

 MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	1
	Name of Teacher		Learning Area:	MUSIC AND ARTS
	Teaching Dates and Time:	NOVEMBER 4 - 8, 2024 (WEEK 6)	Quarter:	Second
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES				
A. Content Standards	The learners demonstrate understanding of local concepts, processes, and practices of Music and Arts as influenced by the faiths and beliefs of the province.			
B. Performance Standards	The learners improvise creative works that depict the faiths and beliefs of the province, using local concepts, processes, and practices in Music and Arts.			
C. Learning Competencies and Objectives	<i>Learning Competency</i> Experimenting with relevant, appropriate, and available local processes and musical/improvised instruments, theatrical, dance, and art materials in producing/ performing creative works that reveal their faiths and beliefs <i>Objectives:</i> 1. Recognize the local artistic processes and materials utilized in Benguet dance, theater, music, and visual arts. 2. Explain the importance of local artistic symbols related to faith or beliefs. 3. Select a combination of local artistic processes and materials (such as musical instruments, theatrical elements, dance motions, or art supplies) that are relevant, appropriate, and available to show the individual's faith or belief.			
C. Content	• Local artistic processes and materials utilized in Benguet dance, theater, music, and visual arts • Local artistic symbols related to faith or beliefs. • Cañao			
D. Integration	Theme: "Influences of Faiths and Beliefs in the Province on Music and Arts"			

II. LEARNING RESOURCES

Admin. (2024, April 22). *Embracing Cultural Identity in Children Through Food*. Our Little Roses Foreign Mission Society. <https://www.ourlittleroses.org/blog/embracing-cultural-identity-in-children-through-food/>

Agshanonline. (2016, May 20). *Cañao: The Igorot Way of Strengthening Community Spirit and Unity*. Agshan Online. <https://agshan.wordpress.com/2016/05/20/canao-the-igorot-way-of-strengthening-community-spirit-and-unity-3/>

Frenesi. (2022, September 2). *My Cañao (Kanyaw) Experience In Atok, Benguet | Frenesi* [Video]. YouTube. <https://www.youtube.com/watch?v=TnYEkKvrFtg>

Jaronization15. (2021, November 8). *Kumain Nang Tama - Awiting Pambata Tungkol sa Masustansya at Di Masustansyang Pagkain* [Video]. YouTube. <https://www.youtube.com/watch?v=VEuuJgipbcw>

Oblas, S. (2024b, June 12). *The Beliefs and Home Rituals of Benguet*. <https://icbe.eu/2nd-icbe/70-the-beliefs-and-home-rituals-of-benguet> Staff, I. (2024, June 7). *The Igorot People of the Cordillera*. Igorotage. <https://www.igorotage.com/blog/igorot-people#kabunyan-the-supreme-being-and>

Unknown. (n.d.-b). *How To Dance Bendian*. <https://isnatako.blogspot.com/2012/08/how-to-dance-bendian.html>

'Watwat". (2014, February 8). Igo Point. <https://igopoint.wordpress.com/food-2/watwat/>

Widy. (2023, August 7). *Tips For Tableaux Drama Activities In Elementary - Stageworthy By Widy*. Stageworthy by Widy. <https://stageworthybywidy.com/2022/03/06/tableaux-drama-act>

III. TEACHING AND LEARNING PROCEDURE**NOTES TO TEACHERS****A. Activating Prior Knowledge****WEEK 5: DAY 1****1. Short Review FACT OR BLUFF**

Directions: Identify whether each of the following statements is FACT or BLUFF. Stand with both hands raised straight if the statement is a fact and stand with both hands on your cheeks if the statement is a bluff.

1. Bendian is a traditional circle dance of the Igorot of Benguet which symbolizes the unity of the community.

Answer KEY:

1. Stand with both hands raised straight
2. Stand with both hands on their cheeks
3. Stand with both hands raised straight

	- Bendian dance is performed by a pair of dancers: the manedjaw, or male dancer, and the meneshung, or the female dancer. - Lowering one's arms when dancing Tayaw symbolizes reverence for deceased ancestors. - The main instruments in playing the bendian and tayaw dances are gangsa and takik. - Gongs and the appearance of smoke rising from the mountains signal guests in Benguet that weddings, Thanksgiving celebrations, and other festivities are about to take place. 2. Feedback (Optional)	- Stand with both hands on their cheeks - Stand with both hands raised straight
B. Establishing Lesson Purpose	1. Lesson Purpose - The lesson will focus on local artistic processes and materials utilized in performing dances that reveal the faiths and beliefs of the Benguet people. Specifically, the discussion will center on the dancing and playing of Indigenous musical instruments as well as the wearing of traditional attires in dancing Bendian and Tayaw that disclose their faith and belief. 2. Unlocking Content Vocabulary ANSWER ME Find the following words in the puzzle: cañao, tapuey, watwat, Kabunian. Words can go in any direction. Words can share letters as they cross over each other. - Go over each word and definition and tell the learners that they will encounter them in the discussion. <pre> F R C O X O P M Y L B L A A U T N A E F I V M N Ñ Q B M U K Z O T A V A N B P U I H O V U T O U A M N L E T A N Q N T Y U P P W V X P O P X Q J T J Q Y G N G H R A C N E J K G B D W K A B U N Y A N N </pre>	Answer key: <pre> F R C O X O P M Y L B L A A U T N A E F I V M N Ñ Q B M U K Z O T A V A N B P U I H O V U T O U A M N L E T A N Q N T Y U P P W V X P O P X Q J T J Q Y G N G H R A C N E J K G B D W K A B U N Y A N N </pre>

	○ <u>Cañao or Kanyaw</u> is a special feast of the Igorot that entails community gathering for social and spiritual purposes, where chickens, pigs, and/or carabaos are butchered as a sacrifice and feasted on. ○ <u>Tapuey</u> is the only rice wine known to exist in the Philippines and the only known Igorot rice wine. ○ <u>Watwat</u> is a slice or slices of boiled meat that you receive when you visit a neighbor or relative's canao ○ <u>Kabunyan</u> is the supreme being regarded as the ultimate creator of and source of life, overseeing the Anito spirits. ○ <u>Mambunong</u> is a native priest believed to be a chosen one who prays to the spirits and to God (Kabunian) for blessings, peace, and luck to the host family	
C. Developing and Deepening Understanding	DAY 2 1. Explication WATCH ME ○ Let the learners watch the Bendian dance in Kabayan Bindiyan festival and the cañao experience of a vlogger in Atok, Benguet. Refer to the links below. Before watching the video, the teacher will instruct the pupils to observe the following. □ Materials in used □ Participation of the local □ Attire and Costume □ Musical Instrument Used □ Rituals, practices you observed □ Dance Steps ● Being Igorot. (2024, May 3). <i>Kabayan Bendian dance, BINDIYAN FESTIVAL 2024</i> [Video]. YouTube.	The teacher may use their local creative works/cultural traditions in their place or province. Link to the song "Kumain Nang Tama" https://www.youtube.com/watch?v=VEuuJgipbcw

	• https://www.youtube.com/watch?v=DACISM_yZFw Frenesi. (2022, September 2). My Cañao (Kanyaw) experience in AtOk, Benguet Frenesi [Video]. YouTube. https://www.youtube.com/watch?v=TnYEkKvrFtg	
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WEEK 6: DAY 1**2. Worked Sample**

Lead the class in singing “Kumain Nang Tama” to the tune of Leron, Leron Sinta.

KUMAIN NANG TAMA

Kumain ng itlog, ikaw ay lulusog.
 Uminom ka ng gatas, ikaw ay lalakas.
 Kumain ng gulay, hahaba ang buhay.
 Kumain nang tama, ikaw ay sisigla.

Kumain ng candy, ngipi’y mabubungi.
 Uminom ka ng softdrinks, ang tiyan mo’y sasakit.
 Kapag nagtsitsirya, katawan mo’y hihina.
 Kumain nang tama, ikaw ay sisigla.

Where there is a celebration, there is feasting. Show pictures of common foods during cañao.



Image source:

https://www.facebook.com/Beinglorot/photos/a.257275588145806/1182088432331179/?_rd=1



Image source:

<https://benquetsite.wordpress.com/2017/07/31/lets-drink-to-that-the-tapuey-rice-wine/>

It is advised that the teacher writes the lyrics of the song in a Manila paper

- What do you call those foods in the pictures? Have you tried eating such? If so, can you describe the taste? If not, would you like to try someday?

Food serves as much more than simply physical sustenance. Food is life itself, home, love, vitality, hope, and redemption. Any facet of a person's or culture's past or identity can be represented through food as a symbol.

The Benguet people have the belief that there are invisible entities originating from the underworld and Skyworld. These invisible entities, known as spirits, are believed to possess influence over humankind. It is also thought that man can control these invisible entities, sometimes known as spirits, for his own benefit. With this concept, the people perform ritualistic prayers and material offerings in an attempt to gain the spirits' favor.

During cañao, the "mambunong," a native priest who is thought to be a chosen one, prays to God (Kabunian) and the spirits to provide the host family luck, blessings, and tranquility. He then asks the spirits of the "manbunongs" who have died away—actually his predecessors—to assist him in completing the assignment. Afterward, he calls the spirits of the deceased in the community and family to share in the meal that is being served. There is a minute of quiet before the "watwat" is distributed since the called souls should eat first. And then the playing of indigenous instruments, dancing and merrymaking continue while the dancers and the people drink tapuey.

Accordingly, an Igorot who is considerate does not use up all of his or her "watwat" at once. One must carry home his "watwat," which also represents bringing good fortune home, as that is a portion of wealth and luck that is being shared and has been blessed by countless individuals and spirits.

DAY 2

3. Lesson Activity PORTRAY A SCENE

The teacher may refer to this link for the Tips for Tableau Drama Activities in Elementary
<https://stageworthybywidy.com/2022/03/06/tableaux-drama-activities/>

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| | <ul style="list-style-type: none"> ● Divide the class into 3 groups. Each group will form a circle in layers and portray a scene <ul style="list-style-type: none"> ○ 1st group (3rd/outermost layer; largest group; 50% of the class population; they represent the community, and they pretend to be in a queue for the watwat and tapuey) ○ 2nd group (2nd layer; 10-15 learners; they are the dancers or host family and players of gongs; they move around the circle in clockwise direction; solibao players are seated in one corner) ○ 3rd group (1st layer; 4 learners; they pretend to be holding or butchering a pig) ○ Assign 1 learner to represent the role of a “mambunong” saying a prayer to the Kabunyan. ● Instructions: <ul style="list-style-type: none"> ○ Action (do the scene assigned to your group)-2-3-4-5- “Freeze! ”. ○ Take note that when you hear the word “Freeze!” do the following: <ul style="list-style-type: none"> ▪ remain still or frozen ▪ remain silent ▪ pose with energy and expression ▪ stay focused ▪ pose at different levels ▪ choose poses that are relevant and interesting ○ Call for 2 volunteers to view and comment on the tableau ○ Call “Relax” | |
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D. Making Generalizations	1. Learner's Takeaways ANSWER ME Complete the following sentences: ○ I learned that _____. ○ I realized that _____. ○ I appreciated that _____.	The teacher will facilitate the discussion in which students express their insights about the topic.
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	2. Reflection on Learning One-Word-Closure Ask the learners to describe their learning session/ journey based on the first letter of their name. Example: I am Elaine, my name starts with letter E. “ENJOYABLE”	
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IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER’S REFLECTION				NOTES TO TEACHERS
A. Evaluating Learning	1. Formative Assessment Observation: The teacher will observe the class’s overall participation during the discussion and the individual engagement of the members during the activities. Recording Method The teacher may utilize a checklist to monitor the participation of the learners. 2. Homework (Optional) Write a brief reflection on your understanding of the rituals conducted in Cañao celebration how they relate to one’s faith or beliefs.			
	B. Teacher’s Remarks	<i>Note observations on any of the following areas:</i> <i>strategies explored</i> <i>materials used</i>	Effective Practices Problems Encountered	

	<i>learner engagement/ interaction</i>			Teachers may also suggest ways to improve the different activities explored.
	<i>others</i>			
C. Teacher's Reflection	<i>Reflection guide or prompt can be on:</i> ▪ <u><i>principles behind the teaching</i></u> <i>What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?</i> <i>Did I attain all my lesson objectives?</i> <i>How did I encourage my students to participate in the class discussions and activities?</i> ▪ <u><i>students</i></u> <i>What roles did my students play in my lesson? What did my students learn? How did they learn?</i> <i>Did my pupils actively participate in all the class activities that I prepared? Were the instructions in the class activities clear to the pupils?</i> ▪ <u><i>ways forward</i></u> <i>What could I have done differently? What can I explore in the next lesson?</i> <i>What challenges did I encounter in implementing the class activities?</i>			Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.