

7

Lesson Exemplar for Music and Arts

Quarter 1

Week

7

Learning Activity Sheet for Music and Arts Grade 7 Quarter 1: Week 7

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MATATAG K to 10 Curriculum Weekly Lesson Log	School	Grade Level	7
	Name of Teacher	Learning Area	Music and Arts
	Teaching Dates and Time	Quarter	1

	DAY 1 and 2
I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<i>A. Content Standards</i>	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.
<i>B. Performance Standards</i>	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
<i>C. Learning Competencies</i>	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.
<i>D. Learning Objectives</i>	<ol style="list-style-type: none"> 1. create a creative work about Filipino and Southeast Asian arts using relevant concepts, processes, and techniques; 2. understand the context of Filipino and Southeast Asian arts and include themes, motifs, and aesthetics in creative works; and 3. critique and improve a creative work about Philippines and Southeast Asian arts using peer feedback and self-reflection.
<i>E. Instructional Design framework feature (s)</i>	<p>Collaboration: Interaction among Learners, Peer Learning</p> <p>Creativity: Encouraging Original Thinking</p> <p>Innovative: Creativity and Originality</p> <p>Ideational: Critical Thinking, Higher Order Skills</p>
<i>F. 21st Century Skills</i>	<p>Learning and Innovation Skills: Creativity, Critical Thinking</p> <p>Communication Skills: Collaboration, Teamwork</p> <p>Information, Media and Technology Skills: Media and Technology Literacy</p>
II. CONTENT	Producing Contemporary and Emerging Artworks Inspired by Southeast Asian Traditions
III. LEARNING RESOURCES	
<i>A. References</i>	Tatler Asia. (n.d.). Works of BenCab. Retrieved June 28, 2024, from https://www.tatlerasia.com/lifestyle/arts/works-of-ben-cab

<p>B. Other Learning Resources</p>	
<p>IV. TEACHING AND LEARNING PROCEDURES</p>	
<p>Before/Pre-Lesson Proper</p>	
<p>Activating Prior Knowledge</p>	<p>Activity 1: Describe Me! (5 minutes)</p> <p>To review previous lessons, the teacher will display National Artist for Visual Arts BenCab’s iconic artwork “SABEL” and encourage students to identify its characteristics. Students will then express their thoughts on the artwork’s message by identifying the subject, theme, concept, medium, processes, and techniques. The teacher will provide a QR code to access the picture as a guide for identification.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="461 687 763 906"> <p>Subject</p> <ul style="list-style-type: none"> ➤ Theme ➤ Concept ➤ Medium ➤ Processes ➤ Techniques </div> <div data-bbox="860 588 1133 879">  </div> <div data-bbox="1171 564 1440 893">  </div> </div>
<p>Lesson Purpose/Intention</p>	<p>Teachers’ Instructions: (5 Minutes)</p> <p>Introduce the essential questions at the beginning of the lesson, explaining their relevance to the learning objectives and encouraging students to consider how these questions will guide their exploration and understanding throughout the lesson.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is the relationship between popular performing and visual arts trends and cultural identity and societal changes in the Philippines and Southeast Asian countries? 2. How can we effectively assess the quality and authenticity of creative works inspired by modern performing and visual arts in the Philippines and Southeast Asia?
<p>Lesson Language Practice</p>	<p>Activity 2: “ARRANGE ME” (10 minutes)</p> <p>Instructions:</p> <p>Ask the students to rearrange the jumbled letters to uncover important words linked to the film industry and let them match the correct term with the scrambled word.</p>

1. EOICTRRD _____ The person responsible for guiding and overseeing the creative aspects of a film's production, including directing actors, visuals, and overall storytelling. **DIRECTOR**
 2. TCRSITIRWPRE_____ The individual who writes the screenplay which serves as the foundation for the film's story, dialogue, and structure. **SCRIPT WRITER**
 3. CATRO_____ A performer who portrays characters in a film, bringing them to life through their acting skills and interpretations. **ACTOR**
 4. CEMUTOS_____ Clothing and accessories worn by actors to represent their characters' identities and styles within the film. **COSTUME**
 5. NACHELICT_____ Pertaining to the practical and technological aspects of filmmaking, including equipment, camera work, and production design. **TECHNICAL**
 6. EKAUMP_____ Cosmetics applied to actors to enhance appearances, create characters, or achieve specific visual effects. **MAKE UP**
 7. GHHCRAOPEREOR_____ A person who designs and coordinates the dance and movement sequences in a film, ensuring artistic and rhythmic coordination. **CHOREOGRAPHER**
 8. DOUNS_____ The auditory elements of a film, including dialogue, music, sound effects, and ambient noise. **SOUND**
 9. LREAHERSA_____ Practice sessions where actors and crew prepare for filming, refining performances, and testing technical aspects. **REHEARSAL**
- GIGLTNHI__ The strategic use of illumination to achieve desired visual effects and set the mood for scenes in a film. **LIGHTNING**

During/Lesson Proper

Activity 3: Southeast Asian Art Innovations Journey (20 minutes)

Teacher's instructions:

1. The teacher will introduce the key idea in the competency: "**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**".
2. Using highlighters or colored pencils, students will underline or highlight important terms:
 - produce creative works
 - contemporary
 - emerging
 - popular performing and visual arts

Reading the Key Idea/ Stem

	<ul style="list-style-type: none"> ➤ Philippines ➤ Southeast Asian countries ➤ concepts ➤ processes ➤ techniques ➤ practices <p>3. The teacher will ask the students to share what they think each highlighted term means. The teacher will guide the discussion to ensure understanding of each term, providing simple explanations and examples as needed.</p> <p>4. Once the activity is finished, the teacher will ask the class to prepare for the performance production.</p>
<p><i>Developing Understanding of the Key Idea/ Stem</i></p>	<p>Activity 4: Performance Production Preparation (40 minutes) Continuation from day 1 to 2</p> <p>Objective: To prepare students for producing their own creative works by applying the concepts, processes, techniques, and practices learned in previous lessons.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> • Concept notes from previous lessons • Art supplies (for visual arts projects) • Performance space (for performing arts projects) • Costumes, props, and other materials as needed • Planning worksheets • Reflection journals <p>Instructions:</p> <ol style="list-style-type: none"> 1. The teacher will emphasize to students the importance of creating original works based on modern and upcoming trends in performing and visual arts from the Philippines and specific Southeast Asian nations, using appropriate methods and ideas. 2. The teacher will explain that this task focuses on preparing for their final presentation or artistic creation, using the concepts and techniques they have already learned. 3. Summarize important ideas, procedures, methods, and strategies learned in earlier sessions. 4. The teacher will divide students into four groups based on their assigned task.

- Group 1: Music production
- Group 2: Theater production
- Group 3: Dance production
- Group 4: Visual Arts production

5. The teacher will ask every group to make presentations centered on the ideas, procedures, and application that were identified in the prior lessons.
6. Each group will be given a planning worksheet to detail their presentation. The worksheet must contain:
 - **Title of the project**
 - **Main concept/theme**
 - **Processes and techniques to be used**
 - **Materials needed**
 - **Roles and responsibilities within the group**
7. Each group will collaborate to complete their planning sheets, incorporating ideas from earlier lessons for their presentation.
8. Groups will start to collaborate on their assignments. This could include practicing for a show, making visual artwork, or a combination of both.
9. The teacher will remind students of the next steps and set expectations for the continuation of their projects in the next class session.

Planning Worksheet

Performance Production Planning Worksheet:

Title of the Project: _____

Main Concept/Theme: _____

Processes and Techniques to be Used: _____

Materials Needed: _____

Roles and Responsibilities:

Role 1: _____

Role 2: _____

Role 3: _____

Role 4: _____

Steps to Completion:

- 1.
- 2.
- 3.

<p><i>Deepening Understanding of the Key Idea/ Stem</i></p>	<p>Activity 5: Critique and Refinement (20 minutes)</p> <p>Objective: To enhance students' comprehension of the main concept through evaluation and improvement of their artistic projects.</p> <p>Materials Needed:</p> <ul style="list-style-type: none"> • Students' initial creative works (performances or visual arts) • Art supplies (for visual arts projects) • Performance space (for performing arts projects) • Video recording equipment (optional) <p>Instructions:</p> <ol style="list-style-type: none"> 1. The teacher will explain the objective of the activity. 2. Each group will present their initial creative artwork to the class. <p style="padding-left: 40px;">Group 1: Music production Group 2: Theater production Group 3: Dance production Group 4: Visual Arts production</p> <ol style="list-style-type: none"> 3. After each presentation, the teacher will provide constructive feedback. 4. Once the feedback is done, each group will gather to review the feedback they received. They will discuss the feedback and decide on specific changes or improvements to make to their presentation. 5. After finalizing the changes to their presentation, each group will work on refining their presentation. 6. Then, the teacher will summarize the activity and reinforce the importance of continuous improvement and peer feedback in the creative process.
After/Post-Lesson Proper	
<p><i>Making Generalizations and Abstractions</i></p>	<p>Activity 6: Step 1-2-3 Artistic Generalization (10 Minutes)</p> <p>Instructions:</p> <p>The teacher will ask students to make a conclusion by using the 1-2-3 artistic generalization method.</p>

	<p>Step 1: Review key concepts from lessons discussions.</p> <p>Step 2: Discuss and brainstorm in your groups to identify common themes and techniques.</p> <p>Step 3: Formulate generalizations and abstractions based on group observations.</p>
<i>Evaluating Learning</i>	<p>Activity 7: Storyboard Creation (10 minutes)</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1. Provide students with a clear understanding of the learning competency and the purpose of this activity: to visually outline their creative process using storyboards. 2. Students will create storyboards that illustrate their creative process, from initial concept to final execution, including key elements such as concepts, techniques, and practices learned in the unit. 3. Students will present their storyboards to the class, explaining how they applied the learned concepts and techniques in their creative work.
<i>Additional Activities for Application or Remediation (if applicable)</i>	
<i>Remarks</i>	Today's lesson on producing creative works in Southeast Asian arts emphasized practical application of learned concepts, processes, and techniques. Students demonstrated insightful creativity and skill in translating these elements into their artistic expressions.
<i>Reflection</i>	<p>Title: We Are Ready!</p> <p>Reflect on your journey in learning about Southeast Asian arts and creating your own artistic works. In your reflection, complete the phrase "We are ready" to describe how you feel about showcasing your creativity and skills. Consider what you have learned, the challenges you faced, and your growth throughout the process.</p>