

| W7  | Learning Area | MUSIC  | Grade Level | 8 |
|---|---------------|--|-------------|---|
|   | Quarter       | 4  | Date        |   |
| I. LESSON TITLE   |               | TRADITIONAL ASIAN THEATER MUSIC  |             |   |
| II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)  |               | <ul style="list-style-type: none"><li>Identifies musical characteristics of selected Asian musical theater through video films or live performances.</li><li>Describes the instruments that accompany Kabuki, Wayang Kulit, Peking Opera.</li><li>Describes how a specific idea or story is communicated through music in a particular Asian musical theater.</li><li>Improvises appropriate sound, music, gesture, movements, props, and costume for performance of a chosen Asian traditional musical and theatrical form.</li></ul> |             |   |
| III. CONTENT/CORE CONTENT   |               | JAPANESE THEATER (KABUKI), CHINESE THEATER (PEKING OPERA),<br>INDONESIAN THEATER (WAYANG KULIT)  |             |   |
| IV. LEARNING PHASES AND LEARNING ACTIVITIES   |               |  |             |   |
| <div>I. Introduction (Time Frame: <u>DAY 1</u>)</div> <div>JAPANESE THEATER</div> <p>The traditional form of popular theater began at the end of 16<sup>th</sup> century and soon became the most successful theater entertainment in the red-light districts of the great cities.</p> <p><b>Kabuki</b> - a form of traditional Japanese drama with highly stylized song, mime, and dance, now performed only by male actors, using exaggerated gestures and body movements to express emotions, and including historical plays, domestic dramas, and dance pieces.</p> <p><b>Vocal and Instrument Features</b></p> <p>Dances and movements are accompanied by shamisen music which collected and popularized a number of aspects from all previous forms of Japanese music, from <b>gagaku</b> (classic court music imported from China during the 18<sup>th</sup> century), kagura (performed in Shinto Shrines), no (chant derives from shomyo, the sophisticated and rich tradition of Buddhist chanting), down to the folk songs and fashionable songs of the day. The most popular shamisen music was called nagauta (long song) which reached golden age in the first half of the 19<sup>th</sup> century as dance music for the henge mono or quick-change pieces.</p> <p><b>Vocal Pattern and Techniques</b></p> <ul style="list-style-type: none"><li>Ipponchoshi – or the continuous pattern – used in speeches building up to an explosive climax in the aragoto (oversize, supernatural, rough hero) style, it requires an extraordinary breath control that only few experts succeed in achieving.</li><li>Nori Technique – adapted from the chanting of joruri, implies a very sensitive a capacity of riding the rhythms of shamisen (string instrument), declaiming each accompaniment.</li><li>Yakuharaitechnique – the subtle delivery of poetical text written in the Japanese metrical form of alternating seven and five syllables.</li></ul> <p><b>Naugata Music</b> – music is very flexible, can be performed by an entire orchestra of twenty musicians, of which ten are shamisen players, while other play flutes and drums.</p> <div>CHINESE THEATER</div> <p><b>Peking Opera</b> is a form of Traditional Chinese theater which combines music, vocal performance, mime, dance, and acrobatics.</p> <p>Peking Opera is not actually a monolithic form, but rather a coalescence of many older forms.</p> <p><b>Vocal and Instrument Features</b></p> <p>Performances are accompanied by music – usually played on three types of instrument wind, string, and percussion. The main instruments are Chinese in origin: the jinghu, a two –stringed instrument played with a bow, the yueqin, a four stringed instrument which is also plucked, the suona horn, Chines flutes, and a variety of gongs and cymbals. The melodies are rhythmic and graceful.</p> <p>The melodies played by the accompaniment mainly falls into three broad categories:</p> <ol style="list-style-type: none"><li><b>ARIA</b> – divided into those of the Ehuang and Xipi varieties. An example of Aria is wawadiao – sung by a young Sheng to indicate a heightened emotion.</li><li><b>QUPAI</b> – instrumental tunes that serve a wider range of purposes than arias.</li></ol> |               |  |             |   |

### INDONESIAN THEATER

**Wayang Kulit**- refers to kinds of puppets theaters. Sometimes the puppet itself is referred to as wayang. Performance of shadow puppet theaters is accompanied by gamelan orchestra in Java and by gender wayangin Bali. Wayang Kulit or shadow puppet.

#### Vocal and Instrumental Features

**Gamelan Ensemble** – comprised mainly by bronze, percussion instruments, augmented by other percussion instruments, strings and flute.

Full Javanese Gamelan ensemble consists of saron, gender, bonang, gong and kempul, kenong and ketuk, gabang, rebab, suling, kendang, tjelempung.

D. Development (Time Frame: DAY 2)

#### LEARNING TASK 1: "FILL ME UP"

Directions: Fill in the table below with the characteristics, vocal and instrumental features of the Asian Theater.

| JAPANESE THEATER | CHINESE THEATER | INDONESIAN THEATER |
|------------------|-----------------|--------------------|
|                  |                 |                    |

#### Learning Task 2: "WATCH AND LEARN"

Directions: Watch the Kabuki (<https://www.youtube.com/watch?v=67-bqSFJiKc>), Peking Opera (<https://www.youtube.com/watch?v=PnMRlzpO4nU>) and Wayang Kulit performances (<https://www.youtube.com/watch?v=pfydr04X2t0>). Based on the video, describe the different instruments that are used in the performance.

| KABUKI | PEKING OPERA | WAYANG KULIT |
|--------|--------------|--------------|
|        |              |              |

### Learning Task 3: "LET'S CONTINUE"

Directions: Answer the following questions.

- Based on your answers in task 2, what is your impression about their music?

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- Describe how a specific idea or story is communicated through their musical performance.

A. KABUKI

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B. PEKING OPERA

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C. WAYANG KULIT

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### E. Engagement (Time Frame: DAY 3)

#### LEARNING TASK 4: "LET'S MAKE IT!!!"

Directions: From the different materials that you can find at home, create an improvise musical instruments, props, and costumes to be used in imitating one of the Asian Theater of your choice:(choose one from Kabuki, Peking Opera, Wayang Kulit). Do practice your performance. Take a video of yourself as you do the activity and submit your output to your teacher. You will be graded based on this rubric.

#### RUBRICS FOR ASSESSMENT

| Criteria                     | Excellent<br>5pts  | Very Good<br>4pts   | Good<br>3pts  | Needs Improvement<br>2pts  |
|------------------------------|--|---|---|--|
| <b>Music</b>                 | The music chosen was closely related to the Asian Musical theater.             | The music chosen was more related to the Asian Musical theater.             | The music chosen was slightly related to the Asian Musical theater.         | The music used was not related to the Asian Musical Theater.               |
| <b>Gestures Or Movements</b> | All the movements used were appropriate to the selected Asian Musical theater. | Most movements used were appropriate to the selected Asian Musical theater. | Some movements used were appropriate to the selected Asian Musical theater. | Movements used were not appropriate to the selected Asian Musical theater. |
| <b>Costumes and Props</b>    | All costumes and props are suited to the selected Asian Musical Theater.       | Most costumes and props are suited to the selected Asian Musical Theater.   | Some costumes and props are suited to the selected Asian Musical Theater.   | Costumes and props are not suited to the selected Asian Musical Theater.   |

### A. Assimilation (Time Frame: DAY 3)

#### LEARNING TASK 5: "HEY, HEY, YOU ANSWER ME" (Day 4)

Directions: Answer the given questions below.

- How was the experience doing the learning task 4?

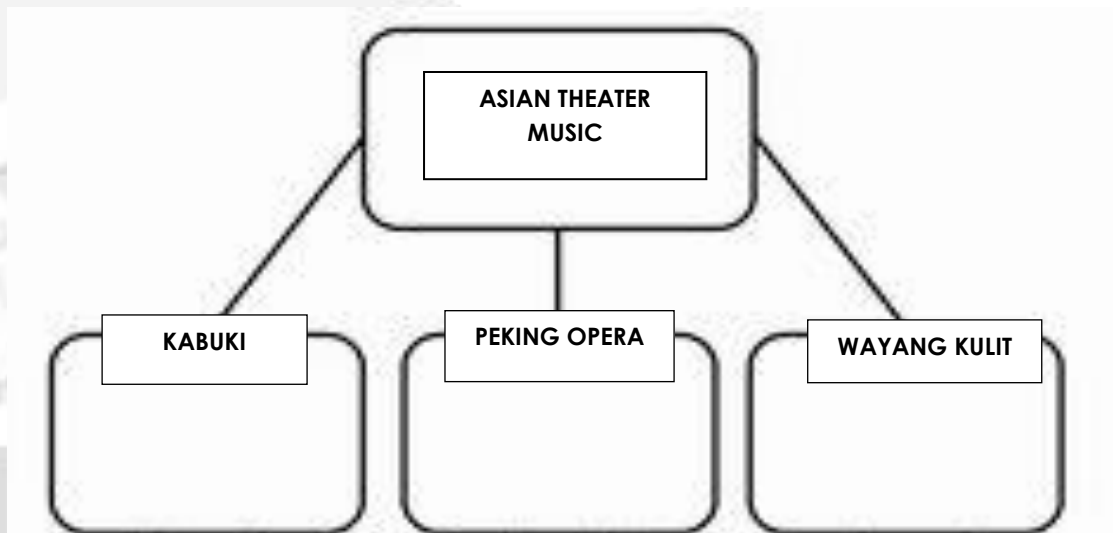
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2. How are the musical instruments from Asian Theater similar to ours?

### V. ASSESSMENT (Time Frame: DAY 4)

#### LEARNING TASK 6: "SHARE WITH ME"

Directions: Share your learning by means of filling the table below.



### 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 |
|---------------|----|---------------|----|---------------|----|
| Number 1      |    | Number 3      |    | Number 5      |    |
| Number 2      |    | Number 4      |    | Number 6      |    |

### VII. REFERENCES

Grade 8 Music and Arts Learners Module; Youtube; Google

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|--|---------------|--|-------------|---|
| W8   | Learning Area | MUSIC  | Grade Level | 8 |
|  | Quarter       | 4  | Date        |   |
| I. LESSON TITLE                                  |               | EAST ASIAN MUSICAL THEATER ARTFORM   |             |   |
| II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs) |               | <ul style="list-style-type: none"> <li>Performs selection/s from chosen Asian musical theater; (MU8TH-IVa-g-6)</li> <li>Evaluates music and music performances using guided rubrics applying knowledge of musical elements and style. (MU8TH-IVc-h-8)</li> </ul> |             |   |
| III. CONTENT/CORE CONTENT                        |               | Japanese Theater (Kabuki), Chinese Theater (Peking Opera), Indonesian Theater (Wayang Kulit)   |             |   |

## IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: Day1)

### JAPANESE THEATER

The traditional form of popular theater began at the end of 16<sup>th</sup> century and soon became the most successful theater entertainment in the red-light districts of the great cities.

The three major classical theaters in Japan are Kabuki, Noh, and Bunraku. All three of these performance types have been listed as UNESCO Intangible Cultural Heritages. Kabuki is a Japanese classical theater art form that can be traced back to the Edo Period. The word **Kabuki** is written with three characters that mean song (ka), dance (bu), and skill (ki). A typical kabuki show has elaborate costumes, exaggerated wigs, distinct make-up, over the top actions, and consists of an all-male cast. The emphasized movements in the performance are to convey certain meanings to the audience since many old Japanese words are used in the dialogue. Kabuki, traditional Japanese popular drama with singing and dancing performed in a highly stylized manner. A rich blend of music, dance, mime, and spectacular staging and costuming, it has been a major theatrical form in Japan for four centuries. The term kabuki originally suggested the unorthodox and shocking character of this art form. In modern Japanese, the word is written with three characters: ka, signifying "song"; bu, "dance"; and ki, "skill." Kabuki, traditional Japanese popular drama with singing and dancing performed in a highly stylized manner. A rich blend of music, dance, mime, and spectacular staging and costuming, it has been a major theatrical form in Japan for four centuries. The term kabuki originally suggested the unorthodox and shocking character of this art form. In modern Japanese, the word is written with three characters: ka, signifying "song"; bu, "dance"; and ki, "skill."

### CHINESE THEATER

**Peking Opera** is a form of Traditional Chinese theater which combines music, vocal performance, mime, dance and acrobatics. Peking Opera is not actually a monolithic form, but rather a coalescence of many older forms. Peking opera, or Beijing opera (Chinese: 京剧; pinyin: Jīngjù), is the most dominant form of Chinese opera which combines music, vocal performance, mime, dance and acrobatics. The music of Peking opera can be divided into the *xīpí* (西皮) and *èrhúáng* (二黄) styles. Melodies include arias, fixed-tune melodies and percussion patterns. The repertoire of Peking opera includes over 1,400 works, which are based on Chinese history, folklore and, increasingly, contemporary life. Traditional Peking opera was denounced as "feudalistic" and "bourgeois" during the Cultural Revolution (1966–1976) and replaced mostly with the revolutionary operas until the period's end. After the Cultural Revolution, these transformations were largely undone. In recent years, Peking opera has responded to sagging audience numbers by attempting reforms, include improving performance quality, adapting new performance elements, shortening works, and performing new and original plays.

### INDONESIAN THEATER

**Wayang Kulit**- refers to kinds of puppets theaters. Sometimes the puppet itself is referred to as wayang. Performance of shadow puppet theaters is accompanied by gamelan orchestra in Java and by gender wayangin Bali. Wayang Kulit or shadow puppet. Wayang Kulit, an Indonesian form of shadow puppetry, holds the audience's attention with riveting storylines executed masterfully by the dhalang, or puppeteer. The puppets are made of buffalo hide and intricately designed, down to the most minute detail of costume and color, to help the audience distinguish between the different characters. The dhalang tells the stories of kings, princesses, ogres, and knights, using deft hand movement and narration. While traditional performances used cotton sheets and oil lamps to create the play of light, electric bulbs or other sources of light are used today. Many of the plots draw from episodes seen in the Hindu epics Ramayana and Mahabharata. Wayang Kulit was declared a Masterpiece of Oral and Intangible Heritage of Humanity by UNESCO in 2003.

D. Development (Time Frame: Day 2)

### Learning Task 1: "WATCH and SEE"

Directions: Watch the Kabuki, Peking Opera ad Wayang Kulit performances using the following links below. Observe the presentation and answer the following questions.



### IV. LEARNING PHASES AND LEARNING ACTIVITIES

<https://www.youtube.com/watch?v=67-bgSFJiKc>  
<https://www.youtube.com/watch?v=PnMRlzpO4nU>  
<https://www.youtube.com/watch?v=pfydro4X2t0>

#### QUESTIONS:

1. How would you differentiate the three Asian Theaters based on the video clips?

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2. Describe how the musical elements reflect in the East Asian Culture?

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3. What is the importance of musical theater art forms in the daily lives of Asian people?

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4. How would you relate the Asian Theaters to the Theaters in the Philippines?

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5. How would you describe the costumes and props they used?

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#### E. Engagement (Time Frame: Day 3)

#### LEARNING TASK 2: "SHOWTIME"

##### Directions:

1. Make a 1-minute performance imitating a scene from Peking Opera.
2. You may use any materials that are available at home for your costume, music and props.
3. Take a video of your performance and submit it to your teacher.
4. You will be graded based on this rubric.

#### RUBRICS FOR ASSESSMENT

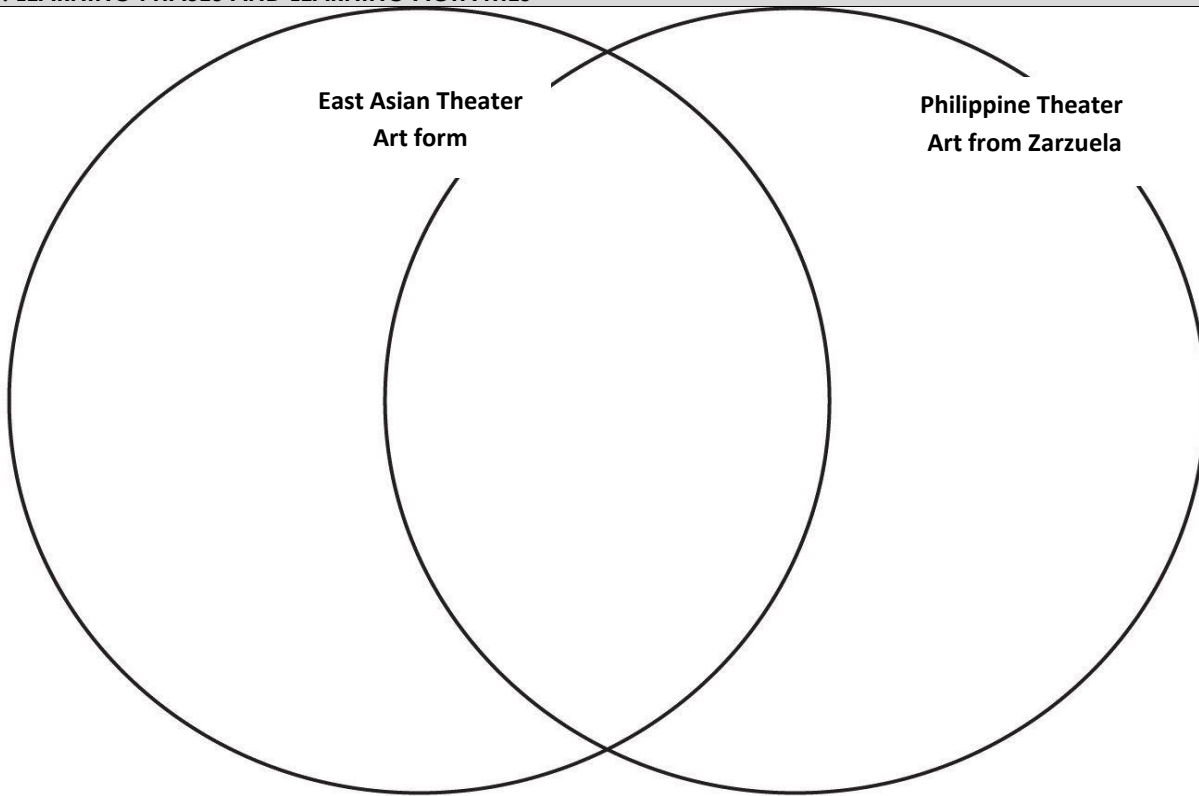
| Criteria                     | Excellent<br>5pts  | Very Good<br>4pts  | Good<br>3pts  | Needs Improvement<br>2pts  |
|------------------------------|--|--|---|--|
| <b>Music</b>                 | The music is related to the Asian Music Theater chosen.                  | The music chosen was closely related to Asian Music Theater.                       | The music needs to be more related to Asian Music theater.  | The music was not related to Asian music theater.  |
| <b>Gestures or Movements</b> | All the movements were appropriate to the selected Asian Music Theater.  | The movements were closely related to the selected Asian Music Theater.            | Some movements were related while other gestures were not.  | Most movements were not related to the selected Asian music theater.                         |
| <b>Costumes and Props</b>    | Costumes and props are all inclined with the chosen Asian Music Theater. | Costumes and props used were closely inclined with the chosen Asian Music theater. | Costumes and Props were good but can still be improved to be more inclined with the chosen Asian music theater. | Costume and props need more precise details to be related to the chosen Asian music theater. |

#### A. Assimilation (Time Frame: Day 3)

#### LEARNING TASK 3: "COMPARE AND CONTRAST"

Directions: Using the diagram below, write the similarities and differences of Traditional East Asian Theater Art form to the Philippine Theater Art form Zarzuela.

## IV. LEARNING PHASES AND LEARNING ACTIVITIES



## V. ASSESSMENT (Time Frame: Day 4 )

### LEARNING TASK 4: "LET'S CONNECT"

Directions: Answer the following questions.

1. What have you learned from the East Asian Musical Theater art form?

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2. How would you relate the Music of East Asian theater art form to the Philippines?

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3. What is the significant learning that you may use in your daily living?

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4. How would you relate the costumes of Asian Theater to the costumes used in the Philippine Theater?

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### IV. LEARNING PHASES AND LEARNING ACTIVITIES

### VI. REFLECTION (Time Frame: Day 4 )

- The learner communicates the explanation of their personal assessment as indicated in the **Learner's Assessment Card**.
- The learner, in their notebook, will write their personal insights about the lesson using the prompts below.
  - I understand that \_\_\_\_\_
  - I realize that \_\_\_\_\_
  - I need to learn more about \_\_\_\_\_
- 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      |    |

### VII. REFERENCES

Learner's Module Physical Education and Health 8  
 Internet  
<https://alljapantours.com/japan-attraction/traditional-performing-arts/#:~:text=The%20three%20major%20classical%20theaters,back%20to%20the%20Edo%20Period.>  
<https://asiasociety.org/new-york/wayang-kulit-indonesias-extraordinary-shadow-puppetry-tradition>

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