group Dynamics <ul style="list-style-type: none"> • Active participation 		
<ul style="list-style-type: none"> • Cooperation 		

Note: % Points for every observable Indicators

Total Score:_____

3. Lesson Activity

Using the rubric as guide, ask the learners to rate their own performance as well as other groups performances, and in two to three sentences ask them to give a brief explanation/justification why they gave such rating. Assign a group to present their rating to another group and facilitate processing of validation of said rating.

Indicator	Level 3 – 3 Points	Level 2- 2 Points
Process <ul style="list-style-type: none"> • Teamwork and Collaboration • Resourcefulness 	If 2 Sub-indicators are Present	If 1 Sub-indicator is Present
Product <ul style="list-style-type: none"> • Accuracy (Similarity) • Creativity 	If 2 Sub-indicators are Present	If 1 Sub-indicator is Present

Explanation:

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D. Making Generalizations	1. Learners' Takeaways Complete the following statement: I understand that _____ I enjoyed _____ I find difficulty in _____	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment <i>The teacher will adopt a student checklist which contains reflection of their participation in the worked example and lesson activities.</i>			
B. Teacher's Remarks	<i>Note observations on any of the following areas:</i>	Effective Practices	Problems Encountered	
	strategies explored			
	materials used			
	learner engagement/ interaction			

	others			
C. Teacher's Reflection	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> ▪ <u>principles behind the teaching</u> <i>What principles and beliefs informed my lesson?</i> <i>Why did I teach the lesson the way I did?</i> ▪ <u>students</u> <i>What roles did my students play in my lesson?</i> <i>What did my students learn? How did they learn?</i> ▪ <u>ways forward</u> <i>What could I have done differently?</i> <i>What can I explore in the next lesson?</i> 			

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Sample rubric