

LESSON PLAN TEMPLATE

Lesson Title	Contemporary Artistic Expressions and Mental Wellness
Learning Area/s	MAPEH
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 7
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: Continuation - Distinguish subjects, themes, concepts, mediums, processes, techniques, and/or practices applied in the contemporary and emerging performing and visual arts of the Philippines and selected Southeast Asian countries. • Physical Education and Health: Continuation - Apply ways to safeguard their mental health. Content Standards: Not provided in the extracted text Performance Standards: Not provided in the extracted text			
	Session 1	Session 2	Session 3	Session 4
Learning Objectives:	• Identify the subjects and themes in contemporar	• Distinguish processes and techniques	• Compare and contrast the concepts	• Synthesize knowledge by proposing a

	y Philippine and Southeast Asian visual arts. ● Relate visual art mediums to personal emotional expression as a way to safeguard mental health.	in contemporary performing arts of the Philippines and Southeast Asia. ● Apply rhythmic movement as a physical activity to reduce stress and promote mental health.	and practices in performing and visual arts across the Philippines and selected Southeast Asian neighbors. ● Identify community-based art practices that foster social support and mental well-being.	contemporary art concept that promotes mental health awareness. ● Demonstrate understanding of mediums and techniques through a creative plan.
Learner Context:	Learners show a strong preference for visual stimuli and hands-on engagement. While some demonstrate high proficiency in identifying local art forms, others struggle with abstract concepts. Recent observations indicate that some students experience academic stress, necessitating a safe space for emotional expression. Barriers include limited prior exposure to art from neighboring Southeast Asian countries.	The class enjoys kinesthetic activities and responds well to music. A few learners are shy and may find solo performances intimidating. Most learners can follow rhythmic patterns but need guidance in connecting movement to emotional release. The primary barrier is the varying level of physical coordination among students.	Learners are becoming more comfortable with comparative analysis but require structured tools like Venn diagrams. They show high interest in 'community' and 'belonging.' A few students have difficulty with English terminology, so localized examples (e.g., 'Bayanihan' in art) are helpful. Barriers include potential fatigue mid-week.	Students are now ready for application. They have shown growth in connecting art to their personal lives. However, some may struggle with the 'planning' phase of a project and require clear templates. Strengths include creativity and peer collaboration. Possible barriers include time management during the creative process.
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 Mood Board: Students select a color or image that represents their current mood and post it on the board. • Mental Health Minute: A short breathing exercise to center the students before beginning the lesson.	• Rhythm Recall: A quick clap-and-follower game to activate auditory and motor skills. • Recall Activity: Short review of yesterday's visual arts themes.	• Photo Analysis: Display two contrasting art practices (e.g., a Filipino community mural vs. a Vietnamese water puppet show) and ask for one immediate observation.	• Review Loop: A fast-paced 'Pass the Ball' game where the holder must name one SE Asian country and an art medium discussed this week.
Flow:	• Introduction (Scaffolding): Show images of contemporary Filipino murals (e.g., Angono murals) and Thai street art. Ask students to spot similarities. • Direct Instruction: Discuss mediums (digital,	• Modeling: Watch short clips of contemporary dances from the Philippines (e.g., Neo-ethnic dance) and Cambodia. • Social Learning: In small groups, students identify the processes used (e.g., improvisatio	• Scaffolding: Guided comparison of 'Traditional' vs. 'Contemporary' practices using a graphic organizer. • Discussion: Explore how 'Collaborative Art' (e.g., community theater) strengthens	• Project Launch: Explain the 'Art for the Soul' project—creating a proposal for a school art installation or performance for Mental Health Month. • Scaffolding: Provide a template: Subject, Theme

	mixed media) and themes (identity, environment). ● Check for Understanding: Use 'Think-Pair-Share' to discuss how these artworks reflect the artists' mental state or social concerns. ● Activity: 'Sketching My Peace' - Students use available mediums to draw a symbol of their mental 'safe space.'	n, fusion of traditional and modern). ● Active Retrieval: Groups present a 30-second movement that represents 'resilience.' ● Mental Health Integration: Discussion on how rhythmic movement releases endorphins and helps manage anxiety.	social bonds and mental health. ● Check for Understanding: 'Four Corners' game where students move to corners representing different Southeast Asian art concepts based on descriptions read aloud. ● Active Retrieval: Students list three ways their local community practices art together.	(Mental Health), Medium, and Process. ● Social Learning: Students work in 'Creative Consultation' pairs to give feedback on each other's ideas. ● Summary: Recap how contemporary art isn't just about beauty but also about wellness and message.
Learning Resources:	● PowerPoint Presentation showing Southeast Asian visual arts ● Projector ● Art Paper and Oil Pastels ● Chalkboard	● Audio/Speakers ● Laptop and Video Clips of Contemporary Dance ● Printed Activity Sheets for Group Analysis	● Whiteboard and Markers ● Graphic Organizer Handouts ● Smart TV for Image Gallery	● Project Proposal Templates ● Art Supplies for Sketching ● Timer/Clock for Time Management
Opportunities for integration:	● Integration with Araling Panlipunan (Geography and Culture of SE Asia) and Health (Emotional	● Integration with Physical Education (Rhythmic Activities) and Science (Biology of	● Integration with Values Education (EsP) regarding community cooperation and	● Integration with English (Technical Writing/Proposal Writing) and Health (Advocacy).

	Regulation).	Stress).	empathy.	
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:	'Theme Detective' worksheet where students match specific artworks to their corresponding themes and mediums. - Observed participation during the 'Think-Pair-Share' session.	- Peer-evaluation checklist during the group movement activity focusing on the application of contemporary techniques. - Exit Ticket: 'How did moving to music change your mood today?'	- Completed Venn Diagram comparing Filipino contemporary art practices with those of another SE Asian country. - Quick-fire oral questioning on the benefits of social art for mental health.	- The 'Art for the Soul' Proposal Draft, evaluated for its inclusion of contemporary techniques and its focus on mental health safeguarding. - Final reflection paragraph on the week's learning.
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 encouraged to find one contemporary visual artist from Indonesia or Malaysia online and note their primary medium.	Ask students to practice a simple 4-count movement at home whenever they feel overwhelmed by schoolwork.	Interview a local artisan or older family member about a traditional craft or performance they know.	Encourage students to actually implement a small version of their proposal (e.g., a digital poster) for their social media or

				classroom board.
Reflections:	● Reflect on how visual arts serve as a non-verbal outlet for students who find it difficult to speak about their feelings.	● Evaluate which group activities best encouraged the participation of the more introverted students.	● Assess whether the graphic organizers effectively bridged the gap for learners struggling with abstract comparisons.	● Reflect on the overall effectiveness of the 4-day sequence in balancing Music/Arts content with Health competencies.