MATATAG K to 10 Curriculum Weekly Lesson Log	School:	Visit DepEdResources.com for More	Grade Level:	4
	Name of Teacher		Learning Area:	MUSIC AND ARTS
	Teaching Dates and Time:	SEPT. 30 – OCT. 4, 2024 (WEEK 1)	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	***Learning Competency*** **Discuss the basic concepts and principles of sound, theater, dance, and visual elements based on the representations of local creative works** *Learning Objectives:* • Identify creative works in one's local area; • Recognize

	the basic concepts and principles of sound, theater, dance, and visual elements based on the Bendian Dance and the traditional attires of Benguet; and • Explain the basic concepts and principles of sound, theater, dance, and visual elements of Bendian Dance Note: *The material to be used will be determined and selected by the teacher based on the relevant creative works available in their province.*
C. Content	B a s

	i c c o n c e p t s a n d p r i n c i p l e

	s o f s o u n d , t h e a t e r , d a n c e

	’ a n d v i s u a l e l e m e n t s F a i t

	h s a n d B e l i e f s i n t h e P r o v i

	n c e o n M u s i c a n d A r t s
D. Integration	S G D 1 1 S u s t

	a i n a b l e C i t i e s a n d C o m m u n i t i e s : P r o t e c t C u

	l t u r a l a n d N a t u r a l H e r i t a g e C u l t u r e I d e n t i

	t y Faiths and Beliefs

II. LEARNING RESOURCES

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III. TEACHING AND LEARNING PROCEDURE	**NOTES TO TEACHERS**

A. Activating Prior Knowledge	**DAY 1** **1. Short Review** ● Let the learners do the following: ○ Sing along with the song "Chua-ay." ● https://www.youtube.com/watch?v=ogifedZbyos&t=23s ○ Let the learners stand and respond to the beat of the song by stomping their right foot as they sing the song. ● Answer Me! (Think-Pair-Share Questions) ○ **Think**: Describe what is happening in the song? ○ **Pair** – Identify the vocal and instrumental music used? ○ **Share** – Relate the song to the culture of the Igorot Tribes? Chua-ay is a song that depicts the Igorot tribes at work, pounding rice using a huge mortar and heavily weighted posts to separate the rice grains. Show the picture below.  Image source: https://www.scribd.com/document/451975258/Chua-docx ● Foot stomps suggest the mortar and pestle action that also enhances the earthy character of the song.	The teacher may use other songs popular in their province and may prescribe other movements that correspond to the beat of the song. • Think (30 seconds): The class will watch the video "Chua-ay." Learners will think about this question and come up with an answer in their head. • Pair (1 minute): Learners will look for a partner nearby and discuss the answer to the following questions for 1 minute. • Share (2 minutes): The teacher will call on a few pairs to share their thoughts done in the Pair activity with the class. As a class discussion the teacher can ask question #3.

	2. Feedback (Optional)	
B. Establishing Lesson Purpose	**1. Lesson Purpose** ● The teacher will ask the pupils to enumerate all the celebrated festival they know as a way of sharing their cultural beliefs and practices. The pupils will give all festivals within their community that manifest sharing of cultural beliefs and practices, these may include the Bindiyan Festival. ● The teacher will discuss that the Benguet Festival Dance or also known as Bindiyan Festival is an annual event celebrated every April to May to showcase the Ibaloi culture of the municipality of Kabayan. **2. Unlocking Content Area Vocabulary** Rearrange the scrambled letters in each item to form the words related to the topic. Use the clues provided to answer this activity.	The teacher may choose a traditional practice/event in their province.

SCRAMBLED WORDS	DEFINITION	UNSCRAMBLED WORDS
EDNCA	To move the body and feet to the music.	1.
DNNBAIE	Ceremonial dance of the Igorot.	2.
PISAT	It is a wrap-around skirt for women.	3.
AAGBH	A traditional loincloth worn by men in the Igorot ethnic group.	4.
TCHPI	The highness and lowness of a sound.	5.
GNOG	The instrument is heated, then pounded and bent using a metal cylinder to create a particular sound.	6.
SLBOOIA	The instrument is played by striking the drumhead using the palm	7.

Answer key:

1. Dance
2. Bendian
3. Tapis
4. Bahag
5. Pitch
6. Gong
7. Solibao

C. Developing and Deepening Understanding	**SUB-TOPIC 1: Discussing the basic concepts and principles of sound, theater, dance, and visual elements based on the representations of local creative works** **1. Explicitation**	The teacher may use their local creative works in their place or province.

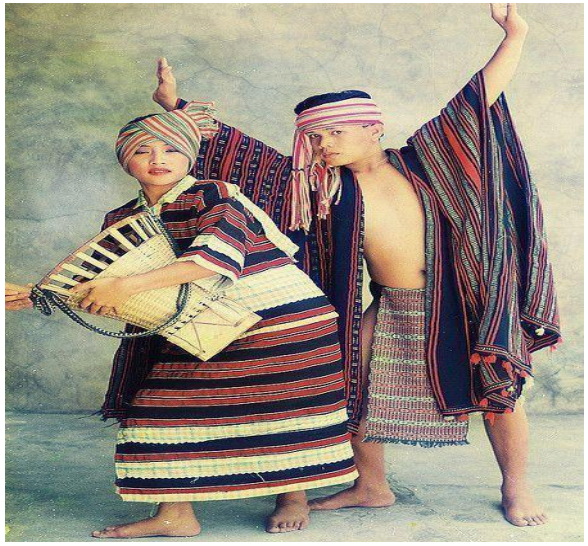
	● Let the class watch this video of the Benguet Festival Dance: https://www.youtube.com/watch?v=DAClSM_yZFw&t=253s
	● After watching, the teacher will ask the following question to process the video.
	  What do you call the circle dance performed during the Bindiyan festival?
	
	Answer: The Bendian Dance, also known as the Bendayan or Bindiyan, is a circle dance that has traditionally been associated with the advent of prosperous headhunters. It is a feature of every Benguet celebration, with the circles gradually giving place to other designs and interpretations. The dance's circular motions stand for the harmony and togetherness of the Benguet people.
	
	  Do the dancers wear costumes when they dance?
	Answer: Dance costumes are essential to represent the culture of the dance, aside from making the festival more visually appealing to finish the look. Dancers put a lot of effort into realizing their choreographer's vision. The purpose of costumes is to help communicate the tale of the dance's topic while also enhancing each dancer's mobility across the stage.
	
	  What are the different instruments you observe while watching the video performances?
	Answer: Gongs and Solibao are present during the presentation
	
	  How will you respond whenever you hear the sound of gongs (gangsa) and sulibao?
	Answer: We dance based on the beat of those instruments.
	
	  Who among you has already witnessed/experienced the Benguet Dance Festival or the Bindiyan Festival? What activities do you usually observe in Bindiyan festival?
	Answer: There are many activities such as those you mentioned but our lesson will focus on the popular Bendian dance and the traditional attire of the	

	dancers which is the highlight of the festival.	

	2. Worked Example ● The teacher will introduce the nature of Bendian Dance. **What is Bendian dance?** Bendian dance is a significant dance and it originated in Kabayan, Benguet. It is staged as a ceremonial dance with the lead man, the lead dancer dancers, the gong players, and dancers which may include the rest of the community members. Bendiyan means "dance 'til exhausted. "Men and women, young and old, can participate in the dance. The dance commences with the entrance of the lead man and the lead dancer at the center of the grounds bearing spears, shields, and a dummy head as seen in the video clip. Bendian is performed for many reasons. Some of these are to heal a prolonged illness, relieve natural calamities such as famine and drought, and to celebrate a bountiful harvest. ● The teacher will discuss the basic concepts and principles of sound, theater, dance, and visual elements present in Bendian Dance. **Dance** ● **Body:** The dancer's physical form and movements. ● **Energy:** The dynamics and intensity of movement. ● **Space:** How dancers occupy and move through the performance area. ● **Time:** The rhythm and timing of dance sequences **Visual Arts** (Elements of Visual Composition) ● **Line:** The basic building block, creating shapes and forms. ● **Shape:** Two-dimensional areas defined by lines or color. ● **Color:** Hue, value, and intensity. ● **Texture:** Surface quality. ● **Space:** Positive (occupied) and negative (empty) areas. ● **Form:** Three-dimensional objects.	

	DAY 2
	
	3. Lesson Activity
	
	• Play a video clip of people performing the Bendian dance which can be accessed to https://www.youtube.com/watch?v=4EtVL2xxJ24 during the festival and let the learners observe and take note of the of following:
	  hand positions
	  footwork movements
	  formation
	  pacing
	  instruments
	  traditional attire
	  props
	
	• The teacher will introduce the different instruments used in Bendian dance.	

	  https://baguio.bomboradyo.com/gong-making-facility-pormalen-a-naipaima-kadagiti-gong-makers-ti-mankayan-benguet/#google_vignette https://culturalconcoction.wordpress.com/2016/05/13/educational-blog-post/ ○ The main instruments in playing the bendian dance are **gongs** and **solibaos**	

	○ The **gongs** (*gangsa*) are made with the help of a hammer and anvil, which is a hefty iron block that is heated, then pounded and bent using a metal cylinder to generate a particular sound, typically dependent on its placement in an ensemble. ○ **Takik** and **bungkaka**, on the other hand, are optional or alternate uses. ○ Playing the **solibao** involves striking the drumhead with your palm. ● The teacher will allow the pupils to describe the traditional attires of the Igorots of Benguet.  Image source: https://ph.pinterest.com/pin/465981892667011914/	

	Traditional attires of the Igorot of Benguet Head Cloth/ Headdress — called "shenget", "pangiet", or "binatjek". It is used by both male and female and the mambonong or high priest Wrap around skirt — "devit", "dibit", "eten". Blouse — "kambal" or "sad-ey"- has several layers at the back so the user is protected from the edges of the kayabang basket carried at the back. G-string — "pinangsas", "kulibao", "kuyal", "kobal", "bahag". Vest (optional) — made of woven textiles Blanket — "ules", or "ketep"	
D.Making Generalizations	**1. Learner's Takeaways** ● Let the learners complete the following phrases: a. We learned that _____ b. We realized that _____ c. We appreciated that _____ **2. Reflection on Learning** a. Why is it important to experience cultural events like the Bendian Dance Festival? b. What is your plan to learn more about the Bendian dance? c. In your little ways, how can you help preserve the rich cultural traditions of Benguet?	The teacher may write or post this to serve as guide for the learners.

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION		**NOTES TO TEACHERS**
A. Evaluating Learning	**1. Formative Assessment** **Essay/ Narratives.** Write your answers in the answer sheet.	

<table>
<tr><td></td><td colspan="3">

- What is Bendian dance, based on the symbols and representations of local faiths and beliefs?
- What is the importance of wearing traditional attire and playing indigenous musical instruments when performing cultural dances such as the Bendian dance?

2. Homework (Optional)

</td><td></td></tr>
<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">The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.

Teachers may also suggest ways to improve the different activities explored.</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?
Did I attain all my lesson objectives?
How did I encourage my students to participate in the class discussions and activities?

▪ <u>students</u>
What roles did my students play in my lesson? What did my students learn? How did they learn?
Did my pupils actively participate in all the class activities that I prepared?</td><td>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.</td></tr>
</table>

	Were the instructions in the class activities clear to the pupils? ▪ *<u>ways forward</u>* *What could I have done differently? What can I explore in the next lesson?* *What challenges did I encounter in implementing the class activities?*	