



# MATATAG

Bansang Makabata



Batang Makabansa



BAGONG PILIPINAS

School Logo

Name of School:		Quarter:	4th Quarter
Grade Level & Section:	Grade 7	Week:	Week 4 Day 5
Subject:	Music & Arts	Date and Time:	
Topic:		Teacher:	

I. CONTENT, STANDARDS AND LEARNING COMPETENCIES		ANNOTATIONS
<b>A. CONTENT STANDARDS</b>	The learners demonstrate understanding of the interrelationships among integrative Music and Arts of the Philippines and selected Southeast Asian countries.	
<b>B. PERFORMANCE STANDARDS</b>	The learners integrate their informed understanding of the customs and traditions of the Philippines and selected Southeast Asian countries using relevant conventional, contemporary, and/or emerging concepts, processes, and/or practices in Music and Arts.	
<b>C. LEARNING COMPETENCIES</b> <b>D. LEARNING OBJECTIVES</b>	<p><b>Learning Competencies</b></p> <p>A. Explain how relevant customs, principles, beliefs, traditions, and/or ideas from the different countries in Southeast Asia influenced the concepts, processes, techniques, and/or practices used in the integrative arts of Southeast Asian countries</p> <p><b>Learning Objectives</b></p> <p>In particular, the students should be able to:</p> <ol style="list-style-type: none"> <li>Identify and name specific examples of integrative arts from various Southeast Asian countries.</li> <li>Describe the key features and characteristics of integrative art, including: <ul style="list-style-type: none"> <li>Medium and materials used (e.g., puppetry, textiles, music, dance)</li> <li>Performance styles and techniques (e.g., storytelling, rituals, competitions)</li> <li>Visual elements and symbolism (e.g., colors, patterns, motifs)</li> <li>Cultural and historical context (e.g., religious beliefs, social customs, historical events)</li> </ul> </li> </ol>	

## I. CONTENT

**Theme: “Integrative Creative Works of Selected Philippine/ Southeast Asian Music and Arts”**

### **PERFORMING ARTS /VISUAL ARTS**

Southeast Asian Performing and Visual Art Forms/Festivals

- Musical Plays: Komedya (Philippines) and Hát Bội (Vietnam)
- Traditional Epics: Biag Ni Lam Ang (Philippines) and Ramakien (Thailand)
- Shadow Puppetry: Carillo (Philippines) and Wayang Kulit (Indonesia)
- Festivals: Sinulog Festival (Philippines) and Thingyan Festival (Myanmar)

Musical Behaviors: Active Listening; Performing (singing, playing improvised instruments); Synthesizing; Evaluating Arts Processes: Describing; Dramatizing; Performing; Creating; Conceptualizing; Directing; Synthesizing; Reflecting; Valuing Materials: Any available local (natural and synthetic) materials

The selection of countries for this quarter depends on the extent of foreign influences and/or the presence of foreign (Southeast Asian) nationals dominant in one's locality/region.

## II. LEARNING RESOURCES

### **A. REFERENCE S**

ASEAN Main Portal:  
[https://www.researchgate.net/publication/274501016\\_Traditional\\_Theatre\\_in\\_Southeast\\_Asia](https://www.researchgate.net/publication/274501016_Traditional_Theatre_in_Southeast_Asia) Asian Traditional Theatre & Dance. (2018). The origins of Asian theatrical traditions.  
<https://disco.teak.fi/asia/the-origins-of-asian-theatrical-traditions/> Aspe, S. (2023, October 25). 4TH QTR. ARTS 7: PHILIPPINE THEATRICAL FORMS by Sarmie Aspe [Video]. YouTube.  
<https://m.youtube.com/watch?v=jruvs2jqZQc> Aspe, S. (2023, October 25). 4TH QTR. ARTS 7\_ PHILIPPINE FESTIVALS by Sarmie Aspe [Video]. YouTube. <https://m.youtube.com/watch?v=hwXXRvfWClo> Aspe, S. (2023, October 26). 4TH QTR. MUSIC 7\_ PHILIPPINE FESTIVALS [Video]. YouTube. <https://www.youtube.com/watch?v=j9dPIKJWdDQ> Aspe, S. (2023, October 26). 4TH QTR. MUSIC 7\_ PHILIPPINE THEATRICAL FORMS [Video]. YouTube. <https://www.youtube.com/watch?v=2HKqlpH2qLY> Blodgett, T. (2019, July 15). Wayang kulit: A story of shadows. The Jakarta Post. <https://www.thejakartapost.com/multimedia/2019/07/15/wayang-kulit-a-story-of-shadows.html> Britannica. <https://www.britannica.com/>. (n.d.). Musical. In Britannica. Britannica. <https://www.britannica.com/>. (n.d.). Southeast Asian arts. In Britannica. Captivating History. (2022, January 4). The amazing history of southeast asia. Youtube.  
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<https://drcilearn.com/wp-content/uploads/2020/09/ENGLISH-7-FOR-pdf.pdf>  
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Foley, J. (1986). *Orality and language: Discourse in the epic traditions of Southeast Asia*. Berkeley: University of California Press.  
(2019, December 1). Where is arn-arn, the famous puppet of unang hirit? <https://www.gmanetwork.com/news/showbiz/chikaminute/717451/where-is-arn-arn-the-famous-puppet-of-unang-hirit/story/>  
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<http://www2.harpercollege.edu/mhealy/mapquiz/seasia/secoufr.htm>  
Historian. (2023, September 21). Unraveling the epic tale of Biag ni Lam-Ang. Sinaunang Panahon: <https://sinaunangpanahon.com/unravelling-the-epic-tale-of-biag-ni-lam-ang/>  
ICLINQ. (n.d.). Hát bội. ICLINQ: <https://www.ichlinks.com/>  
Kovarzh, K. (2020, January 15). Finger puppets on white background stock photo. iStock. <https://www.istockphoto.com/photo/finger-puppets-on-white-background-gm1194076857-339869269?searchscope=image%2Cfilm>  
Mathes, L. (2016). Traditional theatre in Southeast Asia [Abstract]. ResearchGate, 274501016.  
[https://www.researchgate.net/publication/274501016\\_Traditional\\_Theatre\\_in\\_Southeast\\_Asia](https://www.researchgate.net/publication/274501016_Traditional_Theatre_in_Southeast_Asia)  
McGuire, L. & Greenoak, T. (2020, July 27). Family how-to:shadow puppets. Royal Academy. <https://www.royalacademy.org.uk/article/family-how-to-shadow-puppets>  
Miettinen, J. O. (2018). The origins of Asian theatrical traditions. [Theatre Academy Helsinki.] Sri 17. Retrieved from <https://disco.teak.fi/asia/>  
My Local Passion. (2023, April 5). Thingyan water festival of Myanmar. <https://www.mylocalpassion.com/posts/thingyan-water-festival-of-myanmar#:~:text=yanmar's%20Thingyan%20Water%20Festival%20is,year%20with%20joy%20and%20excitement> National Geographic. (n.d.). Water Festivals in Southeast Asia. National Geographic: <https://www.nationalgeographic.com/>  
Orality and Language: Discourse in the Epic Traditions of Southeast Asia:  
[https://books.google.com/books/about/Orality\\_and\\_Literacy.html?id=6plknTdIPYC](https://books.google.com/books/about/Orality_and_Literacy.html?id=6plknTdIPYC) Oxford Reference. <https://www.oxfordreference.com/>. (n.d.). Epic. In Oxford Art Online. doi: 10.1093/acref/9780199574193.001.0001/acref-9 Poets.org. (n.d.). Epic. <https://poets.org/glossary/epic>  
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<http://116.50.242.167/nlpdl/CC01/NLP00VM052mcd/v7/v3.pdf> Truyền Hình Đồng Tháp. (2017, June 4). Những người gìn giữ nghệ thuật HÁT BỘI truyền thống | THDT. Youtube. <https://www.youtube.com/watch?app=desktop&v=NUTDjp-bV3M>  
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	<p>Biag ni Lam-Ang. In Wikipedia. <a href="https://brainly.ph/question/8181298">https://brainly.ph/question/8181298</a></p> <p>Wikipedia. (n.d.). Ramakien. In Wikipedia. <a href="https://en.wikipedia.org/wiki/Ramakien">https://en.wikipedia.org/wiki/Ramakien</a></p> <p>Yue, S. (21, August 4). Cool trick! How to get into making shadow puppets. CBC Life. <a href="https://www.cbc.ca/life/culture/cool-trick-how-to-get-into-making-shadow-puppets-1.6129577">https://www.cbc.ca/life/culture/cool-trick-how-to-get-into-making-shadow-puppets-1.6129577</a></p>
<b><i>B. OTHER LEARNING RESOURCE S</i></b>	

### ***III. TEACHING AND LEARNING PROCEDURE***

#### ***BEFORE/PRE-LESSON PROPER***

<b><i>ACTIVATING PRIOR KNOWLEDGE</i></b>		
<b><i>LESSON PURPOSE/INTENTION</i></b>		
<b><i>LESSON LANGUAGE PRACTICE</i></b>		

#### ***DURING/LESSON PROPER***

<b><i>READING THE KEY IDEA/STEM</i></b>		
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<p><b>DEVELOPING and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM</b></p>		
<p><b>AFTER AFTER/POST-LESSON</b></p>		
<p><b>MAKING GENERALIZATIONS AND ABSTRACTIONS</b></p>		
<p><b>EVALUATING LEARNING</b></p>	<p>Formative Assessment (Week 2 Day 1) (5 – 7 minutes)</p> <p>1.What is an integrative art in the context of Southeast Asian countries?</p>	<p><b>Key to correction:</b></p> <p>1. a 2. b 3. c</p>

**Prepared by:**

### Reviewed by:

*Subject Teacher  
Teacher*

*Master Teacher/Head*