LESSON PLAN TEMPLATE

Lesson Title	Asian Heritage and Courtly Play: Exploring Arts and Net Games
Learning Area/s	MAPEH
Name of Teacher/s	DepED Tambayan
Grade Level and Section	Grade 8
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:** Guided Creative Application and Introduction to Net/Wall Games • Music and Arts: Apply selected conventional and emerging concepts, techniques, and processes from Asian folk and/or court Music and Arts through guided creative activities. • Physical Education and Health: Perform safely physical activities by applying principles and concepts of net/wall games to solve tactical problems for active living. Introduce chosen activities from the suggested list (e.g., Table Tennis, Lawn Tennis). **Content Standards:** Not specified in the provided text **Performance Standards:** Not specified in the provided text			
	Session 1	**Session 2**	**Session 3**	**Session 4**
Learning Objectives:	By the end of the session, the learners should be able to:	By the end of the session, the learners should be able to:	By the end of the session, the learners should be able to:	By the end of the session, the learners should be able to:

	• Identify conventional techniques and processes used in Asian court music and visual arts. • Create a rhythmic or visual pattern inspired by Southeast Asian folk traditions through guided creative activities.	• Apply emerging techniques (digital or mixed media) to enhance traditional Asian art concepts. • Perform a short rhythmic accompaniment using improvised instruments based on Asian folk music structures.	• Explain the fundamental principles and safety protocols of net/wall games (specifically Table Tennis). • Demonstrate proper grip and stance to solve initial tactical problems in a controlled environment.	• Execute basic strokes (forehand and backhand) to solve tactical problems such as ball placement and consistency. • Apply principles of active living by participating in a mini-tournament or structured rallying session safely.
Learner Context:	Learners in this Grade 8 section demonstrate high enthusiasm for hands-on activities but show varying levels of familiarity with non-Philippine Asian cultures. A significant number of students are visual and kinesthetic learners who respond well to demonstrations. A potential barrier is the abstract nature of court music theory, which may require more concrete examples and scaffolding.	Students have shown a preference for social learning, performing better when grouped with peers. Some learners with fine motor challenges may struggle with intricate drawing but excel in rhythmic activities. The class is generally tech-savvy, showing interest in using mobile devices for creative tasks.	The class exhibits high energy but varying levels of physical coordination. Some students may be hesitant to participate in sports due to fear of injury or lack of prior experience. The availability of space is a consideration, requiring efficient organization of the learning area.	Students are now more comfortable with the equipment and are eager to play actual games. Competitive behavior needs to be managed to ensure sportsmanship. Learners who struggle with speed may need tactical advice on placement rather than power.

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:	• **Soundscape Immersion:** Play a 2-minute clip of Javanese Gamelan or Japanese Gagaku music as students enter. • **Quick Poll:** Students use hand signals to indicate if the music sounds 'familiar,' 'strange,' or 'calm.'	• **Rhythm Recall:** A quick 'Follow the Leader' drumming session using desks to recall the previous session's rhythmic cycles.	• **Dynamic Warm-up:** 'Mirror Me' activity focusing on lateral movements and hand-eye coordination drills. • **Safety Briefing:** Discussion of proper footwear and 'safe zones' around the playing area.	• **Agility Ladder Drills:** Quick footwork exercises to prepare for fast-paced movements. • **Tactical Brainstorm:** Ask, 'If your opponent is far to the left, where should you hit the ball?'
Flow:	• **Introduction:** Discuss the concept of 'Court Music' versus 'Folk Music' using local analogies (e.g., Royal court music vs. Barrio Fiesta music). • **Scaffolding:**	• **Social Learning:** Group students into 'Ensembles.' Each group is assigned to either create a 'Digital Folk Art' piece (using phones) or a 'Kitchen Percussion'	• **Introduction to Net Games:** Use a Venn diagram to compare Table Tennis to other popular local games like 'Sipa.' • **Scaffolding:** Break down the 'Shakehand' and	• **Modeling:** Demonstrate the forehand drive and backhand push, focusing on the follow-through. • **Scaffolding:** Start with 'Drop-Feed' drills where the ball is

	Demonstrate the basic rhythmic cycles found in Gamelan. Provide a visual template of common Asian motifs (like the 'Mega Mendung' cloud pattern). ● **Active Retrieval:** Ask students to recall similar patterns found in Philippine indigenous textiles (e.g., T'nalak). ● **Guided Practice:** Students work in pairs to clap a simple rhythmic cycle or sketch a traditional motif using provided templates. ● **Checks for Understanding:** Randomly call on pairs to demonstrate their rhythm or show their sketch.	performance. ● **Guided Activity:** Teachers provide 'Constraint Cards' (e.g., 'Use only three colors' or 'Include a syncopated beat') to guide the creative process. ● **Modeling:** Show a video of a modern 'fusion' performance where traditional Asian instruments are used in contemporary ways. ● **Collaborative Production:** Groups practice their performance or refine their digital art. ● **Checking for Understanding:** Teacher circulates to provide technical assistance on rhythm and design balance.	'Penhold' grips. Demonstrate the basic ready stance. ● **Active Retrieval:** Ask students why a low center of gravity is important in both dance (from Music/Arts) and sports. ● **Skill Drill:** 'Ball Balancing'—students walk while balancing a ball on a paddle to build control. ● **Check for Understanding:** 'Freeze Frame'—call out 'Freeze' during drills to check stances and grips.	dropped for the hitter, progressing to 'Rally-Feed' where the ball is hit back and forth. ● **Tactical Problem Solving:** Set up 'Target Zones' on the table. Students earn points by hitting specific areas, encouraging intentional ball placement. ● **Social Learning:** Mini-Round Robin tournament where students rotate roles as players, umpires, and 'Tactical Coaches.' ● **Safety Check:** Periodic reminders to stay within designated lanes.

Learning Resources:	• Audio recordings of Gamelan/Gagaku music. • Visual prints of Asian court textile patterns. • Drawing materials (paper, pencils, markers).	• Improvised instruments (bamboo sticks, plastic bottles). • Mobile apps for basic graphic design (e.g., Canva or local equivalents). • Projector for video samples.	• Table Tennis paddles and balls. • Makeshift tables or flat surfaces. • Whistle and safety markers/cones.	• Table Tennis tables (or joined school desks). • Paddles, balls, and masking tape for 'Target Zones.' • Scorecards for the mini-tournament.
Opportunities for integration:	Integration with **Araling Panlipunan** through the discussion of historical trade and cultural exchange between the Philippines and its neighbors.	Integration with **ICT** through the use of digital tools for art creation and **English** through the presentation of their creative choices.	Integration with **Science (Physics)** by discussing the force and trajectory of the ball and **Health** regarding injury prevention.	Integration with **Mathematics** through scorekeeping and **Values Education** through sportsmanship and fair play.
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:	• Observation Checklist: Participation in rhythmic exercises. • Output Gallery Walk: Peer feedback on the initial sketches of Asian	• Group Performance/Presentation: Scoring based on a simple rubric focusing on the application of Asian techniques.	• Skill Check: Peer-to-peer assessment of grip and stance using a simple 'Thumbs Up/Down' checklist. • Observation of safety protocol	• Performance Task: Ability to maintain a 3-hit rally using proper strokes. • Tactical Exit Slip: 'One strategy I used today to win a

	motifs.	• Self-Reflection Log: 'How did I blend old traditions with new tools?'	adherence.	point was...'
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:	Students are encouraged to find one household item that features a pattern similar to the Asian motifs discussed and bring a photo or description to the next class.	Ask students to record a 30-second video of themselves explaining their artwork to a family member, simulating a 'museum guide' experience.	Encourage students to practice the 'Ball Balancing' drill at home using a flat wooden ladle or a book and any small bouncy ball.	Students write a short reflection on how the discipline required in Asian Arts (patience, pattern) is similar to the discipline required in Net Games (rhythm, strategy).
Reflections:	• Which part of the rhythmic cycle was most challenging for the students to grasp? • Did the use of local analogies help bridge the gap in understanding foreign court music?	• How effectively did students integrate digital tools with traditional concepts? • Were the group dynamics conducive to inclusive participation?	• Did the 'Mirror Me' activity effectively prepare the students for the specific movements of Table Tennis? • Are there students who require modified equipment or simplified drills?	• How many students were able to successfully use both forehand and backhand in a rally? • Did the target zones effectively shift their focus from 'hitting hard' to 'hitting smart'?