



**MATATAG**

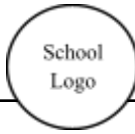
Bansang Makabata



Batang Makabansa



BAGONG PILIPINAS



School  
Logo

|                                   |                |                       |                               |
|-----------------------------------|----------------|-----------------------|-------------------------------|
| <b>Name of School:</b>            |                | <b>Quarter:</b>       | <b>4<sup>th</sup> Quarter</b> |
| <b>Grade Level &amp; Section:</b> | <b>Grade 7</b> | <b>Week:</b>          | <b>Week 5 Day 4</b>           |
| <b>Subject:</b>                   | <b>MAPEH</b>   | <b>Date and Time:</b> |                               |
| <b>Topic:</b>                     |                | <b>Teacher:</b>       |                               |

| <b>I. CONTENT, STANDARDS AND LEARNING COMPETENCIES</b> |  | <b>ANNOTATIONS</b> |
|--|--|--------------------|
| <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>Learning Competencies</b><br>A. Discuss the influence of traditional concepts, principles, beliefs, traditions, and/or ideas on contemporary performing and visual art forms.   |                    |
| <b>D. LEARNING OBJECTIVES</b>                          | <b>Learning Objectives</b><br>In particular, the students should be able to: <ul style="list-style-type: none"> <li>• Compare and contrast different art forms/festivals across Southeast Asia based on their characteristics.</li> <li>• Explain how these art forms/festivals reflect the values, beliefs, and traditions of Southeast Asian societies.</li> </ul> |                    |

## ***I. CONTENT***

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

## ***II. LEARNING RESOURCES***

### ***A. REFERENCES***

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| <b>B. OTHER LEARNING RESOURCES</b> |  |
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**III. TEACHING AND LEARNING PROCEDURE**

**BEFORE/PRE-LESSON PROPER**

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| <b>ACTIVATING PRIOR KNOWLEDGE</b> | <p><b>Short Review</b></p> <p>Festivals in Southeast Asia reflect the region's rich cultural and artistic traditions. Two notable celebrations are the Sinulog Festival in the Philippines and the Thingyan Festival in Myanmar.</p> <p>The Sinulog Festival, held annually in Cebu City, is a religious and cultural event honoring the Santo Niño (Child Jesus). It is famous for its grand street dances, where performers wear colorful costumes and move gracefully to the rhythm of drums, mimicking the flow of ocean waves. The festival also features religious processions, music, and chanting of "Pit Señor!", showcasing a fusion of faith and artistic expression.</p> <p>On the other hand, the Thingyan Festival marks the Burmese New Year in Myanmar. The most iconic tradition is the splashing of water, symbolizing cleansing of sins and renewal. People gather on the streets, play traditional music, and participate in cultural performances, almsgiving, and acts of kindness. The festival highlights Myanmar's</p> |  |
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|  | <p>deep-rooted traditions, emphasizing spirituality and community bonding.</p> <p>Both festivals showcase the vibrant performing and visual arts of Southeast Asia, preserving cultural heritage while bringing people together in celebration.</p>   |  |
| <p><b>LESSON<br/>PURPOSE/INTENTION</b></p> | <p><b>Lesson Purpose</b></p> <p>This lesson aims to develop understanding and appreciation of music and the arts through various behaviors and creative processes. By engaging in active listening, performance, and artistic interpretation, will enhance their skills in musical and artistic expression.</p> <p>By the end of the lesson, will be able to:</p> <ol style="list-style-type: none"> <li>1. <b>Demonstrate</b> musical behaviors such as <b>active listening, performing (singing and playing improvised instruments), synthesizing, and evaluating</b> in different musical activities.</li> <li>2. <b>Explore</b> various arts processes, including <b>describing, dramatizing, performing, creating, conceptualizing, directing, synthesizing, reflecting, and valuing</b>, to deepen their artistic experiences.</li> <li>3. <b>Apply</b> creative and critical thinking skills in analyzing and interpreting musical and artistic performances.</li> <li>4. <b>Develop</b> confidence and self-expression through active participation in music and arts activities.</li> <li>5. <b>Appreciate</b> the role of music and the arts in cultural</li> </ol> |  |

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|  | <p>expression and personal development.</p> <p>This lesson encourages to engage in hands-on experiences that foster creativity, collaboration, and a deeper understanding of artistic and musical concepts.</p>   |  |
| <p><b>LESSON LANGUAGE PRACTICE</b></p> | <p><b>Unlocking Content Vocabulary</b></p> <p>Here are key vocabulary words to help students understand the concepts of Musical Behaviors and Arts Processes:</p> <p><b>Musical Behaviors</b></p> <ol style="list-style-type: none"> <li>1. <b>Active Listening</b> – The process of carefully hearing and analyzing music to understand its elements, emotions, and structure.</li> <li>2. <b>Performing</b> – Expressing music through singing, playing instruments, or using improvised sounds.</li> <li>3. <b>Improvised Instruments</b> – Objects or materials used to create music without traditional instruments, such as tapping on a table or using homemade percussion.</li> <li>4. <b>Synthesizing</b> – Combining different musical elements or ideas to create a new musical piece or interpretation.</li> <li>5. <b>Evaluating</b> – Assessing a musical performance based on</li> </ol> |  |

quality, technique, and emotional expression.

**Arts Processes**

6. **Describing** – Explaining the details of an artwork or musical piece, including its elements and meaning.
7. **Dramatizing** – Expressing a story or emotion through acting, movement, and music.
8. **Performing** – Presenting an artistic work, such as a song, dance, or play, for an audience.
9. **Creating** – Producing an original piece of art or music through imagination and skill.
10. **Conceptualizing** – Developing ideas and themes for an artwork, music composition, or performance.
11. **Directing** – Leading or organizing a performance, ensuring all elements work together effectively.
12. **Synthesizing** – Bringing together various artistic or musical ideas to form a unified work.
13. **Reflecting** – Thinking deeply about an artistic experience, performance, or creation to understand its impact and meaning.
14. **Valuing** – Recognizing the importance and significance of music and art in personal and cultural expression.

These vocabulary words will help students engage with musical and artistic activities while deepening their appreciation for the creative process.

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| <b>DURING/LESSON PROPER</b>      |   |  |
| <b>READING THE KEY IDEA/STEM</b> | <p><b>1. Musical Behaviors:</b></p> <ul style="list-style-type: none"> <li>● <i>Active Listening:</i> Play excerpts from different music genres (classical, folk, pop, traditional) and guide students in analyzing elements like melody, rhythm, and emotion.</li> <li>● <i>Performing:</i> Divide students into small groups and have them sing or play a rhythm using their hands, feet, or available objects.</li> <li>● <i>Improvised Instruments:</i> Provide household items like bottles, spoons, and boxes. Challenge students to create a rhythm ensemble.</li> <li>● <i>Synthesizing:</i> Guide students in combining rhythms and sounds from different sources to produce a unique musical piece.</li> <li>● <i>Evaluating:</i> Let students perform their compositions and have peers provide structured feedback focusing on creativity, technique, and emotional expression.</li> </ul> <p><b>2. Arts Processes:</b></p> |  |

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|  | <ul style="list-style-type: none"><li>● <i>Describing:</i> Show famous artworks or musical compositions and ask students to describe their elements, mood, and possible message.</li><li>● <i>Dramatizing:</i> Assign students a short poem or story to act out, incorporating music and movement.</li><li>● <i>Creating:</i> Ask students to sketch, compose, or choreograph an original piece inspired by a theme (e.g., nature, emotions, cultural heritage).</li><li>● <i>Conceptualizing:</i> Challenge students to come up with a performance idea that integrates music, storytelling, and visual elements.</li><li>● <i>Directing:</i> Allow students to take leadership roles in organizing and rehearsing their group performances.</li><li>● <i>Reflecting:</i> Conduct a discussion where students share their learning experiences and insights.</li><li>● <i>Valuing:</i> Facilitate a conversation about how music and arts impact cultural preservation, personal</li></ul> |  |
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|   | <p>growth, and social change.</p>   |   |
| <p><b>DEVELOPING and DEEPENING UNDERSTANDING OF THE KEY IDEA/STEM</b></p> | <p><b>C. A Tale of Two Waters: Sinulog &amp; Thingyan</b></p> <p>Southeast Asia erupts in joyous chaos each spring with water festivals.</p> <p>While both the Philippines' Sinulog and Myanmar's Thingyan involve water, music, and renewal, their expressions differ. Sinulog, held in Cebu City, Philippines, honoring the Santo Niño. The word "sulog" means river current, which pertains to the dance steps being similar to a river's push and pull current. The week-long celebration features a grand parade showcasing colorful costumes, rhythmic drumbeats, and vibrant cultural performances. On the last day of the Sinulog festival, a water parade called "Fluvial Procession" is held. The fluvial procession is an annual tradition that marks the start of the official Sinulog festival. It's a Catholic celebration of cleansing and new beginnings.</p> <p>Thingyan, Myanmar's New Year, is a secular water fight. Streets become vibrant battlegrounds, washing away the past. Joyous revelry marks the start of a fresh year. Though both celebrate with water, Sinulog is more controlled, while Thingyan is spontaneous and community driven. Both, however, showcase the rich cultural tapestry of Southeast Asia. These festivals, though distinct, are testaments to the shared cultural spirit of Southeast Asia, where water washes away the old, and celebration welcomes the new.</p> <p><b>Brochure making (30 minutes)</b></p> | <ul style="list-style-type: none"> <li>● Sinulog Festival<br/><a href="https://www.youtube.com/watch?v=5hYbfDsnzD8">https://www.youtube.com/watch?v=5hYbfDsnzD8</a></li> <li>● Thingyan Festival<br/><a href="https://www.youtube.com/watch?v=WLPKPCP0YCQ8">https://www.youtube.com/watch?v=WLPKPCP0YCQ8</a></li> </ul> |

1. Share the objective of the activity.  
Objective: Create a brochure to promote and celebrate the values, beliefs, and traditions of Southeast Asian societies.
2. Ask the students to bring out their materials.
3. Ask them to form 8 groups and assign one integrative art per group.
4. Remind the students that the activity will be done individually.
5. Explain the instructions clearly.

Please see attach  
worksheet/activity no.  
3.1

IMPLEMENTATION OF THE MATATAG K to 12 CURRICULUM

LEARNING ACTIVITY SHEET

|                      |  |                  |             |
|----------------------|--|------------------|-------------|
| Learning Area:       | Music and Arts   | Quarter:         | 4th Quarter |
| Lesson No.:          | 2  | Date:            |             |
| Lesson Title/ Topic: | Traditional Concepts, Principles, Values, Beliefs, and Traditions of Southeast Asian Societies |                  |             |
| Name:                |  | Grade & Section: |             |

- Activity No. 3.1: Brochure Making (30 minutes)
- Objective(s): Create a brochure to promote and celebrate the values, beliefs, and traditions of Southeast Asian societies.
- Materials Needed: paper, markers, crayons, or colored pencils, scissors, glue; images of the various art forms (Musical Plays: Komedya, Hat Bô; Traditional Epic: Hing Ni Lam Ang, Ramakien; Shadow Puppetry: Carillo, Wayang Kulit; Festivals: Sinulog, Tiniguan)
- Instructions:
  - You are divided into eight (8) groups. Each group will have one assigned integrative art form. However, the activity will be done individually. Each student will create a brochure showcasing their assigned art form. The brochure should include:
    - Catchy title and relevant images
    - Brief description of the art form
    - Key feature and characteristics
    - Cultural significance and impact
    - Connection to Southeast Asian values and traditions
    - Optional: Information about festivals or performances where the art form can be experienced

Celebrating Southeast Asian Culture: A Journey Through Traditional Arts  
Example Brochure:



Music and Arts 7 Quarter 4

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IMPLEMENTATION OF THE MATATAG K to 12 CURRICULUM

Rubric for Brochure Evaluation:

| Criteria                        | Excellent  | Good   | Satisfactory   |
|---------------------------------|--|--|--|
| <b>Content (5 points)</b>       | Accurate and informative details about the chosen art form | Mostly accurate information, some minor details missing        | Some key information missing, requires further research  |
| <b>Visual Appeal (5 points)</b> | Eye-catching design with relevant and high-quality images  | Visually appealing with appropriate images                     | Design is basic but communicates the message             |
| <b>Organization (5 points)</b>  | Clear and logical flow of information, easy to navigate    | Information is mostly organized but could be improved          | Information is somewhat confusing or difficult to follow |
| <b>Creativity (5 points)</b>    | Brochure is unique and engaging, uses creative elements    | Brochure is generally well-designed with some creative touches | Brochure is basic but fulfills requirements              |

## AFTER AFTER/POST-LESSON

### **MAKING GENERALIZATIONS AND ABSTRACTIONS**

#### **Learners' Takeaways**

#### **A Comparison Carousel! (3 – 5 minutes)**

- Divide the classroom into two designated areas: "Similarities" and "Differences." Mark these areas clearly on the board or with signs.
- Give each student 2 pieces of sticky notes.
- Instruct learners to brainstorm independently and write down on their paper strips 2-3 things that they consider similarities between Southeast Asian integrative art forms.
- Once everyone has finished writing, instruct them to move to the "Similarities" area of the classroom.
- At the "Similarities" station, learners will have a minute or two to stick their paper strips onto a designated chart or board. Encourage them to read what others have written and add similar ideas if they haven't been listed yet.
- After some time at the "Similarities" station, instruct learners to rotate to the "Differences" area. They will repeat the brainstorming process, writing down 2-3 things they consider to be differences between Southeast Asian integrative arts (e.g., focus on specific instruments, regional variations in storytelling).
- Choose some of the entries and share it with the class.

#### **2. Reflection on Learning**

- Ask the students to reflect by answering on their notebooks any of the following suggested questions in 2-3 sentences. Pick only one.

On their notebook, have students write a short reflection (2 – 3 sentences) on the activity, summarizing their key takeaways about the influence of traditions, principles, beliefs, and ideas on integrative arts in Southeast Asia.

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|                                   | <ul style="list-style-type: none"> <li>● What surprised me the most about Southeast Asian integrative arts?</li> <li>● What is something I still find confusing or would like to learn more about?</li> </ul>  |  |
| <p><b>EVALUATING LEARNING</b></p> | <p><b>Direction:</b> Read each question carefully and choose the correct answer. Encircle the letter of the correct answer.</p> <p>1. <b>Which of the following best describes Active Listening in music?</b></p> <p>a) Listening to music while doing other activities<br/> b) Carefully analyzing the elements, emotions, and structure of a musical piece<br/> c) Ignoring background music in a public place<br/> d) Randomly selecting songs to listen to throughout the day</p> <p>2. <b>When a student creates a new melody by combining different musical elements, they are engaging in which musical behavior?</b></p> <p>a) Performing<br/> b) Synthesizing<br/> c) Evaluating<br/> d) Describing</p> <p>3. <b>Which arts process involves expressing a story or emotion through acting, movement, and music?</b></p> <p>a) Dramatizing<br/> b) Reflecting<br/> c) Valuing<br/> d) Directing</p> <p>4. <b>A student watches a theater performance and writes a detailed critique on the actors' expressions and delivery. What arts process are they demonstrating?</b></p> | <p><b>Answers:</b></p> <p>1. b) Carefully analyzing the elements, emotions, and structure of a musical piece</p> <p>2. b) Synthesizing</p> <p>3. a) Dramatizing</p> <p>4. c) Describing</p> <p>5. a) Recognizing the significance of music and art in cultural and personal expression</p> |

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|   | <p>a) Conceptualizing<br/> b) Reflecting<br/> c) Describing<br/> d) Creating</p> <p><b>5. Which of the following best defines the process of Valuing in the arts?</b><br/> a) Recognizing the significance of music and art in cultural and personal expression<br/> b) Criticizing different forms of artistic expression<br/> c) Memorizing facts about famous musicians and artists<br/> d) Practicing an instrument without considering its cultural background</p> |  |
| <b>ADDITIONAL ACTIVITIES FOR APPLICATION OR REMEDIATION (IF APPLICABLE)</b> |   |  |
| <b>REMARKS</b>  |   |  |
| <b>REFLECTION</b>   |   |  |

Prepared by:

\_\_\_\_\_  
\_\_\_\_\_

*Subject Teacher  
Teacher*

Reviewed by:

*Master Teacher/Head*