MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	7
	Teacher:		Learning Area:	MUSIC AND ARTS
	Teaching Dates and Time:	AUGUST 12 - 16, 2024 (WEEK 3)	Quarter:	1

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
A. Content Standards	The learners demonstrate understanding of the contemporary and emerging popular Music and Arts of the Philippines and selected Southeast Asian countries, and their cultural influences, including the subjects, themes, concepts, mediums, processes, techniques, and/or practices.
B. Performance Standards	The learners create works based on relevant concepts, processes, techniques, and/or practices used in selected representative contemporary and emerging works of the Philippines and selected Southeast Asian countries in the production of their creative works.
C. Learning Competencies and Objectives	***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.*** 1. Identify the key subjects, themes, concepts, mediums, processes, techniques and practices applied in the contemporary performing and visual arts of the Philippines and selected Southeast Asian countries. 2. Analyze the artistic concepts of contemporary and emerging performing and visual arts in the Philippines and selected Southeast Asian countries. 3. Appreciate the artistic diversity and identity of the Philippines and Southeast Asian countries.
C. Content	**Theme*: "Contemporary and Emerging Music and Arts of the Philippines and the Southeast Asia and their Cultural Influences"*** I. PERFORMING ARTS **A. Music** o Popular Music | Vocal Music & Instrumental Music ***Musical Behaviors:*** *Active Listening; Describing; Interpreting; Performing; Improvising; Composing; Evaluating* **B. Theater Arts** o Asian Theater Practices & Relevant Principles of Theater Arts **C. Dance** o Contemporary and Emerging Southeast Asian Dance Styles ▪ Application of the Movement and Meaning – Directions, Speed, and Weight of Movement (Laban) II. VISUAL ARTS A. **Visual Art |** Comics; Animation; Architecture; Weaving B. **Film |** Feature film, Short Film, Historical film, Biographical, Documentary, Animation ***Arts Processes:*** *Perceiving; Describing; Performing; Producing; Creating*
D. Integration	Global Citizenship and Cultural Heritage

II. LEARNING RESOURCES
Pivot 4A Learners Materials, Music and Arts of Asia- Grade 8 Learner's Module

III. TEACHING AND LEARNING PROCEDURE		**NOTES TO TEACHERS**
A. Activating Prior Knowledge	**DAY 1** **1. Short Review** **Activity 1: Post the Picture! (15 minutes)** Objective: • Become acquainted with contemporary and emerging performing and visual arts from the Philippines and various Southeast Asian nations. Instructions: **1.** With the given sets of pictures, group them whether it is performing arts or visual arts (it could be in the form of a column) **2.** Identify and describe the common performing or visual characteristics observed in the pictures. **3.** What are the subjects, themes, concepts, medium, process, techniques, and practices observed? **4.** Record your answer on your answer sheets.	

	            2. **Feedback (Optional)**	
B. Establishing Lesson Purpose	**1. Lesson Purpose** **Activity 2. Fact Finding! (20 minutes)** Objective: • Familiarize oneself with the examples of contemporary and emerging performing and visual arts of the Philippines and other Southeast Asian countries.	

Instructions:

1. Divide the class into 4 groups. Research on the performing and visual arts of the selected Southeast Asian countries.
    a. *Group 1 and 3 Performing Arts of Indonesia, Thailand, and Singapore*
    b. *Group 2 and 4 Visual Arts of Vietnam, Philippines, and Malaysia*
2. Research on the different performing Arts (popular Music, theater arts, and dance), visual art (weaving and architecture), and film. You may use manila paper or multimedia technology (PowerPoint presentations) for your presentation.
3. Use the rubrics to check the presentation of the group.

Group 1 and 3

Countries	**Performing Arts**		
	Popular Music	**Theater Arts**	**Dance**
Indonesia			
Thailand			
Singapore			

Group 2 and 4

	Visual Arts		
Countries	**Weaving**	**Architecture**	**Film**
Vietnam			
Philippines			
Malaysia			

Rubrics for Group Reporting

CRITERIA	5	3	2	1
Presentation	Presentation conveyed idea and followed all instruction	Presentation mostly conveys and 1-2 instructions were not followed correctly.	Presentation somehow convey idea and 3-4 instructions were not followed correctly	Presentation did not orderly convey the idea and most of the instructions were not followed correctly.
Cooperation	All members presented	1 member did not present	A couple of members did not present	Only 1 member presented
Content	All topics are relevant	Some topics are not relevant	Only a couple of relevant topics	Only 1 relevant topic
TOTAL				

2. Unlocking Content Vocabulary (10 minutes)

The learners can define the following terminologies according to what they know or how they understand the terms. It will give a chance for the teacher to assess whether the learners' understanding is correct or needs to be revalidated.

- *Subject*
- *Themes*
- *Concept*
- *Medium*
- *Process*
- *Technique*
- *Practices*

	Characteristics of Performing and Visual Arts ***Subjects****-This term refers to the main idea expressed in an artwork. It answers the question, what the artwork is all about.* ***Theme****-this refers to the learning focus of a particular discipline taught within a particular period.* ***Concept****-is a visual representation that tells a story or conveys a certain look. It is commonly used in film and video games to convey a vision and set the tone for an entire game or movie.* ***Medium****- This refers to any material used to create an artwork.* ***Techniques****- This refers to the tools and methods used to bring about a desired outcome.* ***Processes****-This refers to a series of actions, steps, and procedures taken in order to achieve a particular output.* **Activity 3: The Artist! (10 minutes)** Objectives: 1. Develop a comprehensive understanding of the artistic styles, themes, and techniques of the top five Contemporary Southeast Asian artists. 2. Foster cross-cultural awareness and sensitivity by understanding the diverse perspectives and narratives represented by the top five contemporary Southeast Asian artists. Instruction: Match the picture of Artists who influenced the contemporary Arts of Southeast Asian Art in Column A to the name and their contribution in Column B. Write the letter of the correct answer in your notebook.	

COLUMN A	COLUMN B
1. 	1. Lee Wen was best known for his "Yellow Man" performances, which involved him painting himself with bright-yellow poster paint to express exaggerated imagery of ethnic identity as a Singaporean citizen.
2. 	2. Han Sai Por,known widely as one of Asia's leading sculptors and her reputation has reached a global scale thanks to her participation in multiple international exhibitions worldwide.
3 	3. Heri Dono, a Yogyakarta-based artist, was the first Indonesian to break into the international art scene during the early 1990s, granting him an iconic status both abroad and at home.
4. 	4. Masriadi's work frequently depicts Indonesian history through his eyes, evoking a distinct spirit of rebellion.
5. 	5. Pacita Abad is renowned for her quilting technique, trapunto, which is unique to her works. This method involves stuffing and stitching her painted canvas to create a captivating three-dimensional impression.

https://www.top10asia.org/rankings/the-top-10-contemporary-artists-who-shaped-southeast-asian-art/

C. Developing and Deepening Understanding	**1. Explicitation** **Activity 4: The Super Star!** Objectives: 1. Examine the cultural fusion in the performances, dissecting how elements from different backgrounds blend to create unique and compelling artistic expressions. 2. Provide a detailed analysis of SBFIVE and SB19's performances that offer viewers a deeper understanding and appreciation of the creative elements at play. Watch and listen to the music video below:  Sources: SPARK (Shock...Heart) - SBFIVE https://youtu.be/2y9c3tf-Yr4?si=mp6KDvR2JCHvMg5u SB19 'GENTO' https://youtu.be/VZZA_38RUBI?si=QyGzsQcd042sRbTP Reflection: 1. Which music are you familiar with? 2. Which video did you enjoy the most? Why? 3. Which song can you relate to? SB19 or SBFIVE? Top 10 Popular Singers in Southeast Asian Country *https://www.top10asia.org/rankings/legendary-southeast-asian-singers-the-top-10/*	

2. Worked Example

Activity 5: I Connected! (5 minutes)

In your notebook, answer the given question.

1. Do you think the songs "Spark" by SBFIVE Thailand band and "Gento" by SB19, a Filipino band, can be considered popular music? Why?
2. What is the most evident of similarities and differences between the two videos?
3. Based on what you heard, can you identify the *subject, themes, concepts, medium, processes, techniques, and practices?*

DAY 2

3. Lesson Activity

Activity 6: Describe Me! (15 minutes)

(Individual Activity)

Objectives:

1. Examine and compare the weaving techniques, materials, and patterns of each Southeast Asian country.
2. Analyze technical aspects of weaving, including loom types, weaving methods, dyeing techniques, and tools employed in Southeast Asian countries, highlighting the similarities and differences across the region.



Double ikat weaving from Sulu, Philippines



Ikat technique in Cambodia

Characteristics	
Subject:	
Themes:	
Concepts	
Medium	
Process	
Techniques	
Practices	

Instruction:

In your worksheet, identify the use characteristics/techniques applied in the weaving artworks below.

How is Philippine weaving unique from the weaving designs from other SEA countries?

Video Reference: Cambodian Silk Ikat

https://www.youtube.com/watch?v=DsB2P-4zijE

https://www.youtube.com/watch?v=nlghRJ1T8tA

B. Making Generalizations	**Reflection Question:** 1. Based on recent activity, how do contemporary and emerging music and arts influence the country's cultural identity and diversity? 2. As a G7 student, how would you show your appreciation for the Filipino performing and visual artwork/s?	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		**NOTES TO TEACHERS**
A. Evaluating Learning	**Activity 7. "Check It Out!"** Choose one (1) from the following examples of performing and visual arts and discuss how it influences a country's cultural identity and diversity. **Homework (Optional)** **Activity 8: Pair Share** Objectives: 1. Use the music video as a means to promote the music and emerging talents of Southeast Asia as a whole, contributing to the growth of the regional music industry. 2. Highlight the moments of cultural fusion and exchange in the music video, demonstrating how art and music can bridge differences and create a harmonious blend of Southeast Asian cultural elements. **Instruction:** With your seatmate, watch and listen to the music video below: In your notebook, answer the following question below:	

Visual Arts	**Performing Arts**
Film	Popular Music
Comics	Theater Arts
Weaving	Dance
Architecture	



Rizky Febian-Makna Cinta- Indonesian Popular Music
Source: *https://www.youtube.com/watch?v=Ic8whn-t0Io*

1. What can you say about the flow of Indonesian Music?
2. How does the music video of Indonesian pop songs reflect any cultural similarities shared with Asian countries like the Philippines?
3. Are there any specific fashion trends or clothing styles in Indonesian pop music that mirror the fashion preferences seen in popular music in the Philippines?
4. What aspects of music video production, such as choreography and set design, demonstrate a convergence of Indonesian and Filipino pop music visual identities?
5. How would you identify the *subject, themes, concepts, medium, processes, techniques, and practices based on your hearing?*

Other suggested Popular music of Indonesia

1. Budi Doremi- https://www.youtube.com/watch?v=qZIQAk-BUEc

2. Anneth- Munkin Hari Ini Esok Atau Nanti- https://www.youtube.com/watch?v=fR4B5FDlNB

Activity 8: Movie Review!



Shirkers (2018)

Objectives:

1. Conduct a detailed comparative analysis of filmmaking industries in Singapore, the Philippines, and selected Southeast Asian countries to pinpoint common trends, practices, and characteristics.
2. Explore collaboration between Singapore, Filipino, and other Southeast Asian countries filmmakers with international partners, shedding light on the global interconnectedness of the film industry.

Shirkers" is a 2018 documentary film directed by Sandi Tan, a Singaporean-born writer and filmmaker who serves as the film's main subject.

The documentary tells the story of Tan and her friends, who, in the early 1990s, set out to make a surreal and ambitious indie film in Singapore called "Shirkers."

1. What kind of movie is it? An action movie, comedy, horror, sci-fi, war, thriller, animated?
2. What is the title?
3. What are some notable similarities between the filmmaking industries of Singapore, the Philippines, and other Asian countries?
4. Based on what you have watched and heard, can you identify the *subject, themes, concepts, medium, processes, techniques, and practices?*

<table>
<tr><td rowspan="5">B. Teacher's Remarks</td><td>Note observations on any of the following areas:</td><td>Effective Practices</td><td>Problems Encountered</td><td rowspan="5"></td></tr>
<tr><td>strategies explored</td><td></td><td></td></tr>
<tr><td>materials used</td><td></td><td></td></tr>
<tr><td>learner engagement/ interaction</td><td></td><td></td></tr>
<tr><td>others</td><td></td><td></td></tr>
<tr><td>C. Teacher's Reflection</td><td colspan="3">Reflection guide or prompt can be on:
▪ <u>principles behind the teaching</u>
What principles and beliefs informed my lesson? Why did I teach the lesson the way I did?

▪ <u>students</u>
What roles did my students play in my lesson? What did my students learn? How did they learn?

▪ <u>ways forward</u>
What could I have done differently? What can I explore in the next lesson?</td><td></td></tr>
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