

Grade 4 Term 2, Week 3 LESSON PLAN

Name of Lesson	Music and Arts: Comparison of Musical, Theatrical, Dance, and Visual Arts Representations			
Learning Area/s	MAPEH (Music and Arts)			
Designed by Teacher/s	Deped libre			
Designed for which Grade Level and Section	Grade 4			
No. of Sessions	Session 1: Music and Visual Arts	Session 2: Theatrical and Dance	Session 3: Comparative Analysis	Session 4: Creative Synthesis
References	MATATAG Music & Arts Curriculum Guide Grade 4; Local Cultural Mapping (NCCA); DepEd Learning Resource Portal; Provincial Folktales and Legends Compendium.	MATATAG Music & Arts Curriculum Guide Grade 4; Video clips of local theatrical performances; Cultural Heritage textbooks.	MATATAG Music & Arts Curriculum Guide Grade 4; Comparative Arts Matrix; DepEd Grade 4 MAPEH Learner's Material.	MATATAG Music & Arts Curriculum Guide Grade 4; Local Narrative Scripts; Art supplies and percussion instruments.
Declaration of AI use	Artificial Intelligence (AI) tools were used to assist in the preparation of this lesson plan, particularly in generating ideas, improving clarity of instructions, and organizing learning activities aligned with MATATAG competencies. All AI-assisted outputs were carefully reviewed, validated, and contextualized by the teacher to ensure accuracy, appropriateness, and alignment with DepEd standards.			
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. Remember: Understanding your learners' evolving context and designing around it help ensure that your lessons connect with and are relevant to them.			

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Learning Competency	Compare the musical, theatrical, dance, and visual arts representations of local concepts (i.e. use of range of dynamics, use of colors and symbols) in relevant creative works based on the faiths, and beliefs, and /or legends, and narrative/stories of the province.			
Learning Objectives	Identify musical dynamics and visual symbols used in local legends.	Describe theatrical and dance elements used to represent provincial beliefs and stories.	Compare how different art forms (Music vs. Visual Arts, Dance vs. Theater) represent the same local concept.	Evaluate a local creative work by explaining the relationship between its artistic elements and the provincial narrative it represents.
Learner Context	Grade 4 learners are increasingly observant of their surroundings and enjoy storytelling. They are familiar with local festivals and legends but may need guidance in articulating how technical elements (like dynamics or color theory) contribute to the narrative. They thrive in collaborative activities and visual-heavy instruction.			
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	Sound Walk: Listening to loud and soft sounds in the environment to introduce dynamics.	Action Charades: Miming daily activities to introduce theatrical movement.	Review: "Match the Element" game connecting art terms to their specific field (e.g., Dynamics -> Music).	Story Circle: Sharing a favorite local legend or family belief to set the mood.
Flow	Introduction: Discuss a famous local legend. Ask: "If this story was a song, would it be loud or soft?" Instructional Procedure: Explain Dynamics (Pianissimo to Fortissimo) and Visual Symbols/Colors (Warm vs. Cool colors in storytelling). Activity: Listen to a local folk song and draw a scene from the legend	Introduction: Watch a short clip of a local dance or play. Identify what the performers are trying to tell. Instructional Procedure: Discuss Stage Presence, Gestures in Theater, and Rhythmic Movement in Dance as storytelling tools. Activity: "Legend Tableau" - Students form groups and create a frozen	Introduction: Present two versions of a local story: one through a painting and one through a song. Instructional Procedure: Use a Venn Diagram to compare the use of "intensity" (Dynamics in music vs. Saturation in visual arts).	Introduction: Recap the week's learning about musical, visual, and performing arts. Instructional Procedure: Guide students in analyzing a specific provincial festival (e.g., Sinulog or local equivalent) as a mix of all four arts. Activity: "Creative Critic" -

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	using colors that match the song's dynamics. Synthesis: Discuss how loud music often corresponds to "bold" colors in art.	theatrical image of a local belief. Synthesis: Reflect on how our bodies can "draw" or "sing" a story without using words or pencils.	Activity: Comparison Matrix - Fill out a table comparing how a legend is shown in Dance (movement) vs. Theater (dialogue/props). Synthesis: Realize that different arts use different "languages" to tell the same provincial history.	Students choose one local art form and write/draw a 3-sentence comparison of its elements. Synthesis: Final reflection on why preserving these provincial representations is important for our faith and culture.
Learning Resources	Audio recordings of local folk music; Crayons/Markers; Legend of [Local Hero/Place].	Video of local ritual or dance; Space for movement.	Venn Diagram worksheets; Pictures of local artifacts and art pieces.	Reflection journals; Rubrics for the "Creative Critic" activity.
Opportunities for integration	Araling Panlipunan (Provincial History); Filipino (Wika at Panitikan).	Physical Education (Movement/Coordination); Values Education (Respect for traditions).	English (Comparative Adjectives); Mathematics (Patterns and Symmetry).	ESP (Nationalism and Pride in Heritage); ICT (Using media to view arts).
Formative Assessment	1. What does 'dynamics' in music refer to? A. Speed B. Loudness/Softness C. Height D. Color 2. In visual arts, what represents 'danger' in many local legends? A. Blue B. Green C. Red symbols D. Circles 3. If a song is very soft (piano), what kind of color might represent it?	1. What is the main tool used in dance to tell a story? A. Paintbrushes B. Movement/Body C. Instruments D. Pencils 2. In local theater, what are 'gestures'? A. Words written on paper B. Hand and body movements C. The stage lights D. The ticket price 3. Which art form uses 'dialogue' to represent a legend? A. Music	1. How is 'loudness' in music similar to 'bright colors' in art? A. Both are quiet B. Both show high intensity C. Both are invisible D. Both use water 2. When comparing Dance and Theater, what is a major difference? A. Dance uses only books B. Theater focuses more on dialogue/acting C. Dance doesn't use music D. Theater doesn't use people	1. A provincial festival with loud drums and bright costumes shows a comparison of: A. Silence and darkness B. Music and Visual Arts C. Math and Science D. Reading and Writing 2. Why do we compare artistic representations of local stories? A. To see which is the cheapest B. To understand different ways of expressing culture C. To finish the lesson quickly

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	A. Neon orange B. Pale blue C. Bright yellow D. Fire red 4. Why do artists use symbols in their paintings? A. To hide the story B. To represent ideas or beliefs C. To make it look messy D. To save paint 5. Which pair matches correctly? A. Music - Color B. Visual Art - Dynamics C. Music - Dynamics D. Visual Art - Rhythm	B. Visual Arts C. Theater D. Architecture 4. How does a dancer show a 'storm' in a local legend? A. By standing still B. By sleeping C. Through fast, energetic movements D. By whispering 5. Which element is common to both Theater and Dance? A. Silent reading B. Physical expression C. Use of clay D. Painting on canvas	3. What can a symbol in a painting and a melody in a song both represent? A. The price of the art B. A local belief or faith C. The weight of the instrument D. The size of the classroom 4. Which describes a comparative analysis? A. Only looking at one thing B. Finding similarities and differences C. Ignoring the story D. Sleeping during class 5. In a provincial legend, a 'crescendo' (getting louder) in music might represent what in a dance? A. Stopping the movement B. Movements getting bigger/faster C. Closing one's eyes D. Sitting down	D. To stop people from painting 3. Which represents a 'hero' in most local creative works? A. Dark shadows and soft whispers B. Bright colors and strong dynamics C. Blank pages and silence D. Small, tiny drawings 4. Analyzing a creative work means: A. Tearing it apart B. Looking at how elements tell the story C. Buying the artwork D. Taking a picture of it 5. What is the 'content' of these creative works based on? A. Foreign movies B. Provincial faiths, beliefs, and legends C. Space travel D. Video games	
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	Interview a grandparent about a local legend and ask if they know any songs or dances related to it.	Visit a local plaza or church and identify visual symbols present in the architecture or paintings.	Create a small "Art Corner" at home showing one local story through two different art forms.	Watch a documentary about a Philippine festival and list the musical and visual elements seen.	

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Reflections	(To be filled out after the lesson) Reflection Prompt: Were the students able to distinguish between musical dynamics and visual colors?	(To be filled out after the lesson) Reflection Prompt: Did the 'Tableau' activity help students understand theatrical representation?	(To be filled out after the lesson) Reflection Prompt: Which comparison (Music vs Visual or Dance vs Theater) was easier for the learners?	(To be filled out after the lesson) Reflection Prompt: How did the students' connection to their own province influence their creative synthesis?
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