

LESSON PLAN TEMPLATE

Lesson Title	Asian Pop Fusion and Tactical Fielding Mastery
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: • Music and Arts: Integrate relevant concepts, techniques, processes, and/or practices of emerging and contemporary Asian popular performing and visual arts in the production of their creative work (Pre - production/Planning stage) . • Physical Education and Health: Perform physical activities by applying principles and concepts of striking/fielding games to solve tactical problems. (Suggested Activities: Cricket or Kickball). Content Standards: Artistic Planning & Tactical Game Scenarios Performance Standards: Artistic Planning & Tactical Game Scenarios			
	Session 1	Session 2	Session 3	Session 4
Learning Objectives:	• Identify key artistic elements	• Develop a detailed pre-producti	• Explain the basic principles of	• Perform a full game of Kickball

	and techniques used in contemporary Asian popular performing and visual arts (e.g., P-pop, K-pop, Manga). - Analyze how Asian pop culture influences modern Filipino creative expressions. - Draft a conceptual framework for an original creative work that integrates specific Asian artistic practices.	on plan (storyboard or script) for a creative performance or visual art piece. - Incorporate specific Filipino cultural motifs into the Asian pop-inspired plan. - Evaluate the feasibility of the plan based on available materials and timeframe.	striking and fielding games in the context of Kickball. - Execute tactical movements such as proper base running and defensive positioning. - Apply the principle of 'finding open space' when striking (kicking) the ball.	applying tactical solutions to solve offensive and defensive problems. - Collaborate with teammates to execute defensive plays such as tagging and relaying the ball. - Demonstrate sportsmanship and adherence to rules during a competitive scenario.
Learner Context:	Learners demonstrate a high level of engagement with contemporary media, particularly P-pop and Anime, which serves as a significant interest point. However, their proficiency in formal artistic analysis varies, with some requiring more visual aids to connect modern trends to technical concepts. While	The class shows a strong preference for hands-on, collaborative tasks. Most learners are comfortable using basic drawing tools and digital apps, but a few struggle with organizational skills and logical sequencing in planning. Barriers include a tendency to over-complicate designs beyond the available resources, requiring teacher	Students are physically active and enjoy outdoor activities, showing great enthusiasm for competitive games. However, there is a wide range of motor skill development; some excel at kicking but struggle with tactical awareness (knowing where to throw or run). A few learners are hesitant to participate in	The learners thrive in game-based environments but can become overly competitive, sometimes losing sight of tactical goals in favor of 'winning.' They respond well to clear, visual boundaries and structured rules. Some students may face barriers in endurance, requiring frequent rotations or modified roles to

	many are eager to participate in group discussions, some exhibit barriers in abstract conceptualization, preferring concrete examples from their daily social media consumption.	guidance on realistic project management.	high-intensity movement due to lack of confidence in their coordination.	stay engaged throughout the session.
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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:	● Visual Hook: A 2-minute montage of P-pop music videos and Manhwa/Manga art styles. ● Quick Poll: Students vote for their favorite Asian pop culture trend using hand signals.	● Gallery Walk: Review of the concept maps created in the previous session. ● Goal Setting: Students write one specific goal for their planning stage today.	● Dynamic Warm-up: 'Base-to-Base' relay to prepare legs and heart rate. ● Concept Recall: Brief Q&A on the difference between 'striking' and 'fielding.'	● Strategy Huddle: Teams meet for 3 minutes to decide on their batting order and fielding positions. ● Review: Quick demonstration of safe tagging and base running rules.
Flow:	● Introduction: Discussion on the 'Hallyu' wave and the rise of P-pop, focusing on visual aesthetics and	● Mini-Lecture: The importance of the pre-production stage in professional arts (storyboarding and technical specs).	● Skill Drill (Scaffolding): Kicking for accuracy—students aim for specific 'zones' on the field to practice placement. ● Tactical	● Game Application: Organized Kickball game with a focus on 'Tactical Solutions' (e.g., advancing runners, backing up

	performance styles. ● Active Retrieval: 'Media Match-Up' where students identify specific techniques (e.g., cell shading, synchronization) in provided clips. ● Scaffolding: Teacher models how to deconstruct a P-pop performance into its components (music, dance, costume, digital art). ● Social Learning: Small groups brainstorm a theme for a 'Fusion Project' that blends Filipino traditional elements with Asian pop techniques. ● Check for Understanding: 'One-Sentence Summary' where	● Modeling: Teacher demonstrates how to create a 4-panel storyboard for a performance or a sketch for a visual art piece. ● Guided Practice: Students work in production teams to outline their 'Production Bible' (Materials, Roles, Timeline). ● Checks for Understanding: Teacher circulates to ask, 'How does this specific design choice reflect the Asian pop technique we discussed?' ● Social Learning: Peer 'Pitch Session' where teams present their draft plan for quick feedback.	Problem 1: 'Where do I kick to get to first base?' Discussion on kicking away from fielders. ● Guided Practice: Mini-fielding drills focusing on the 'force out' at first base. ● Check for Understanding: Stop the action during a drill to ask, 'If the ball is kicked here, where should the fielders move?' ● Social Learning: Partners coach each other on their kicking form using a 'Ready-Swing-Follow Through' checklist.	a play). ● Active Retrieval: Mid-game 'Timeout for Tactics' where the coach/teacher asks the batting team how they plan to score with a runner on second. ● Social Learning: Defensive teams must communicate loudly to coordinate who 'covers' which base. ● Inclusion Strategy: Roles are rotated frequently so every student experiences striking, fielding, and base coaching. ● Check for Understanding: Post-game 'Huddle' where teams identify one successful tactical play they executed.
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	groups state their chosen integration concept.			
Learning Resources:	- Laptop and Projector - Video clips of P-pop and K-pop - Digital images of contemporary Asian visual arts - Printed concept templates	- Storyboard templates - Art supplies (markers, pencils) - Projector for sample storyboards - Sample 'Production Bibles' from local theater/indie film groups	- Kickballs (Rubber balls) - Cones/Markers for bases - Whistle - Open field or court space	- Kickballs - Bases and field markers - Scoreboard (can be a portable whiteboard) - Vests or bibs for team identification
Opportunities for integration:	Araling Panlipunan : Discussion on cultural exchange within the ASEAN region. English: Developing descriptive language for artistic analysis.	ICT: Introduction to basic digital storyboarding tools if available. Math: Estimating costs and quantities for materials in the planning phase.	Science: Discussing the physics of projectile motion (angle of the kick). Health: Monitoring heart rate during and after physical activity.	Mathematics: Calculating team scoring averages or 'on-base' percentages. Values Education: Emphasizing teamwork, integrity in calling 'outs,' and respect for officials.
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:	Concept Map: Students create a visual map	The Planning Checklist: A self-assess	Skills Checklist: Teacher observes and notes	Performance Observation: Using a rubric to

	linking three Asian pop techniques to their proposed project. ● Peer Consultation: Groups provide 'One Glow and One Grow' feedback on each other's initial ideas.	ment tool where teams check off required elements of their pre-production plan. ● Exit Ticket: Students identify one major challenge they solved during the planning process.	students' ability to place a kick and transition to running. ● Tactical Prompt: Ask players on the 'fielding side' to name their primary responsibility before each play.	assess tactical awareness (positioning) and skill execution during the game. ● Peer Review: Each player identifies a teammate who made a 'smart tactical move' and explains why.
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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:	● Digital Exploration : Students are encouraged to look for one local artist on social media who uses Asian-inspired styles and share it in the next session.	● Community Connection : Ask a local artist or performer about how they plan their shows or artworks before starting.	● Home Play: Practice basic kicking movements at home using any available soft ball or improvised object.	● Journaling: Students write a short reflection on how planning (from the Arts session) and strategy (from the PE session) are similar.
Reflections:	● Which specific Asian pop elements resonated most with the students? ● Were there	● Did the students successfully integrate Filipino elements into their Asian-inspired plans?	● Were the instructions clear enough for the lower-proficiency movers? ● Did the	● Did the students apply the tactical concepts or did they revert to unorganized play?

	students who struggled to move past being fans to becoming creators?	• How well did the groups manage the transition from 'idea' to 'structured plan'?	tactical 'stop-action' moments help students understand the game logic?	• How did the 'Timeout for Tactics' impact the quality of the game?
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