LESSON PLAN TEMPLATE

Lesson Title	Cultural Intersections: Western Influences in Filipino Arts and the Foundations of Responsible Parenthood
Learning Area/s	MAPEH
Name of Teacher/s	DEPED TAMBAYAN PH (Visit www.depedtambayanph.net for more downloads.)
Grade Level and Section	Grade 9
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: Explain how Filipino culture and diversity are represented or challenged in conventional and modernist Western Music and Arts within historical and social contexts. Physical Education and Health: Discuss the importance of responsible parenthood and family planning **Content Standards:** N/A **Performance Standards:** N/A			
	Session 1	**Session 2**	**Session 3**	**Session 4**
Learning Objectives:	● Identify conventional Western elements in	● Examine modernist Western techniques	● Discuss the definition and importance	● Discuss the importance of family planning as

	Philippine music and arts from the colonial period. ● Explain how Filipino culture is represented through these conventional Western forms within historical contexts.	and styles in Philippine music and arts. ● Discuss how Filipino culture and diversity are challenged or redefined by modernist influences in social contexts.	of responsible parenthood in the context of the Filipino family. ● Explain how responsible parenthood contributes to the health and well-being of the family and community.	a component of responsible parenthood. ● Evaluate how cultural and social factors influence family planning decisions in the Philippines.
Learner Context:	● The learners show high engagement when presented with visual aids and auditory examples, particularly when comparing local traditions with foreign influences. ● They demonstrate mixed readiness levels, with some struggling to articulate abstract historical links while others are very observant of stylistic details. ● The majority of the class	● Learners are increasingly interested in modern digital aesthetics and contemporary music, often using these as reference points during discussions. ● Strengths include a high level of creativity and willingness to experiment with new ideas in group settings. ● Possible barriers include a misconception that 'modern'	● Students are very family-oriented and often share personal anecdotes about their siblings or home life. ● They respond well to empathy-based scenarios and role-playing. ● Barriers include cultural sensitivity or shyness when discussing family dynamics and economic challenges at home. ● Strengths lie in their collaborative	● The learners are curious but might have misconceptions due to social media or peer talk regarding health topics. ● They are visual learners who benefit from infographics and clear data presentations. ● Some students may come from large families and have strong opinions on family size, which requires a non-judgmental and inclusive

	prefers hands-on activities like drawing or rhythmic tapping to internalize concepts. ● A potential barrier is the limited vocabulary of some students when describing technical aspects of music and art.	means 'less Filipino,' requiring careful navigation of cultural identity.	nature and shared community values.	environment.
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 and Sight Match-Up': Learners will view images of Spanish-era churches and listen to snippets of Harana or Kundiman. ● They will be asked to identify which elements feel 'Filipino' and which feel 'foreign' based on their prior	● 'Modern vs. Traditional' Photo Sort: Learners categorize images of traditional folk art versus modernist abstracts (e.g., works by Victorio Edades or Jose Joya).	● 'Needs vs. Wants' Family Tree: Students write down things a child needs to grow up healthy on one side of a tree and 'wants' on the other.	● 'The Resource Game': A simulation where students try to distribute limited 'resources' (represented by beans or tokens) among different sized 'families.'

	knowledge.			
Flow:	• Introduction: Scaffolding through a short lecture on the historical arrival of Western conventional art and music in the Philippines. • Active Retrieval: Students recall the parts of a Spanish-style house (Bahay na Bato) and associate them with European architectural elements. • Social Learning: In small groups, students analyze a reproduction of an Amorsolo painting to find Western lighting techniques versus Filipino pastoral themes. • Checks for Understanding: 'Stop and Sketch' – students draw one element of a	• Scaffolding: Discussing the shift from the 'Amorsolo School' to the 'Thirteen Moderns' and how this mirrored social changes in the Philippines. • Active Retrieval: Students list three characteristics of conventional art from the previous session to contrast with modernist traits. • Social Learning: 'The Great Debate' – Half the class defends traditional representation while the other half explains the value of modernist 'distortion' or abstraction in expressing Filipino struggles. • Checks for Understanding: Quick	• Introduction: Defining Responsible Parenthood using the 4 Pillars (Time, Love, Financial Support, Education). • Active Retrieval: Students recall the roles of parents they see in their own community or in Filipino media. • Social Learning: Role-playing different parenting scenarios (e.g., helping with homework, managing a tight budget, providing emotional support). • Checks for Understanding: 'Think-Pair-Share' regarding the impact of parenthood on a person's future career and personal goals.	• Scaffolding: Presenting clear, age-appropriate information about family planning and its health benefits for mothers and children. • Active Retrieval: Connecting the previous session's 'Responsible Parenthood' pillars to the concept of planning the timing and spacing of children. • Social Learning: Small group discussion on the common Filipino sayings/beliefs about family size (e.g., 'Anak ay kayamanan') and how they align with family planning. • Checks for Understanding: 'Fact or Myth' cards regarding family

	church or musical instrument and label its origin. ● Collaborative Discussion: Comparing the structure of a Western Mass with the local Pasyon.	poll using hand signals to identify modernist characteristics in a displayed artwork. ● Application: Group activity where students create a 'Modernist Filipino' collage using local newspaper cutouts and geometric shapes.	● Scaffolding: Using a 'Responsibility Ladder' to show how the needs of a child change from infancy to adolescence.	planning methods and purposes. ● Integration/ Synthesis: Designing an infographic or poster that combines an 'Artistic Filipino Style' (from Session 1 & 2) with a 'Responsible Parenthood' message.
Learning Resources:	● Projector and Laptop ● PowerPoint presentation of Amorsolo paintings and Spanish-era architecture ● Audio recordings of Kundiman ● Chalkboard for mapping concepts	● Printed worksheets for the collage ● Projector for displaying modernist Filipino artworks ● Speaker for playing neo-classical or avant-garde Filipino compositions (e.g., Lucrecia Kasilag)	● Chalkboard and colored chalk ● Scenario cards for role-playing ● Video clip of a Filipino family documentary (if available) or short case studies.	● Projector/Smart TV for infographics ● Printed activity sheets on family planning benefits ● Art materials (crayons, markers, paper)
Opportunities for integration:	● Araling Panlipunan (History): Integration of the Spanish colonial period's social	● Values Education: Discussion on how challenging norms (in art) can lead to social progress	● Mathematics: Basic budgeting activity to illustrate the financial responsibilities of parenthood.	● Science: Brief mention of reproductive health and the biological importance of birth

	hierarchy and its impact on the arts.	and new perspectives .		spacing for maternal health.
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:	● 'Evidence Exit Ticket': Students must write down one specific way Filipino culture was adapted into a Western art form (e.g., local materials used in Baroque churches). ● Observation during group analysis of musical scores.	● 'Style Analysis Sheet': Students analyze a modernist Filipino composition or artwork and explain how it 'challenges' the viewer's perception of Filipino life.	● 'The Parenthood Pledge': Students write a reflective letter to their 'future selves' about the responsibilities they believe are most important if they choose to become parents.	● 'Advocacy Poster/Jingle': In groups, students create a short jingle or a poster promoting responsible family planning, incorporating Filipino artistic elements.
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 or an older community member about traditional songs they sang during their youth	● Research one modernist Filipino artist or composer and write a short paragraph on how their work reflects	● Ask parents or guardians about the biggest challenge and biggest reward they have experienced in raising a	● Create a 'Family Vision Board' that outlines personal goals and how responsible family

	and identify Western musical influences in them.	the social issues of their time.	family.	decisions play a role in achieving them.
Reflections:	● How did the learners respond to the comparison of local and foreign art? ● Were the visual aids sufficient for the learners with lower reading comprehension?	● Did the debate help students understand the complexity of cultural representation? ● Which modernist concepts were most difficult for the students to grasp?	● How did the students handle the sensitive topic of family finances? ● Did the role-playing activity accurately reflect their community's reality?	● Did the students understand the link between the art sessions and the health sessions? ● How effective was the resource simulation in explaining the necessity of planning?