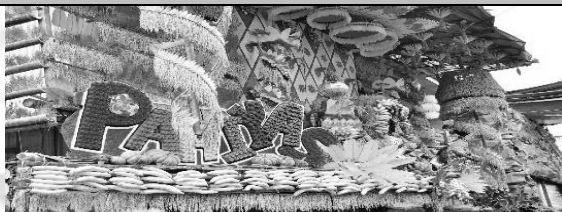






W1	Learning Area	ARTS	Grade Level	7
	Quarter	4 th	Date	
I. LESSON TITLE				
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		<ol style="list-style-type: none">1. Identifies the festivals celebrated all over the country throughout the year.A7EL-IVa-12. Researches on the history of the festival and theatrical composition and its evolution, and describe how the townspeople participate and contribute to the event. A7EL-IVb-23. Discusses the elements and principles of arts as seen in Philippine Festivals. A7EL-IVc-34. Explains what makes each of the Philippine festivals unique through a visual presentation. A7PL-IVh-15. 5. Designs the visual elements and components of the selected festival through costumes, props, etc. A7PR-IVd-1		
III. CONTENT/CORE CONTENT		Religious and Non-Religious Festivals		
IV. LEARNING PHASES AND LEARNING ACTIVITIES				
I. Introduction (Time Frame: <u>Day 1</u>)				
FESTIVALS IN THE PHILIPPINES				
Festivals are delightful events for the Filipinos, since we are art-loving and fun-loving people. One of the celebrations Filipinos like are the different festivals. Our country has different festivals that we celebrate. Most of them are religious but we also have non-religious ones. They celebrate it with passion and enthusiasm. People from other places even join their celebration to experience the fun and to see the beautiful costumes and props the locals use during the celebration.				
Religious Festivals				
				
PAHIYAS FESTIVAL COLORFUL HARVEST PARADE <p>Pahiyas' was derived from the word 'payas', which means decoration or to decorate .It is Originally known as the Feast of San Isidro, or San Isidro Pahiyas Festival.It is celebrated only for a day, every May 15 of each year. It showcases houses decorated with colorful "kiping" It is a thanksgiving for a bountiful harvest and in honor of the patron saint of farmers, laborers and peasants, San Isidro de Labrador</p>		FERTILITY DANCE OF OBANDO FERTILITY RITES <p>It is celebrated every May 17, 18, and 19 at the town of Obando, Bulacan to honor the three patrons, namely San Pascual de Baylon, Sta. Clara and Nuestra Senora de Salambao.The participants are childless couples from all over the region dance to the tune of Santa Clara Pinungpino in order to increase their chances of child birth</p>		
				
MORIONES FESTIVAL LENTEN PARADE <p>It is Lenten rites held annually on Holy Week on the island of Marinduque, Philippines , starts on Holy Monday and ends on Easter Sunday. Morion means "mask" or "visor" that covers the wearer's face. Depicts the story of St. Longinus, the Roman centurion that miraculously gained his eyesight when his eye was hit by Jesus' blood when he stabbed Jesus beside his torso.</p>		ATI-ATIHAN FESTIVAL GRAND PARADE <p>It is a festival in honor of the Santo Niño and is celebrated by rejoicing and energetic merriment on the streets. Atis the native of Panay .The name Ati means "make believe". It is held on the 3rd week of January every year in Kalibo, Aklan, province of Panay to honor the Santo Niño It is famous for being the wildest among the Filipino fiestas.</p>		
		SINULOG FESTIVAL <p>The City of Cebu is known for its lechon, dried mangoes and the Sinulog festival. It held every 3rd Sunday of January. Sinulog comes from the Cebuano word "sulog" which means "water current movement" which depicts the forward-backward step of Sinulog dance. It commemorates the Filipino people's acceptance of Christianity.</p>		

IV. LEARNING PHASES AND LEARNING ACTIVITIES



DINAGYANG FESTIVAL

It is a Hiligaynon word that means "merrymaking." Just like the Sinulog and Ati-Atihan Festivals, Dinagyang Festival is one of the religious festivities in the Philippines that celebrates the feast of the Santo Niño and the pact between the Datus and locals. Celebrated every 4th Sunday of January.



SANTACRUZÁN/FLORES DE MAYO PARADE

The biggest celebration during May. It is one of the May devotions to the Blessed Virgin Mary and lasts for the entire month. It honors the finding of the True Cross by Helena of Constantinople. One of the most colorful aspects of the festival is the portrayal of the characters, in which there are a lot and showing off the costumes.

NON-RELIGIOUS FESTIVALS



PANAGBENGA FESTIVAL FLOWER FLOAT PARADE

The Panagbenga Festival is held at Baguio City, the summer capital of the Philippines. Its name is called "The Blooming Flower Festival" which means season of blooming. The whole city celebrates at the town proper with different flower parades, street dances and other fun activities.



MASSKARA FESTIVAL COLORFUL SMILING MASK

It is celebrated every third weekend of October or the closest weekend to October 19 in Bacolod City. The province displays their most beautiful and colorful masks. The term Masskara came from the English word "mass" which means gathering of people and Spanish word "kara" that means face.



KAAMULAN FESTIVAL STREET DANCING

An ethnic festival celebrated by the 7 tribes that inhabited the region of Bukidnon. They are the Matigsalug, Tigwahanun, Higaunu, Umayamnun, Manobo, Bukidnon and Talaandig. They celebrate the festival by telling different old stories about the history of their tribes, playing songs and ethnic dances and reliving old rituals.



KADAYAWAN FESTIVAL "I-INDAK SA KADALANAN"

Celebrated in Davao city during August. It is a festival of thanksgiving for the gifts of nature, the wealth of culture and good harvest. The festival is celebrated by displaying various farming tools, fruits, vegetables, rice and corn grains to give tribute to their gods. The city also showcases different dances, floats and tribal costumes and jewelries.

D. Development (Time Frame: Day 2)

ACTIVITY 1: All About Festivals!

Directions: Choose the correct festival from the box that is being described by the statement. Write your answer on the space provided.

Non-Religious	Kaamulan	Kadayawan
Masskara	Panagbenga	Sinulog
Ati-Atihan Festival	Moriones	Dinagyang
	Obando Fertility Rites	

- _____ 1. It is a festival wherein 7 tribes are celebrated for their culture.
- _____ 2. Baguio City celebrates this festival to show their beautiful flowers
- _____ 3. A festival that celebrates culture, good harvest and history.
- _____ 4. Bacolod celebrates this festival to show that they can still face challenges with a smile
- _____ 5. Locals display farming tools, fruits and vegetables during this festival.
- _____ 6. The participants are childless couples from all over the region dance to the tune of Santa Clara Pinung-pino in order to increase their chances of child birth.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

- _____ 7. It is Lenten rites held annually on Holy Week on the island of Marinduque, Philippines
- _____ 8. Its name is called "The Blooming Flower Festival" which means season of blooming.
- _____ 9. It is a festival in honor of the Santo Niño and is celebrated by rejoicing and energetic merriment on the streets.
- _____ 10. It commemorates the Filipino people's acceptance of Christianity.

ACTIVITY 2: Philippine Festivals

Directions: Fill in the table with the needed information.

NAME OF FESTIVAL	CHARACTERISTICS (Elements and Principles of Arts)	HISTORY / SIGNIFICANCE	PLACE OF CELEBRATION	DATE OF CELEBRATION
1. Sinulog				
2. Panagbenga				
3. Moriones				
4. Masskara				
5. Ati-Atihan				

E. Engagement (Time Frame: Day 3.)

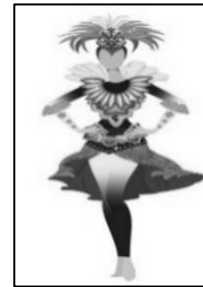
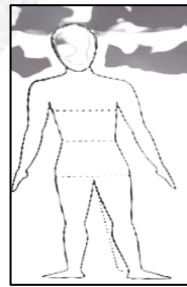
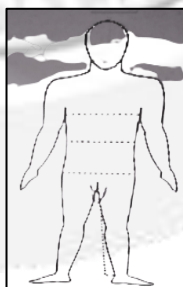
Activity 3: Put Your Best Costume On!

WHAT DO YOU NEED?

- Figure of a paper doll
- oslo paper
- scissors
- paste, / glue / tape
- Any available materials you can find at home that can help you in doing the activity.

WHAT TO DO!

- Choose a festival where you will based the costume you'll be creating. The costume includes the props, head dress and attire.
- Trace or copy the figure to determine the size. Your creation can be for male or female (example is provided below).
- Start doing the design you wants for the dress, head dress, and props.
- When done, dress up your paper doll by pasting every detail of your creation to the figure (as seen in the given example).
- Submit it to your teacher.



RUBRICS

	4 Excellent	3 Average	2 Below Average	1 Unsatisfactory
Originality	Total aspects of the festival costume are original.	Most aspects of the festival costume are original.	Some aspects of the festival costume are original	The festival costume is a copy of the designs in the lesson
Total Appearance	The output was finished and have a good appearance.	The output was finished but need some improvement	The output was finished but need lots of improvement	The output is unfinished.

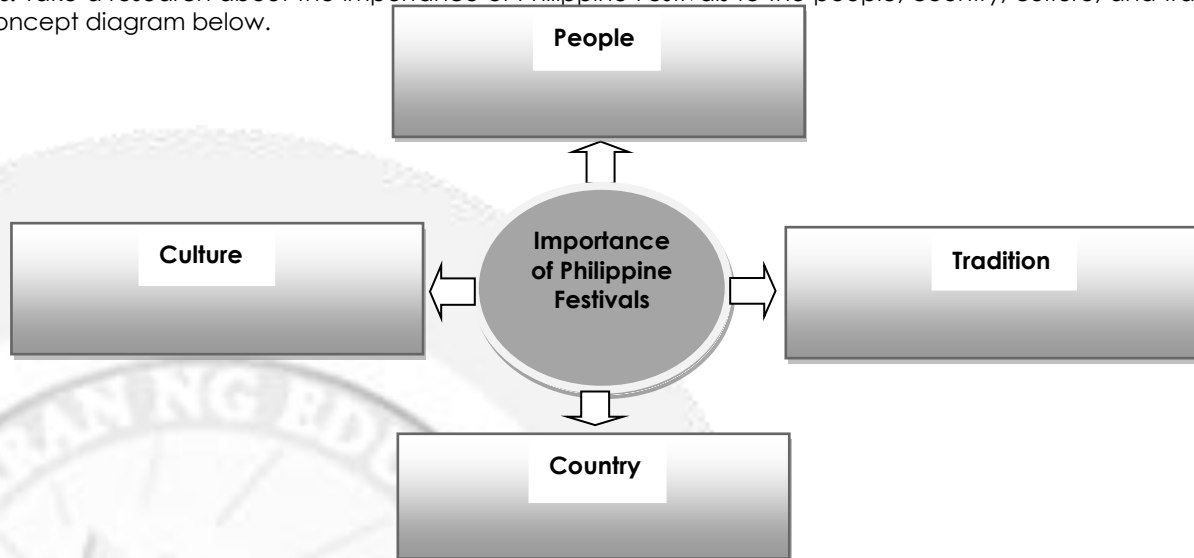
IV. LEARNING PHASES AND LEARNING ACTIVITIES

Elements of Arts and Principles of Design	All the elements of arts and design are present in the output	Most elements of arts and design are present in the output.	Elements of arts and design in the output are moderately used.	Used very few elements of arts and design in the output.
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A. Assimilation (Time Frame: Day 4)

ACTIVITY 4: Let's Sum it up!

Directions: Take a research about the importance of Philippine Festivals to the people, country, culture, and tradition. Write it on the concept diagram below.



V. ASSESSMENT (Time Frame: Day 4)

(Learning Activity Sheets for Enrichment, Remediation, or Assessment to be given on Weeks 3 and 6)

Directions: Answer the following questions briefly.

1. Is it significant to identify the festivals we have in the Philippines? Why?

2. How can you differentiate religious and non-religious festivals in the Philippines?

VI. REFLECTION (Time Frame: Day 4)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

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W1	Learning Area	ARTS 7	Grade Level	7
	Quarter	4th	Date	

I. LESSON TITLE	Philippine Theatrical Forms
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	<ol style="list-style-type: none"> 1. Analyzes the uniqueness of each group's performance of their selected festival or theatrical form;A7PR-IVh-2 2. Choreographs the movements and gestures reflecting the mood of the selected Philippine festival/theatrical form; A7PR-IVh-2 3. Shows skills in making a papier-mâché jar;A7PR-IVe-f-3 4. Improvises accompanying sound and rhythm of the Philippine festival/theatrical form;A7PR-IVe-f-4 5. Performs in a group showcase of the selected Philippine festival/theatrical formA7PR-IVg-5
III. CONTENT/CORE CONTENT	REPRESENTATIVE THEATRICAL FORM

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: __DAY 1 __)

Philippine theater comes in a variety of forms, and these includes religious and non-religious acts of production usually shown or performed during festivals covering a wide spectrum of resources and origins. Most of which are influenced by the Spanish and other Asian countries. Since the time of Dr. Jose Rizal, national hero, in the year 1898, Shadow Puppetry had already been formed in the Philippines when he staged the play entitled "Carillo". Rizal used a carton and a stick and he positioned this at the back of a large white cloth using a candle to illuminate the back of the puppets to create the shadows.

Shadow Puppetry or Shadow Play is an ancient Art form that uses flat, expressed figures to produce cut-out figures which are held together by sticks and sometimes threads to create to create movement which are shown behind a thin layer of cloth or screen and alight source to create the shadows. Shadow play is popular among various cultures and countries and has a long history of tradition, but the known origin was from a Chinese Legend that traces Shadow Theater or puppetry when a court magician comforted a gloomy emperor by "Conjuring up" his departed wife.



Shadow Puppet play "Sigaw" depicts the plight of Filipino workers in the U.S.

A drama that is performs through dance movements, frequently with dialogue or sometimes, even singing, dance drama is popular for retelling of famous, national literatures. Actors act out scenes through a complex gesture language, which imitates actions in real life and required rhythmic body movements as an expressive public performance. These movements are often accompanied by other elements, such as dialogue, pantomime, chants, and costumes. Though the main focus of the dance drama would be the movements and gestures of the actors, creating the right setup , props and costumes go a long way, and hust like any theater or drama performance, visual arts through costumes and settings play a big role in creating the right "feel" or "ambiance" to deliver the message of the story of the dance drama.



A work of art: Repertory PH's 'Alice in Wonderland

The earliest known form of organized theater is the Comedia or Moro-Moro, created by the Spanish priests. It is usually performed during festivals or fiestas, and is performed in villages throughout the Philippines. Each performance for each village differ from one another on how it is treated through retelling, but all are full of romance, melodrama, and the highlight which is the battle between the Christians and Muslim. All Moro-Moro plays follow a pattern of a love affair between a Muslim-Filipino prince and a Christian princess. Moros were portrayed as perpetual villains who always lost to Christians in the end. It depicts battles, in a rather comedic way, between Christians and Moros as Muslims in the Philippines prefer to be called.



'Komedya' in Baler, with real weapons | Inquirer Lifestyle

In the Philippines, the Sarswela or Zarzuela is a play with song and dances usually written in prose, depicting the peculiarity or romantic love among idealized Filipino characters that are often accompanied by topics of contemporary social, political, economic or cultural issues for relevance and added interest. Originating from the Spanish form of musical-theater, the dramatic action carried through the alternating combination of song and speech, and incorporates vocal ensembles, various types of folk music and dance. Zarzuelas are usually nationalistic in theme and plot and are showcased by actors and actresses wearing traditional costumes, our Filipinianas, Barong Tagalogs and other local wear in the conventional era. Philippines sarswela depicts storied told in integrated local folklore, projected by the actor characteristics in costumes, and traditional Filipino inspired props. Some of these props are made out of materials made from local resources such as capiz and rattan.



Walang Sugat: The Revival of Zarzuela

During the season of Lent, one of the most famous events that are shown is the theater play of Senakulo, usually depicting stories and events from the Old and New Testaments related to the life, sufferings and death of Jesus Christ. It takes

IV. LEARNING PHASES AND LEARNING ACTIVITIES

at least eight days to be performed, from Palm Sunday to Easter Sunday, in different places: on the street, on the stage, in a chapel or church. Traditionally, it is acted out on a proscenium-type stage, with painted cloths or paper backdrops, called telon. Locals act as soldiers, with menacing painted masks and armors, and act out scenes even outdoors. Making the costumes and props take a lot of thought and effort, to be able to represent the characters well, and that also includes creating the stage, when performed indoors, and what backdrops to use for which scenario. All in all, the creation of costumes, props and setting come together to support the creation of the whole production.



Senakulo 2015' replay today in Baguio City Mall

D. Development (Time Frame: DAY 2)

ACTIVITY 1: Fill Me!

Directions: Fill each blank with the correct answer. Write your answer on the space provided.

- _____ 1. Usually nationalistic in theme and plot and are showcased by actors and actresses wearing traditional costumes.
- _____ 2. It is popular among various cultures and countries and has a long history of tradition, but the known origin was from a Chinese Legend.
- _____ 3. It is usually performed during festivals or fiestas, and is performed in villages throughout the Philippines.
- _____ 4. Locals act as soldiers, with menacing painted masks and armors, and act out scenes even outdoors.
- _____ 5. In this play, actors act out scenes through a complex gesture language, which imitates actions in real life and required rhythmic body movements as an expressive public performance.

ACTIVITY 2: Complete Me!

Directions: Fill in the table with the correct answer to complete the sentence. Choose your answer inside the box.

Dance	Threads
Religious	Song
Dialogue	Non-Religious
Lent	Christians
Muslim	Sticks

Philippine theater comes in a variety of forms, and these include 1. _____ and 2. _____. acts of production usually shown or performed during festivals covering a wide spectrum of resources and origin. Shadow puppetry or shadow play is an ancient art form that uses flat, expressed figures which are held together by 3. _____ and sometimes 4. _____. A drama that is performs through dance movements frequently with 5. _____ or sometimes even singing, dance drama is popular for retelling of famous, national literatures. The highlight of Comedia or Moro-Moro is the battle between the 6. _____ and 7. _____.

In the Philippines, the sarswela or zarzuela is a play with 8. _____ and 9. _____ usually written in prose depicts the peculiarity of romantic love among Filipino. During the season of 10. _____, one of the famous events is the theater play of Senakulo.

E. Engagement (Time Frame: DAY 2-3)

ACTIVITY 3: MUSICAL CREATION

Directions: Out of recyclable and available materials in your home, create an improvised musical instrument that you can use for your next activity. Your creation will be graded base from the given criteria.

EXAMPLE:



RUBRIC:

CRITERIA	EXCELLENT 4	PROFICIENT 3	BASIC 2	BELOWBASIC 1
APPEARANCE/RESEMBLANCE OF THE INSTRUMENT				
CREATIVITY				
QUALITY OF SOUNDS				

IV. LEARNING PHASES AND LEARNING ACTIVITIES

CREATED

ACTIVITY 4: COMEDIA/MORO-MORO (Day 3-4)

Directions: In this activity you must find a partner (it may be your siblings, parents or whoever you are with at home) and watch the video link at <https://www.youtube.com/watch?v=F79RBOJDJqc> that will help you in performing this task. Create a short scenario about the battle between Christians and Muslim in Moro-Moro /Comedia and use your improvise musical instrument as accompaniment for your performance. Take a video of yourself as you do the activity. Be guided with the given criteria.

Rubric:

	4 Excellent	3 Proficient	2 Adequate	1 Limited
Characterization	Presented the character with compassion in all parts of the performance.	Presented the character with compassion in many parts. of the performance.	Presented the character with compassion in some parts of the performance.	Presented the character without compassion.
Achievement of Purpose	Purpose is clearly and effectively established in the performance.	Purpose is clearly established in most parts of the performance.	Purpose is established in some part of the performance.	Purpose is vaguely established in the performance.

A. Assimilation (Time Frame: DAY 4)

ACTIVITY 5: PAPER MÂCHÉ BOWL

Directions: Using newspaper or any papers available, create a Paper Mâché Bowl. Be guided with the criteria.

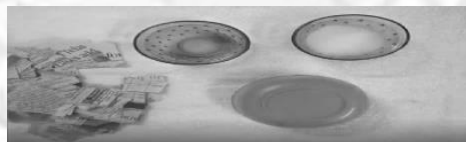
Materials: Newspaper/ any paper available, any bowl for molding, water, glue, and scissors

Procedure:

1. Cut the newspaper/ any paper available into squares.



2. Get the bowl, 1 glass of water, and 1 glass of mixed water and glue.



3. Dip one piece of newspaper/ any paper available at a time into the glass with water. Stick the cut newspaper under the bowl and smooth it down with your fingers. Completely cover the bowl with a layer of the saturated cut newspaper/any paper available. They should all be over-lapping and running in different directions.



4. Apply a second layer of cut newspaper/ any paper available. Repeat procedure no. 3 but now dip one piece of newspaper at a time into the glass with mixed water and glue. Apply more layers for stiffness.

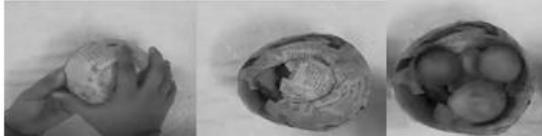


5. Stiffen it and trim the edges. Let it dry for few hours.



IV. LEARNING PHASES AND LEARNING ACTIVITIES

6. Carefully remove the papier mâché from the molded bowl. Decorate it (Optional)



Rubric:

Criteria	EXCELLENT (5PTS.)	GOOD (4PTS.)	BASIC REQUIREMENTS (3PTS.)	LITTLE OR NO EFFORT (2PTS.)
Planning	The artwork is planned carefully; understanding of all concepts and instruction is clearly demonstrated.	The artwork is planned carefully; understanding of most concepts and instructions is demonstrated.	The artwork shows little evidence of understanding the concepts and instructions.	The artwork shows no understanding of the concepts and instructions.
Craftsmanship	The artwork shows outstanding craftsmanship.	The artwork shows good craftsmanship.	The artwork shows limited craftsmanship.	The artwork shows poor craftsmanship.
Creativity	The artwork demonstrates an outstanding level of creativity.	The artwork demonstrates a satisfactory level of creativity.	The artwork demonstrates a basic level of creativity.	The artwork demonstrates very little creativity.

V. ASSESSMENT (Time Frame: DAY 4)

(Learning Activity Sheets for Enrichment, Remediation, or Assessment to be given on Weeks 3 and 6)

Directions: Answer the following questions briefly:

- If you were given the opportunity to watch a theatrical play, what theatrical play you would want to watch? Why?

- As a student, how can you help in preserving theatrical forms?

VI. REFLECTION (Time Frame: _____)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/ lesson.

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Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

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