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 26 - 30, 2024 (WEEK 5)	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	***The learners 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;*** 1. *Explain the artistic choices they made in their creative works, linking them to the techniques and concepts observed in the studied arts.* 2. *Apply relevant concepts, processes, and techniques to create original creative works inspired by these arts.* 3. *Produce creative works inspired by these arts using relevant techniques.* 4. *Participate actively in the culminating activity inspired by contemporary performing and visual arts.*
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** ○ Popular Music | Vocal Music & Instrumental Music ***Musical Behaviors:*** *Active Listening; Describing; Interpreting; Performing; Improvising; Composing; Evaluating* **B. Theater Arts** ○ Asian Theater Practices & Relevant Principles of Theater Arts **C. Dance** ○ 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
BenCab Museum. (n.d.). *BenCab Museum.* http://www.bencabmuseum.org/ Esplenad, T. (n.d.). The Eight Efforts: Laban Movement. https://www.theatrefolk.com/blog/the-eight-efforts-laban-movement/ MCCCHumanities. (June 21, 2023). Laban Movement Analysis. https://youtu.be/y6JdEyBjrQQ Moya, J. (October 29, 2021). *The Strokes of Genius: 5 of National Artist Bencab's Most Famous Works.* https://www.tatlerasia.com/lifestyle/arts/works-of-ben-cab

III. TEACHING AND LEARNING PROCEDURE		**NOTES TO TEACHERS**
A. Activating Prior Knowledge	**DAY 1** **1. Short Review** **Activity 1 "SABEL" (5 minutes)** To recall previous lessons, the teacher will show National Artist for Visual Arts BenCab's (Benedicto Reyes Cabrera) iconic artwork "SABEL" and let the learners describe its characteristics and express their thoughts about the message of the artwork: • Subject • Theme • Concept • Medium • Processes • Techniques *Scan QR to BenCab Museum's "SABEL"* https://cdn.tatlerasia.com/tatlerasia/i/2021/10/29112041- 27308_cover_779x1300.jpg **2. Feedback (Optional)**	

B. Establishing Lesson Purpose	**1. Lesson Purpose** **Activity 2 "Behind the Scenes" (5 Minutes)** The teacher will present an excerpt of a contemporary or emerging film or theatre from a Southeast Asian country and ask the learners the following questions: 1. What is the film all about? 2. How does it relate to the country's culture? 3. Who are the people who play a role in the various stages of this film's production? **2. Unlocking Content Vocabulary** **Activity 3 "ARRANGE ME" (10 minutes)** Organize letters to create terms associated with the process of making a film. The provided definition gives hints for each term. **EOICTRRD** _____The person responsible for guiding and overseeing the creative aspects of a film's production, including directing actors, visuals, and overall storytelling. **TCRSITIRWPRE**_____The individual who writes the screenplay, which serves as the foundation for the film's story, dialogue, and structure. **CATRO**_____A performer who portrays characters in a film, bringing them to life through their acting skills and interpretations. **CEMUTOS**_____Clothing and accessories are worn by actors to represent their characters' identities and styles within the film. **NACHELICT**_____About the practical and technological aspects of filmmaking, including equipment, camera work, and production design. **EKAUMP**_____Cosmetics applied to actors to enhance appearances, create characters, or achieve specific visual effects.	*(the teacher may choose from the videos included in Weeks 1- 2)*

GHHCRAOPEREOR_____A person who designs and coordinates the dance and movement sequences in a film, ensuring artistic and rhythmic coordination.

DOUNS_____The auditory elements of a film, including dialogue, music, sound effects, and ambient noise.

LREAHERSA_____Practice sessions where actors and crew prepare for filming, refining performances, and testing technical aspects.

GIGLTNHI_____The strategic use of illumination to achieve desired visual effects and set the mood for scenes in a film.

Activity 4: "Who Am I?" (10 Minutes)

Materials: cutouts, Scotch tape
The teacher hands out these paper cutouts to ten groups of students. While the teacher explains the duties, the class determines which person's position is being talked about. If the answer is right, the student with that role sticks the cutout on the board until the illustration below is achieved.

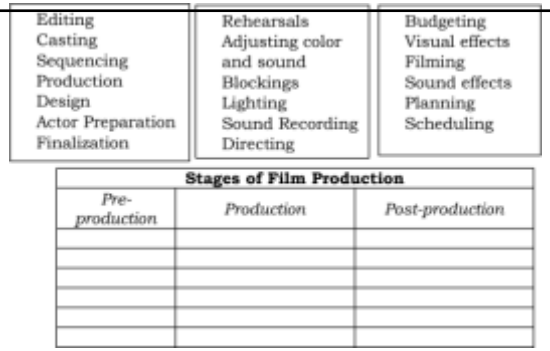


Producer:
- Responsible for overseeing the entire film project.
- Secures financing, manages budgets, and ensures the project stays on schedule.
- May be involved in script development, casting, and hiring key personnel.

Director:
- Shapes the creative vision of the film.
- Guides actors' performances and overall storytelling.
- Makes decisions about shot composition, camera angles, and scene pacing.

Screenwriter:
- Develops the script, which serves as the foundation of the film.

	● Writes dialogue, characters, and narrative structure. ● Collaborates with the director and producers to refine the story. **Production Designer:** ● Responsible for the visual look and feel of the film. ● Design sets, props, and overall aesthetics to match the script and director's vision. **Art Director:** ● Works closely with the production designer. ● Manages the art department, ensuring sets and props align with the film's visual style. **Costume Designer:** ● Designs and selects costumes to define characters and the film's time and place. ● Collaborates with the director to establish character identities through clothing. **Cinematographer (Director of Photography - DP):** ● In charge of capturing the elements of visual films. ● Decide on camera angles, lighting, and shot composition. ● Works closely with the director to achieve the desired visual style. **Editor:** ● Assembles and edits footage to create the final film. ● Collaborates with the director to shape the story and pacing. ● Works with sound and visual effects teams to achieve the desired result. **Actors:** ● Bring characters to life through their performances. ● Interpret and portray characters based on the script and director's guidance. ● Collaborate with other actors to create believable interactions. **Music Supervisor:** ● Selects and licenses music for the film. ● Works with the director and editor to enhance the emotional impact of scenes through music. ● Collaborates with composers if original music is needed.	

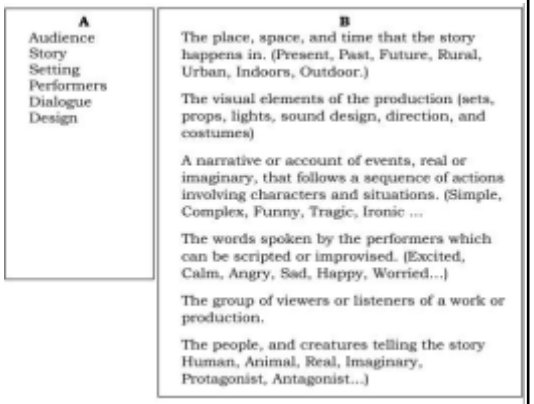
	 **Activity 5 "Sort It Out!" (15 minutes)** The learners must work in groups and decide on the stages they want to sort the terms into. After arranging appropriately, the teacher will provide a concise overview of each term. <u>Pre-production:</u> ● Casting: The process of selecting actors for the film's roles. ● Production Design: Creating the visual style and aesthetics of the film, including sets and props. ● Planning: The initial stage where the script is developed, and production logistics are arranged. ● Budgeting: Estimating and allocating funds for the entire film production. ● Scheduling: Determining the timeline and order of production activities. ● Actor Preparation: The actors' work in getting ready for their roles, including character development and script analysis. <u>Production:</u> ● Filming: The actual recording of scenes and footage. ● Directing: Overseeing the cast and crew, ensuring the creative vision is realized. ● Blocking: Planning and coordinating actors' movements within scenes. ● Lighting: Setting up and managing the illumination of scenes. ● Sound Recording: Capturing high-quality audio on set. <u>Post-production:</u> ● Editing: Assembling and arranging the recorded footage to create the final film. ● Sequencing: Deciding the order in which scenes are placed in the film. ● Adjusting Color and Sound: Enhancing and fine-tuning the visual and auditory aspects of the film. ● Visual Effects: Adding computer-generated or practical effects to scenes.	

- Sound Effects: Creating and incorporating various audio elements to enhance the soundtrack.
- Rehearsals: Practice sessions before filming, typically for actors to refine their performances.
- Finalization: Completing the finishing touches on the film before it's ready for distribution.

<u>Basic Elements of Theater</u>

Activity 6 "Match Maker" (10 minutes)

Learners must match column A with column B. Draw a line to link the term to its meaning.



A	B
Audience	The place, space, and time that the story happens in. (Present, Past, Future, Rural, Urban, Indoors, Outdoor.)
Story	The visual elements of the production (sets, props, lights, sound design, direction, and costumes)
Setting	A narrative or account of events, real or imaginary, that follows a sequence of actions involving characters and situations. (Simple, Complex, Funny, Tragic, Ironic ...
Performers	The words spoken by the performers which can be scripted or improvised. (Excited, Calm, Angry, Sad, Happy, Worried...)
Dialogue	The group of viewers or listeners of a work or production.
Design	The people, and creatures telling the story Human, Animal, Real, Imaginary, Protagonist, Antagonist...)

The teacher may ask the following processing questions:

1. What are some key similarities and differences in the way actors perform in film versus theater? How does the audience experience these performances differently in each medium?
2. Consider the role of the audience in both film and theater. How does the presence of a live audience in theatre impact the performance and the actors' interactions? How does the absence of a live audience in the film affect the storytelling and the actors' performances?
3. How do films and theater productions reflect and sometimes challenge cultural norms, values, and societal perspectives?

DAY 2 - 5

ACTIVITY 7 "The Laban Movement" (20 minutes)

The teacher will briefly explain Laban Movement Analysis (LMA) as a framework for understanding and describing movement.

Four basic movement components:

1. Body *2. Effort*
3. Space *4. Shape*

For this activity, you'll focus on exploring the Effort component.

Effort qualities	Elements	
Space	Direct	Indirect
Weight	Strong	Light
Time	Sudden	Sustained
Flow	Bound	Free

(Kindly refer to the link in the learning resources. The teacher may search the Internet, or YouTube for other reference videos)

	Laban's Eight Efforts is a classification of movement qualities that help describe and analyze how movement is performed. These efforts are based on combinations of four basic components. Each Effort is a distinct combination of these components, resulting in eight distinct movement qualities. Here's a brief explanation of each Effort: ***Float:*** This Effort combines Light Weight, Free Flow, and Sustained Time. Movements in this Effort are gentle, flowing, and continuous, often characterized by a sense of ease and grace. ***Punch:*** Punch involves Strong Weight, Bound Flow, and Sudden Time. Movements in this Effort are sharp, forceful, and energetic, with clear and direct initiation and abrupt stops. ***Glide:*** Glide combines Light Weight, Bound Flow, and Sustained Time. Movements in this Effort are smooth, controlled, and sustained, with a sense of steady continuity and fluidity. ***Dab:*** Dab involves Strong Weight, Free Flow, and Sudden Time. Movements in this Effort are quick, light, and spontaneous, often characterized by flicking or brushing actions. ***Wring:*** This Effort combines Strong Weight, Bound Flow, and Sustained Time. Movements in this Effort are twisting and wringing in nature, with a sense of compression and release, like wringing out a cloth. ***Slash:*** Slash involves Light Weight, Free Flow, and Sudden Time. Movements in this Effort are fast, expansive, and cutting in nature, often resembling slicing or striking actions. ***Press:*** Press combines Strong Weight, Bound Flow, and Sustained Time. Movements in this Effort are slow, gradual, and deliberate, involving a sense of pushing, pressing, or squeezing. ***Flick:*** Flick involves Light Weight, Free Flow, and Sudden Time. Movements in this Effort are light, quick, and flickering in nature, like a sudden release of energy. These *Eight Efforts* offer a way to analyze and understand the qualities and intentions behind different movements, providing a valuable tool for dancers, choreographers, actors, and anyone interested in movement expression.	*(The teacher can ask the entire class to stand together. Call out an Effort quality (e.g., Light, Indirect, Sustained, Free) and ask participants to collectively move in a way that embodies that quality. Encourage creative interpretations).*

C. Developing and Deepening Understanding	**1. Worked Example** **Activity 8 "Production Journey"** The learners will decide which group they wish to be a part of to commence the preparation for their culminating event.	(Provide the rubrics for guidance)

Group 1	**Group 2**
Staging An Original Performance: The Southeast Asian Countries	An Exhibit of Visual Arts: The Southeast Asian countries

1. Sourcing/Writing the Script
group of class members will be tasked with sourcing existing or creating an original script.
2. Casting the Actors
Based on the script that has been sourced or written, the character will be cast from among the class members.
3. Forming the Production Team
The remaining class members will be assigned the following roles that are typically required for school or class play. (Director, Technical/Assistant Director, Set Designer, Production Manager, Costume Designer, Makeup Designer and Choreographer.

Production of Sets, Costumes, and Props

Design of lighting and sounds,
using different media, the start of acting rehearsals and blocking.

Elements of Arts as Applied to an Original Performance

1. Sound and Music
2. Gesture, Movement, and Dance
3. Costume, Mask, Makeup, and accessories
4. Spectacle

Technical Rehearsal and Performance

Plan a technical run-through at least seven days before the desired date of your play's performance.

Your group will choose one from A
the following categories: (this can an
also be an individual output)
1. Film
2. Animation
3. Comics
4. Weaving

Each visual artwork will be accompanied by a card describing the work as follows:

Invite the school Administration, other faculty members, and your schoolmates to visit the exhibit.
Be prepared to explain the works and how these present the characteristics, techniques, and trends of media-based arts and design.

Each student is required to sketch out their planned task for each day as they approach the culmination of the activity.

Target Progress Chart

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
Day 15	Day 16	Day 17	Day 18	Day 19	Day 20	Day 21

	DAY 6 **2. Lesson Activity** **Activity 9 "Unveiling Our Journey"** The students will present their final work during the culminating event. Each group's performance will be assessed using the subsequent set of evaluation criteria. **Rubrics for Theatrical Performance**	

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)
Acting and Characterization	Demonstrates exceptional acting skills with fully developed that engage and captivate the audience. Portrays characters with depth, consistency, and emotional authenticity.	Shows strong acting skills, portraying characters effectively with depth and emotional authenticity. Engages the audience with convincing characterizations.	Displays adequate acting skills, though some characters may lack depth or emotional authenticity. Engagement with characters varies.	Struggles with acting skills, resulting in characters characters that lack depth, consistency, or emotional authenticity, impacting audience engagement.

	Stage Presence	Commands the stage confidence, strong language, and engaging expressions that enhance the overall performance.	Maintains good stage presence with confidence, appropriate body language, and expressive facial expressions that will contribute to the performance.	Displays limited stage presence, occasional uncertainty, and expressions that may not consistently enhance the performance.	Lack of confidence with and strong stage body presence, leading to minimal engagement with the audience.	(The rubrics will be provided during the planning stage to serve as their roadmap toward achieving excellence.)
	Delivery of Lines	Delivers lines with exceptional clarity, appropriate pacing, and meaningful emphasis, enhancing the dialogue and	Delivers lines clearly with suitable pacing and emphasis, effectively conveying the dialogue and narrative.	Occasionally struggles with line delivery, resulting in unclear speech or inconsistent pacing that affects the narrative flow.	Line delivery is often unclear, rushed, or lacking in appropriate emphasis, hindering understanding and engagement. narrative.	
	Emotional Impact	Elicits a strong emotional response from the audience through powerful delivery of emotions, contributing to the overall depth of the performance.	Successfully conveys emotions that resonate with the audience, enhancing the performance's emotional impact.	Displays some emotional delivery, but emotions may lack consistency or fail to strongly impact the audience.	Struggles to convey emotions convincingly, resulting in a limited emotional impact on the audience.	
	Collaboration Chemistry	Collaborates seamlessly with fellow actors,	Collaborates well with other actors,	Interacts adequately with fellow actors,	Struggles to establish and meaningful interactions	

	demonstrating excellent chemistry that enhances scene dynamics and interactions.	contributing to scene dynamics and interactions through good chemistry.	though chemistry and collaboration may be inconsistent.	and chemistry with fellow actors, affecting scene dynamics and overall cohesion.
Stage Utilization	Utilizes the stage effectively, making purposeful movements and using the space to enhance the performance's visual and narrative aspects.	Makes effective use of the stage, using movements that enhance the visual and narrative aspects of the performance.	Demonstrates some stage awareness, but movements and utilization of space may lack purpose or coherence.	Lacks effective stage utilization, resulting in movements that appear random or disconnected from the performance.

Rubrics for Art Exhibit

Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs Improvement)

Artistic Creativity	Demonstrates exceptional creativity, originality, and innovation in the artworks presented. Offers unique perspectives and concepts that engage and intrigue the audience.	Displays good artistic creativity and originality, presenting artworks that showcase fresh perspectives and creative ideas. Captures the audience's interest effectively.	Shows some level of creativity in the artworks, though originality and innovation may be limited. Engages the audience to a certain extent.	Lacks noticeable creativity and fails to bring new or intriguing ideas to the artworks, resulting in limited audience engagement.
Technical Skill	Exhibits exceptional technical skill and mastery of chosen mediums. Artworks display precise execution, attention to detail, and a high level of craftsmanship.	Demonstrates good technical proficiency and a solid grasp of chosen mediums. Artworks show skillful execution and attention to detail.	Displays moderate technical ability, but some artworks may lack precision or attention to detail. Execution is uneven across the exhibit.	Demonstrates limited technical skill, resulting in artworks that lack finesse, precision, or effective execution of chosen mediums.
Artistic Expression	Conveys emotions, ideas, or themes effectively through the artworks. Artworks evoke strong emotional responses and effectively communicate their intended messages.	Successfully conveys emotions or ideas through the artworks, eliciting emotional responses and effectively communicating messages.	Expresses emotions or ideas to some extent, but the connection with the audience may be uneven or lack depth.	Struggles to effectively convey emotions or ideas, resulting in artworks that fail to resonate or communicate with the audience.
Visual Impact	Creates a powerful visual impact through composition, color, and visual elements. Artworks command attention and engage the viewer from a distance.	Generates a strong visual impact through thoughtful composition, color use, and visual elements. Artworks capture the viewer's attention effectively.	Presents visual impact to a certain degree, but composition and color choices may lack consistency or fail to engage the viewer from a distance.	Fails to create a significant visual impact, with artwork lacking coherence in composition, color, or visual elements.

	<table><tr><td>Artistic Cohesion</td><td>Demonstrates a cohesive theme, style, or narrative across the exhibit. Artworks flow well together and contribute to a unified experience.</td><td>Shows a good degree of artistic cohesion, with artworks that share a common theme, style, or narrative. They contribute to a coherent overall experience.</td><td>Presents some level of thematic or stylistic cohesion, but artworks may vary in their alignment with the exhibit's overall theme or narrative.</td><td>Lacks cohesive elements that tie the artworks together thematically or stylistically, resulting in a disjointed exhibit experience.</td></tr></table> Processing questions after the culminating: 1. What were the most significant takeaways from this culminating activity? 2. How did collaborating with others enhance your experience during the culminating activity? 3. What aspects of your own contribution do you feel particularly proud of? 4. Looking ahead, how can you apply the insights gained from this culminating activity in the future?	
D. Making Generalizations	The teacher will present the following question: How can the concepts and skills you have acquired during this activity be applied in different contexts or situations?	

IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION	**NOTES TO TEACHERS**

<table>
<tr>
<td>A. Evaluating Learning</td>
<td>Compose a reflective essay bearing the following title:

Activity 10 “My Culmination Odyssey”
"Discovering through Culmination: How My Learning Journey Evolved"

Rubrics for Short Essay
<table>
<tr><th>Criteria</th><th>4 (Excellent)</th><th>3 (Good)</th><th>2 (Fair)</th><th>1 (Needs Improvement)</th></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Introduction</td><td>The introduction is engaging, and clearly introduces the topic, and presents a well-structured thesis statement that previews the essay's main points.</td><td>The introduction introduces the topic and includes a sufficiently clear thesis statement previewing the main points.</td><td>The introduction states the topic and includes a thesis statement, but it might lack clarity or a clear preview of the main points.</td><td>The introduction lacks clarity in stating the topic and may not include a clear thesis statement.</td></tr>
</table>
</td>
<td>Provide these rubrics to the learners for guidance</td>
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Support	Strong and ample evidence is used to effectively support the author's main points.	Appropriate and sufficient evidence is used to support the author's main points.	The evidence provides some support, but some ideas might lack clarity or strong support.	Insufficient, misinterpreted, or limited evidence is used to support the main points. Improvement needed.	

	Quality of Content	The author demonstrates exceptional understanding of the topic, fully developing the main ideas.	The writer displays a good grasp of the topic and adequately develops main ideas.	The writer shows understanding, but some ideas are underdeveloped.	The writer's understanding of the topic is unclear, leading to an unfocused discussion.	
	Conclusion	The essay includes a detailed conclusion that effectively restates the main points and provides a satisfying wrap-up. The reader is convincingly swayed by the author's argument.	The essay has a detailed conclusion restating the main points. There's little doubt left in the reader's mind.	The conclusion restates the main points, but it might lack clarity or a complete resolution.	The essay lacks a detailed conclusion restating the main points, leaving the reader questioning the viewpoint.	
	Language/ Grammar/ Style	The essay is skillfully written with clear and sophisticated language. Grammar, spelling, and sentence-level errors are minimal.	The essay is clear and reader-friendly, with some grammatical, spelling, and/or sentence-level errors.	The essay is mostly clear but contains several grammatical, spelling, and/or sentence-level errors.	The essay lacks clarity and contains numerous grammatical, spelling, and/or sentence-level errors.	

B. Teacher's Remarks	*Note observations on any of the following areas:*	**Effective Practices**	**Problems Encountered**	
	strategies explored			
	materials used			

	learner engagement/ interaction			
	others			
C. Teacher's Reflection	*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?*			