

4

Learning Activity Sheet for Music and Arts

Quarter 2

Lesson

5

Worksheet for Music and Arts Grade 4
Quarter 2: Lesson 4 (Weeks 7-8)
SY 2024-2025

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LEARNING ACTIVITY SHEET

Learning Area:	Music and Arts 4	Quarter:	2nd
Lesson No.:	5	Date:	
Lesson Title/ Topic:	Basic Arts Concepts and Principles (Sound, Dance, Theater, and Visual Art) Used in Improvisation and Symbolic Expression		
Name:		Grade & Section:	

I. Activity No. 1: UNITY IN DANCES: CONNECTING PIECES

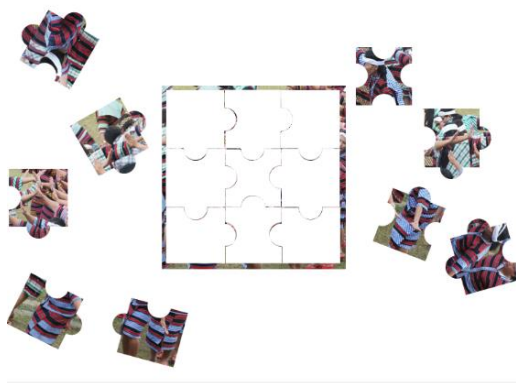
II. Objective(s): Arrange the picture puzzle pieces to complete the pictures of Benguet Festival Celebrations and Dances

III. Materials Needed: Activity Sheet, Pen and Printed Localized Puzzle

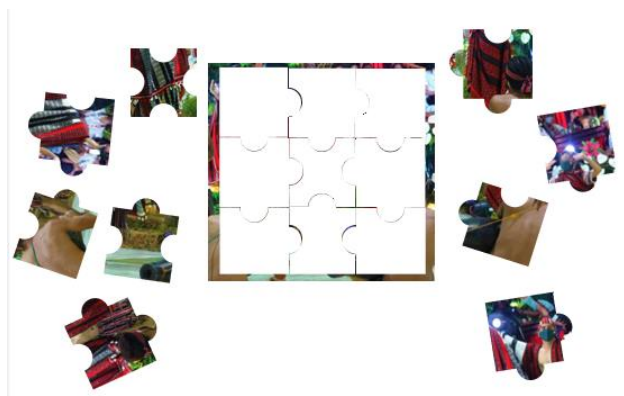
IV. Instructions:

- a. The teacher will divide the class into three groups. Each group will arrange the picture puzzle pieces to complete the related pictures to Benguet faith, belief, dances and celebrations.
- b. You will be reminded to work with unity together in a group, discussing and sharing pieces to complete the puzzle.
- c. After completing the pieces of pictures, a representative will shout out the dance in the picture.
- d. Another representative will share what he or she knows/experiences about the pictures.

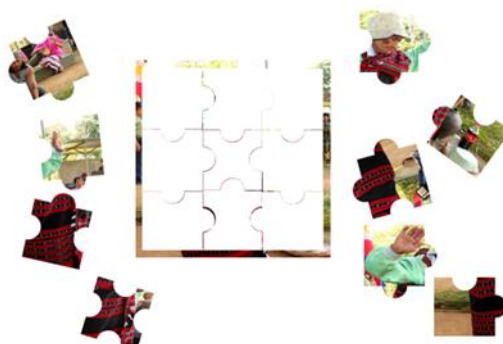
Group 1: Bendian Dance



Group 1: Bendian Dance



Group 3: Cañao Dance



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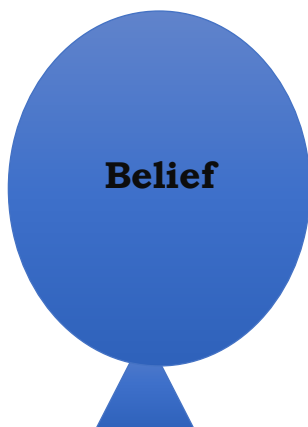
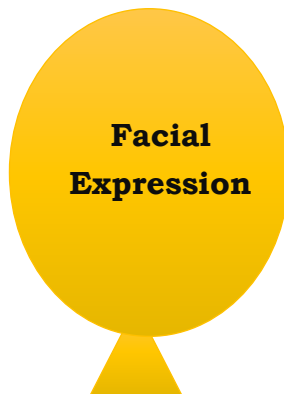
I. Activity No. 2: POP IT!

II. Objective(s): Retrieve the words inside the balloons.

III. Materials Needed: Six (6) Inflated Balloons (any size, color and type of Balloon), Activity Sheet, Pen, Scotch Tape, Black Board

IV. Instructions:

- a. The class will be arranged in a circle formation.
- b. While the music is playing, you will pass the five balloons simultaneously around the circle.
- c. When the music stops, each student holding a balloon will pop it to retrieve the word inside.
- d. The retrieved words will be pasted on the board.



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I. Activity No. 3: BENGUET DANCE EXPLORATION

II. Objective(s): Engage pupils in a hands-on discovery of Benguet dances by selecting and working with words, pictures, and materials inside the box that represent local artistic processes and materials.

III. Materials Needed: Activity Sheet, Pen, Videos, Printed Materials (local artistic processes and materials such as musical instruments, theatrical elements, dance motions and costumes) of Benguet Dances.

IV. Instructions:

- a. You will watch the video clips of Benguet Dances.

Video Links:

- Bendian Dance <https://www.youtube.com/watch?v=50HE7ekX-ls>
- Tayaw Dance <https://www.youtube.com/watch?v=NXxmxolsC6k>
- Cañao Dance <https://www.youtube.com/watch?v=TFNaBK3xIX8>

- b. With the same groupings, each group will pick the kind of Benguet dance (Tayaw Dance, Bendian Dance and Cañao Dance).

- c. The box of pictures, words and materials (related to the dances of Benguet, namely: Tayaw, Bendian and Cañao) will be shown to you.



Image source: <https://cordilleragrouphree.wordpress.com/2016/05/15/picturesque-of-antiquity/>

4. You will be allowed to explore and select the items they feel best represent their assigned Benguet dance.

5. The teacher will ask the you about the representation of the music, instruments, dance motion and theatrical elements to elicit the faith and beliefs through the following questions using the format below:

<p>Name of Benguet Dance: What is the assigned Benguet Dance in your group?</p>	<p>Answer: _____</p>
<p>1.Music: What is the Rhythm of the music/sound used in your dance? How about the tempo?</p>	<p>Answer: _____</p>
<p>2.Instruments: What are the instruments used in your assigned dance? Are you familiar with them? Slow or fast? Why do you think those instruments are used?</p>	<p>Answer: _____</p>
<p>3.Dance Motion: Do the dancers move smoothly? What do their arm gestures represent? How about the movement of their fingers?</p>	<p>Answer: _____</p>
<p>4.Theater: Do they have formation in dancing? Do they smile while performing?</p>	<p>Answer: _____</p>
<p>5.Costume: What are the symbols or patterns in their costume? What does each represent in your faith and belief?</p>	<p>Answer: _____</p>

LEARNING ACTIVITY SHEET

Learning Area:	Music and Art 4	Quarter:	2 nd Quarter
Lesson No.:	5	Date:	
Lesson Title/ Topic:	Brief improvised performance or piece of art using chosen element(s) that explores a theme related to your faith or belief.		
Name:		Grade & Section:	

I. Activity No. 4: CREATE AND PROJECT

II. Objective(s): Create a brief improvised performance or piece of art using chosen element(s) that explores a theme related to your faith or belief.

III. Materials Needed: Activity Sheet, Pen, Sample Music of the Dance, Art Materials, any available local (natural and synthetic) materials to create and improvise processes, attire and instruments.

IV. Instructions:

- a. In this activity , you will be given the opportunity to demonstrate your comprehension of your dances using local concepts, processes, and practices in Music and Arts.
- b. You will be integrating creative components to form a unified and significant portrayal of their culture that depicts the faiths and beliefs of their province.
- c. Within the group, the following tasks are given:
 - **DANCERS & ACTORS:** Choreograph/Imitate at least 30 sec.-1min. dance steps/routine of the assigned Benguet Dance.
 - **MUSICIANS:** Improvise instruments (e.g. gongs, salibao, takik) to create sounds and music to be used in the performance.
 - **DESIGNERS:** Using different medium improvised attire or costume using art materials or any localized materials.
- o You may improvise accessories, instruments, attire, costumes, and simple dance steps for your assigned dances.
- d. Your group will be given ample time to prepare and practice.

Group No. _____

Leader: _____

Members:

Your performance will be graded using the assessment guide below:

Assessment Guide:

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Comprehension of dance	Demonstrates a deep understanding and thoughtful exploration of the dance related to faith or belief, effectively improvising and integrating local concepts, practices, and processes in Music and Arts.	Shows a clear understanding and exploration of the dance related to faith or belief, with some improvisation and integration of local concepts, practices, and processes in Music and Arts.	Displays some understanding and exploration of the dance related to faith or belief, with limited improvisation integration of local concepts, practices, and processes in Music and Arts.	Shows little understanding or exploration of the dance related to faith or belief, with minimal improvisation and integration of local concepts, practices, and processes in Music and Arts.
Collaboration within the group	Works collaboratively within the group, effectively fulfilling assigned roles and tasks, and contributing to the overall preparation and performance/artwork.	Works well within the group, fulfilling assigned roles and tasks, and contributing to the overall preparation and performance/artwork.	Makes some effort to work within the group, but may not consistently fulfill assigned roles and tasks, and may not contribute significantly to the overall preparation and performance/artwork.	Demonstrates little effort to work within the group, often failing to fulfill assigned roles and tasks, and contributing minimally to the overall preparation and performance/artwork.
Preparation	Demonstrates thorough preparation of performance/artwork that effectively communicates the chosen theme.	Shows adequate preparation of performance/artwork that communicates the chosen theme.	Displays some preparation of performance/artwork but may lack polish and effectiveness in communicating the chosen theme.	Shows little preparation of performance/artwork that fails to effectively communicate the chosen theme.

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- I. Activity No. 5: *THE CAÑAO IS MINE! THE TAYAW IS MINE! THE BENDIAN IS MINE!***
- II. Objective(s):** Present to the class a brief improvised performance or piece of art that shows understanding of the individual's faith or belief.
- III. Materials Needed:** Activity Sheet, Pen, Art Materials, Improvised processes, attire, choreography/steps/dance and instruments, Bluetooth Speaker if needed.
- IV. Instructions:**
- Do this in an open space, school gymnasium, covered court if there's any.
 - Prepare your scoring sheet and get ready to perform.

Group No. _____

Leader: _____

Members:

Your performance will be graded using the rubric below:

Dance Presentation Rubric:

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Understanding of individual's faith or belief	Demonstrates a deep understanding and thoughtful portrayal of the individual's faith or belief through the improvised performance or piece of art.	Shows a clear understanding and portrayal of the individual's faith or belief through the improvised performance or piece of art.	Displays some understanding and portrayal of the individual's faith or belief through the improvised performance or piece of art, but may lack depth or clarity.	Shows little understanding or portrayal of the individual's faith or belief through the improvised performance or piece of art.
Creativity in performance/art	Demonstrates exceptional creativity in the improvised	Shows creativity in the improvised performance or piece	Displays some creativity in the improvised	Shows limited creativity in the improvised

IMPLEMENTATION OF THE MATATAG K TO 10 CURRICULUM

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	performance or piece of art, capturing the essence of the individual's faith or belief in a unique and engaging way.	of art, capturing the essence of the individual's faith or belief in an engaging way.	performance or piece of art, but may lack uniqueness or engagement in capturing the essence of the individual's faith or belief.	performance or piece of art, with little connection to the essence of the individual's faith or belief.
Collaboration within the group	Works collaboratively within the group, effectively fulfilling assigned roles and tasks, and contributing to the overall preparation and presentation.	Works well within the group, fulfilling assigned roles and tasks, and contributing to the overall preparation and presentation.	Makes some effort to work within the group, but may not consistently fulfill assigned roles and tasks, and may not contribute significantly to the overall preparation and presentation.	Demonstrates little effort to work within the group, often failing to fulfill assigned roles and tasks, and contributing minimally to the overall preparation and presentation.
Over-All Presentation	Delivers a polished and well-presented performance/artwork that effectively communicates the individual's faith or belief and engages the audience.	Delivers a well-presented performance/artwork that communicates the individual's faith or belief and somewhat engages the audience.	Delivers a somewhat presented performance/artwork, but may lack polish and effectiveness in communicating the individual's faith or belief and engaging the audience.	Delivers a poorly presented performance/artwork that fails to effectively communicate the individual's faith or belief and engage the audience.