

LESSON PLAN TEMPLATE

Lesson Title	Cultural Expressions and Strategic Movements: Exploring Contemporary Arts and Target Games
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: Produce creative works about contemporary and emerging popular performing and visual arts of the Philippines and selected Southeast Asian countries using relevant concepts, processes, techniques, and/or practices. • Physical Education and Health: Perform physical activities by applying principles and concepts of target and or invasion games to solve tactical problems for active living. (Suggested Activities: Unopposed or Opposed Target Games, or Combative Sports) . Content Standards: N/A Performance Standards: N/A			
	Session 1	Session 2	Session 3	Session 4
Learning	• Identify the distinct	• Analyze the elements of	• Identify the basic	• Apply tactical

Objectives:	characteristics of contemporary and emerging visual arts in the Philippines and Southeast Asian neighbors. • Create a digital or manual visual art concept that reflects a fusion of local traditions and modern themes. • Discuss how contemporary visual arts solve modern communication challenges.	contemporary performing arts (music and dance) in the Philippines and Southeast Asia. • Perform a short rhythmic sequence or movement that blends P-Pop (Philippine Pop) elements with traditional folk dance steps. • Critique the influence of global trends on local performing arts.	principles and concepts of Arnis as a target-based combative sport. • Execute the 5 basic striking techniques of Arnis with focus on precision and targeting. • Explain the importance of distance and timing in solving tactical problems during a target game.	strategies (offense and defense) in a simulated Arnis striking drill or target game. • Demonstrate sportsmanship and self-discipline while performing combative activities. • Evaluate personal performance based on the principles of target games for active living.
Learner Context:	Learners demonstrate a high level of interest in digital media and social media trends, often expressing themselves through emojis and mobile photography. While they show strong visual-spatial intelligence, a significant portion of the class requires scaffolding when analyzing abstract concepts. There is	The class is highly kinesthetic and enthusiastic about P-Pop and K-Pop dance covers. They perform well in collaborative group tasks but sometimes struggle with individual performance anxiety. A few learners have physical limitations that require modified movements. Most learners respond positively to	Learners have varying levels of physical fitness. While many are energetic, some lack the focus required for disciplined combative sports. Some students are hesitant about 'combative' activities due to fear of injury. The majority are visual learners who need clear, slow-motion demonstrations of movements. Filipino pride is a	Learners are now more comfortable with the equipment but tend to get over-excited during 'opposed' drills. They show strength in teamwork but need reminders about the 'discipline' aspect of martial arts. A few learners are excelling and can act as 'peer-leads'. Barriers include a tendency to prioritize speed over accuracy.

	a noticed gap in their knowledge regarding the artistic traditions of neighboring countries like Indonesia or Thailand. Barriers include limited access to high-end digital tools for some, requiring a flexible approach to medium selection.	rhythm-based activities and auditory stimuli.	strong motivator for this topic.	
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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 Gallery Walk: A projected slideshow showing murals from Bonifacio Global City (PH) alongside street art from George Town (Malaysia). ● Think-Pair-Share: Learners discuss what modern messages they see in these traditional-looking spaces.	● Rhythm Matching: The teacher plays a traditional Kulintang beat followed by a modern pop beat; learners must clap to synchronize the two.	● Target Practice Warm-up: A fun game where learners must tap specific color-coded zones on the wall using foam sticks to develop hand-eye coordination.	● Agility Ladder Drills: Footwork exercises to prepare for the movement required in tactical Arnis.
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Flow:	1. Introduction & Scaffolding: Present a timeline of 'traditional' vs. 'contemporary' art in the Philippines. Show how modern artists use indigenous patterns in digital illustrations. 2. Active Retrieval: Quizizz or a quick 'True or False' board activity regarding Southeast Asian symbols (e.g., the Sarimanok vs. the Garuda). 3. Social Learning: Groups are formed to brainstorm a 'Community Mural Concept' that addresses a local issue (e.g., waste management or unity) using a mix of traditional and modern styles. 4. Check for Understanding: Peer-feedback session where groups explain their choice of color and symbol.	1. Modeling: Demonstrate a simple folk dance step (e.g., Tiklos) and show how it can be stylized with contemporary hand movements used in popular dance trends. 2. Scaffolding: Break down a 16-count sequence. First, focus on footwork, then add arm movements, then add the 'contemporary' flair. 3. Social Learning: In small groups, learners create a 30-second 'Cultural Remix' performance. 4. Active Retrieval: Ask learners to identify which part of their dance was 'traditional' and which was 'contemporary'.	1. Demonstration & Scaffolding: The teacher demonstrates the '5 Strikes' of Arnis. Learners follow using 'air strikes' (no sticks yet), then move to using padded sticks or rolled newspapers. 2. Check for Understanding: 'Mirror Me' activity where the teacher performs a strike and learners must name the target area (e.g., 'Left Temple'). 3. Tactical Problem Solving: Introduce the 'Reach' concept. Learners must figure out how to hit a target while staying out of the opponent's reach. 4. Active Retrieval: Recalling the names of the strikes through a rapid-fire verbal drill.	1. Review: Quick recap of the 5 strikes. Active Retrieval: A learner leads the class in the warm-up strikes. 2. Tactical Scenario: 'The Defensive Circle' – One learner stands in a circle and must defend targets (shoulders/knees) from 'touches' by a partner using controlled, slow-motion movements. 3. Scaffolding: Introduction of the 'Counter-Strike' concept. If you block, what is the most logical target to hit back? 4. Social Learning: Pairs engage in a controlled, 'Point-Touch' sparring where the goal is accuracy and form, not power.
Learning Resources:	• Laptop and Projector • PowerPoint presentation on SE Asian Contemporary Art • Sketching materials (paper, pencils, crayons)	• Bluetooth Speakers • Curated Video playlist of P-Pop and SE Asian Pop (V-Pop, T-Pop) • Smart TV/Projector	• Arnis sticks (or padded alternatives) • Whistle • Diagram of human striking points • Open space (gym or courtyard)	• Padded Arnis sticks • Stopwatch • Scorecards for self-assessment • Chalk for marking boundaries

	Printed samples of mural arts			
Opportunities for integration:	Social Studies: Integration of Southeast Asian geography and cultural identity. ICT: Discussion on digital art platforms.	History: The evolution of Filipino identity through music. Physical Education: Warm-up and coordination exercises.	Health: Discussion on safety, injury prevention, and physical discipline. History: Arnis as the Philippine National Martial Art.	Values Education: Discipline, respect for opponents, and self-control. Math: Calculating angles of strikes.

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:	- A rubric-based evaluation of the 'Mural Concept' sketch focusing on the integration of traditional and contemporary elements. - Exit Ticket: 'Name one emerging art form you discovered today and why it matters to your generation.'	- Peer-evaluation using a simple 'Star and Wish' method (One thing they liked, one thing to improve). - Observation checklist during group rehearsals focusing on synchronization and creativity.	- Skills check: Performance of the 5 strikes with correct form and targeting. - Oral question: 'Why is it better to move diagonally rather than straight back when defending?'	- Performance Rubric: Assessing tactical movement, accuracy of strikes, and adherence to safety rules. - Self-Reflection Sheet: 'What was my most effective tactic today?'
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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:	• Learners are encouraged to take a photo of any 'street art' or 'contemporary design' in their local barangay and write a 3-sentence caption about its meaning.	• Watch a video of a contemporary Southeast Asian festival (e.g., Loy Krathong or Sinulog) and identify one modern element added to the traditional performance.	• Practice the 5 basic strikes at home in front of a mirror to improve form and muscle memory.	• Create a simple 1-minute 'Anyo' (form) routine combining the strikes and movements learned this week.
Reflections:	• How did the learners respond to the fusion of old and new art styles? • Which specific learners struggled with the conceptualization phase?	• Were the movements inclusive for all learners? • Did the use of popular music increase engagement significantly compared to the previous session?	• Which learners are struggling with the coordination of the strikes? • How can I adjust the 'Tactical Problem' for learners with slower reaction times?	• Did the tactical drills lead to better understanding of 'target games' compared to just memorizing strikes? • How can I further differentiate for the highly athletic vs. the less coordinated students next week?