

USER ADVISORY

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The CMaps are aligned with the Revised K-10 Curriculum of DepEd, which is being implemented in phases nationwide starting SY 2024-2025. Teachers from both private and public schools may use these CMaps to support the implementation of the Revised K-10 Curriculum.

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Unit Curriculum Map

Q1

Music and Arts 8

Emerging Popular Music and Arts in Asia and their Cultural Influences



TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
<p>QUARTER 1</p> <p>Theme: “Emerging Popular Music and Arts in Asia and their Cultural Influences”</p> <p>A. I. PERFORMING ARTS</p> <p>A. Music</p> <p>1. Emerging Popular Music</p> <ul style="list-style-type: none"> Vocal music Instrumental Music <p>Musical Behaviors: Listening; Observing; Describing; Responding; Improvising; Composing; Producing; Presenting; Reflecting; Valuing; Innovating</p>	<p>The learners demonstrate understanding of relevant emerging and contemporary concepts, techniques, processes, and/or practices in selected Asia popular music and arts and their cultural influences.</p>	<p>The learners produce integrated creative works by using relevant and contemporary concepts, techniques, processes, and/or practices in selected Asian representations of popular cultures.</p>	<p>A.1. Explore the concepts (e.g. viral, eclectic, fandom), techniques (e.g. hook, fusion), processes (e.g. storyboarding), and/or practices (e.g. collaboration, live streaming) of emerging popular performing (i.e. J-Pop, K-Pop) and visual arts (music video) in selected East Asian countries (i.e. Japan, South Korea)</p>	<p>A1.1 Short Written Response (Concepts, Techniques, Processes, and/or Practices)</p> <p>A1.2 Matching and Short Answer (Concepts, Techniques, Processes, and/or Practices)</p> <p>A1.3 Sequencing (Music Video Production)</p>	<p>A.1.1 Music Video Watching and Presentation</p> <p>A1.2 Graphic Organizer: Venn Diagram</p> <p>A1.3 Graphic Organizer: Sequence Chart</p>	<p>A.1.1.1.The Evolution of J-Pop from Traditional to Modern https://toxigon.com/the-evolution-of-j-pop-from-traditional-to-modern</p> <p>A.1.1.2.Decoding K-Pop Culture: A Deep Dive into Its Global Impact https://thekoreaninme.com/blogs/kpop/decoding-k-pop-culture-a-deep-dive-into-its-global-impact/#:~:text=K-Pop%2C%20short%20for%20Korean%20popular%20music%2C%20has%20evolved,fashion%2C%20beauty%2C%20and%20lifestyle</p>	<p>A.1.1.Unity in Diversity</p>

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
<p>B. Theater</p> <p>1. Emerging Popular Asian Theater Forms and Narratives</p> <p>C. Dance</p> <p>1. Emerging Popular Dance Forms</p> <p>II. VISUAL ARTS A. Visual Art</p> <p>1. Painting Styles; Tattooing and Body Piercing</p> <p>B. Integrative Arts</p> <p>1. Webtoon; Animation; Music Videos</p> <p>Arts Processes: Observing; Perceiving; Imitating; Drawing; Responding; Creating; Innovating</p> <p>Materials: Any available local (natural and synthetic) materials.</p> <p>The selection of countries for this</p>						<p>%20trends%20around%20the%20world.</p> <p>A.1.1.3.What's the Difference Between K-Pop and J-Pop? Kpop vs Jpop https://www.youtube.com/watch?v=hFXell4fBuE</p> <p>A.1.1.4The Art and Business of Music Video Production: A Comprehensive Guide https://robinpiree.com/blog/music-video-production</p>	
			<p>A.2 Analyze the cultural influences (e.g. origin, media influence), relationships (e.g. historical connection, cross-cultural exchange, industry structure), and characteristics (e.g. visual styles, themes, production approach)</p>	<p>A.2.Claim-Evidence-Reasoning</p>	<p>A.2.Claim-Evidence-Reasoning</p>	<p>A.2.1ARTICLE entitled “<i>The Development Dynamics of J-Pop and K-Pop in Japan and South Korea in the Globalization Era</i>” https://ijrehc.com/uploads2024/ijrehc05_53.pdf</p>	<p>A.2.1.Cultural Appreciation</p> <p>A.2.2Collaboration</p> <p>A.2.3.Critical Thinking</p>

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
quarter will be dependent on the extent of foreign influences and/or the presence of foreign (Asian) nationals dominant in one's locality/region.			(similarities and differences) of emerging and contemporary concepts (e.g. viral, eclectic, fandom), techniques (e.g. hook, fusion), processes (e.g. storyboarding), and/or practices (e.g. collaboration, live streaming) in various East Asian (Japan, South Korea) popular performing (J-Pop, K-Pop) and visual arts (music video)			<p>A.2.2.Supporting Article: J-Pop vs. K-Pop: A Comprehensive Analysis of Japan's Music Scene and Global Influence https://becauseibeli.eveblog.com/j-pop-music-scene-and-global-influence/</p> <p>A.2.3.Supporting Youtube Videos: K-POP SNSD "GEE" https://www.youtube.com/watch?v=U7mPgycQ0tQ&list=RDmQqZQ3WGUAbsFdieMF6VaNYA&start_radio=1</p> <p>A.2.4.K-POP SNSD "Mr. Taxi" https://www.youtube.com/watch?v=Fzr2Nv8NTEE&list=RDmQqZQ3WGUAbsFdieMF6VaNYA&index=8</p>	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
						<p>A.2.5.K-POP TWICE “What is Love?” https://www.youtube.com/watch?v=i0p1bmr0EmE&list=RD EMqZQ3WGUAbsF dieMF6VaNYA&index=14</p> <p>A.2.6.K-POP BTS “Dynamite” https://www.youtube.com/watch?v=gZLi9oWNZg</p> <p>A.2.7.J-POP ARASHI “Love So Sweet” https://www.youtube.com/watch?v=EAqACSowE5k</p> <p>A.2.8.J-POP ARASHI “Do You...?” https://www.youtube.com/watch?v=jnGSFu0x7pk&list=PLQ9gNDER2MhZG8CSUpArY-XaofHlbXWC9&index=1</p>	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			A.3. Evaluate representative creative works (music video) based on concepts (e.g. viral, eclectic, fandom), techniques (e.g. hook, fusion), processes (e.g. storyboarding), and/or practices (e.g. collaboration, live streaming) of emerging and contemporary East Asian (Japan, South Korea) popular performing (J-Pop, K-Pop) and visual arts (music video).	A.3.Creative works review using a rubric	A.3.Short Clip Viewing	A.3.1.“Billboard Japan Hot 100 Singles Top 25 of January 18th, 2025” https://www.youtube.com/watch?v=72E3G9a5NqA A.3.2.“Billboard Hits of The World: South Korea Top 25 (January 18th, 2025)” https://www.youtube.com/watch?v=qyrI9ly4Ogo	A.3.1.Cross-Cultural Understanding
			A.4. Plan a creative work applying relevant concepts (e.g. viral, eclectic, fandom), techniques (e.g. hook, fusion), processes (e.g. storyboarding), and/or practices (e.g. collaboration, live streaming) of emerging and contemporary East Asian popular performing (J-Pop, K-	A.4.Written draft of lyrics	A.4.Free writing activity	A.4.1.“The Simple Songwriting Formula that Changed Everything for Me” https://www.youtube.com/watch?v=My2AKeFwLul A.4.2.“How to Make a Music Video: Storyboards”	A.4.Creativity

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			Pop) and visual arts (music video).			https://www.youtube.com/watch?v=g_z8dV8HNsM	
			A.5. Integrate relevant concepts (e.g. viral, eclectic, fandom), techniques (e.g. hook, fusion), processes (e.g. storyboarding), and/or practices (e.g. collaboration, live streaming) of emerging and contemporary East Asian (Japan, South Korea) popular performing and visual arts in the production of their creative work (vocal music, music video).	A.5.Production of integrative popular performing and visual arts.	A.5.1.Scaffolds 1: Modelling of creative work (music video) A.5.2. Scaffold 2: Guided Practice on how to make a creative work (music video) A.5.3. Scaffold 3: Independent Practice (Student do the creative work on their own)	A.5.1 “how to structure a kpop song” https://www.youtube.com/watch?v=M0auG8NYafo A.5.2 “The Making Of A K-Pop Music Video” https://www.youtube.com/watch?v=VjTiEqLmkiU	A.5.1. Collaboration A.5.2. Creativity

Unit Curriculum Map

Q2

Music and Arts 8

Conventional Significant Folk Music and Arts of Asia



TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
QUARTER 2 THEME: <i>"Conventional Significant Folk Music and Arts of Asia"</i> A. I. PERFORMING ARTS A. Music 1.Asian Folk Songs Musical Behaviors: <ul style="list-style-type: none"> ❖ <i>Listening;</i> ❖ <i>Observing;</i> ❖ <i>Describing;</i> ❖ <i>Responding;</i> ❖ <i>Finding Connections</i> ❖ <i>Composing;</i> ❖ <i>Presenting;</i> ❖ <i>Reflecting;</i> ❖ <i>Valuing</i> B. Theater 1. Puppet Shadow Plays	The learners demonstrate understanding of significant folk Music and Arts of selected Asian countries in relation to the relevant conventional and emerging concepts, techniques, processes, and/or practices of their integrated creative work.	The learners produce creative works of selected Asian communities based on relevant conventional and emerging concepts, techniques, processes, and/or practices in Music and Arts.	A.1: Determine distinct characteristics of significant folk performing arts (e.g., shadow puppetry, ritual dance, ensemble music) and visual arts (e.g., textile patterns, indigenous painting, symbolic ornamentation) as applied in the conventional significant folk performing arts and visual arts of Asia (Indonesia, India, and the Philippines).	A.1.1 Enumeration Key characteristics of folk performing and visual arts from select Asian cultures.	A.1.1 Gamification Plays interactive quiz or digital game identifying traits of Asian folk arts.	A.1.1 East Asian music vis-à-vis that of other major cultures Link: https://www.britannica.com/art/East-Asian-arts/Music A.1.2AMusic in Southeast Asian Arts - General Characteristics Link: https://www.britannica.com/art/Southeast-Asian-arts/Music A.1.3SOUTHEAST ASIA (2017) - A Cultural Kaleidoscope Link: https://www.youtube.com/watch?v=Wp5Q0v459g0&t=64s	A.1.Cultural Appreciation and Respect
			A.2. Relate significant folk performing arts (e.g., shadow	A.2.1 Short Response Brief explanation	A.2.1 Four Corners Takes a stand on	A.2.1 Inspirations and Influences of Contemporary Art from	A.2.Cultural Self-Awareness and Ownership

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
C. Dance 1. Asian Folk Dances II. VISUAL ARTS A. Visual Art 1. Textile 2. Weaving 3. Pottery 4. Painting 5. Sculpture 6. Crafts Arts Processes: <ul style="list-style-type: none">❖ Describing❖ Responding❖ Creating❖ Improvising❖ Presenting Materials: Any available local (natural and synthetic) materials. The selection of countries for this quarter will be dependent on the extent of foreign influences and/or the presence of foreign			puppetry, ritual dance, ensemble music) and visual arts (e.g., textile patterns, indigenous painting, symbolic ornamentation) of Asia (Indonesia, India, and the Philippines) to emerging creative concepts (e.g., cultural hybridity, identity expression), processes (e.g., digital remixing, reinterpretation), and artistic practices (e.g., tattoo art, multimedia installations).	connecting traditional Asian folk art forms to modern creative expressions. A.2.3. C-E-R (Video-Based Response) Presentation of a CER analysis on how Southeast Asian contemporary arts reflect cultural identity, using insights from two video documentaries.	prompts comparing traditional and contemporary arts, then defends their reasoning through discussion A.2.3. Video Watching with C-E-R Guide Watching two curated videos and completing a C-E-R response identifying cultural influences and artistic practices. Analysis Question: How does contemporary and emerging arts reflect cultural identity and diversity in the Philippines and Southeast Asia	Southeast Asia: Philippines Link: https://www.youtube.com/watch?v=4yV6XOns3Oo A.2.3.1 S.E.A. Focus 2023 - Emerging Artists in Southeast Asia Link: https://www.youtube.com/watch?v=FRkfrcl6iCs [TRAILER] A.2.3.2 Ensemble Æquilibrium introduces "Unboxing New Music: Sounds of Asia" Link: https://www.youtube.com/watch?v=9jfsTRSPEvo	
			A.3. Evaluate	A.3. Rubric-Based	A.3. Short Clip	A.3.1 Babaylan Live	

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
(Asian) nationals dominant in one's locality/region.			representative creative works of selected Asian communities (Indonesia, India, and the Philippines) based on relevant conventional and emerging concepts (e.g., symbolism, ritual function), emerging techniques (e.g., mixed media, stylization), creative processes (e.g., cultural fusion, reinterpretation), and artistic practices (e.g., performance curation, installation art) in folk performing arts (e.g., shadow puppetry, ritual dance, ensemble music) and visual arts (e.g., textile patterns, indigenous painting, symbolic ornamentation).	Evaluation: Analyzing Cultural Influences in Selected Philippine and Southeast Asian Creative Works (Music, Visual Art, Dance, Theatre)	Viewing and Guided Review: Identifying Cultural Subjects, Themes, and Techniques in Contemporary and Emerging Arts	Performance - Talahib People's Music Link: https://www.youtube.com/watch?v=KsfxDmH0hnk A.3.2.See Tinh Link: https://www.youtube.com/watch?v=AKChFg7ku2A A.3.3.Siti Badriah - Lagi Syantik- Link: https://www.youtube.com/watch?v=Tet6_BIStEM&list=PL2wGkZL_--7F3tkQz9RzukkYpASvAvIM4	Cultural Interpretation and Representation
			A.4. Integrate relevant conventional and emerging concepts (e.g., symbolism, ritual function), techniques (e.g., mixed media,	A.4. Performance Task: Production of a Cultural Integration Creative Work (Music, Visual Art, Dance, Theatre)	A.4.1.Scaffold 1: Modeling: Modeling Stage Think aloud demonstration activity —	A.4.1.1.UP Kontemporaryong Gamelan Pilipino (Kontra GaPi) - Freshie Orientation Program 2023	A.4. Creative Responsibility and Cultural Sensitivity

TOPIC/QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			stylization), creative processes (e.g., cultural fusion, reinterpretation), and artistic practices (e.g., performance curation, installation art) of significant Asian folk performing arts (e.g., shadow puppetry, ritual dance, ensemble music) and visual arts (e.g., textile patterns, indigenous painting, symbolic ornamentation) in the production of one's creative works.	Highlighting Contemporary and Southeast Asian Influences	Exploring Exemplars of Cultural Integration in Philippine and Southeast Asian Contemporary Arts <u>A.4.2 Guided Practice</u> Teacher-Guided Activity — Planning Cultural Integration Concepts in a Creative Work <u>A.4.3 Independent Practice</u> Group Production Activity — Creating a Cultural Integration Creative Work (Music, Visual Art, Dance, Theatre)	Link: https://www.youtube.com/watch?v=0swr6L7PTjc A.4.1.2 Five Emerging Artists to invest in right now Link: https://blueprint-onemega.com/art-design/top-most-promising-local-artists-in-the-philippines/ A.4.1.3. These 3 Filipino Artists Bring Climate Change Awareness Through Art Link: https://vogue.ph/lifestyle/artists-for-climate-change/	

Unit Curriculum Map

Q3

Music and Arts 8

Conventional Significant Court Music and Arts of Asia



TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
QUARTER 3 Theme: “Conventional Significant Court Music and Arts of Asia” A. I. PERFORMING ARTS A. Music 1. Court Music of Asia Musical Behaviors: Listening; Observing; Describing; Responding; Finding Connections; Improvising; Producing; Presenting; Reflecting; Valuing B. Theater 1. Puppetry; Drama; Rituals/Ceremonies (e.g., Tea Ceremonies, Wedding Rituals) 2. C. Dance	The learners demonstrate understanding of significant court Music and Arts through creative works using relevant conventional concepts, techniques, processes, and practices in selected Asian communities	The learners produce creative works inspired by selected Asian court Music and Arts using relevant conventional and emerging concepts, techniques, processes, and practices.	A.1 Differentiate conventional and emerging concepts, techniques, processes, and/or practices in selected East Asian court performing and visual arts (e.g. Japanese Bugaku, Gagaku; Korean Chong-ak, Chinese Yayue)	A.1 Matching Type: Conventional and emerging concepts, techniques, process and practices of Asian court performing and visual arts	A.1 2-Column Comparison Table	A.1.1. Japanese Court Music and Dance: Gagaku and Bugaku https://alliwalk.com/blog/2019/10/japanese-court-music-and-dance-gagaku-and-bugaku/?utm_source=chatgpt.com A.1.2. Aesthetic Appreciation of Japanese Traditional Dance: A Mixed-Methods Cross-Cultural Study https://www.researchgate.net/publication/392199683_Aesthetic_Appreciation_of_Japanese_Traditional_Dance_A_Mixed-Methods_Cross-Cultural_Study	A.1. Cultural Appreciation

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
1. Traditional Court Dance II. VISUAL ARTS A. Visual Art 1. Calligraphy, Painting, Sculpture, Architectural details						A.1.3.Court Instrumental Music. https://www.britannica.com/art/Korean-music/Court-instrumental-music	
			A.2. Examine representative creative works using relevant conventional and emerging concepts, techniques, processes, and/or practices in selected East Asian court performing and visual arts (e.g. Japanese Bugaku, Gagaku; Korean Chong-ak, Chinese Yayue)	A.2. Concept Mapping with Guide Questions	A.2. Video Clip Analysis	A.2.1.Gagaku 雅楽 - Medieval Japanese Court Music - Kunaichō Gakubu. https://www.youtube.com/watch?v=lqkSCjX6ujM A.2.2 Musica tradicional coreana - Yeominrak https://www.youtube.com/watch?v=XE5INDDDVY&list=PLZ4MMB8GeEdAODERp8fPvICUB3AuQONK0 A.2.3. Authentic Chinese Classical Music - Ming Dynasty Court and Taoist music (Yanyue)	A.2. Cross-Cultural Understanding

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
						https://www.youtube.com/watch?v=-jAoD0ebhFY	
			A.3. Apply the salient features of relevant conventional and emerging concepts, techniques, processes, and/or practices of selected East Asian court performing and visual arts (e.g. Japanese Bugaku, Gagaku; Korean Chong-ak, Chinese Yayue) in their creative works (Performance: Role Play or Re-enactment)	A.3.Initial Demo	A.3. Brainstorming activity during the planning stage of the PT	A.3. Brainstorm worksheet https://docs.google.com/document/d/1LvGb7ZFnQI54RLDYIKJMx0jvxefdHZs8DseF73snzUQ/edit?usp=sharing	A.3. Competence And Collaboration
			A.4. Produce a creative work (Performance: Role-play or re-enactment) through a performance inspired by East Asian court music and arts (e.g. Japanese Bugaku, Gagaku; Korean Court Performance, Chinese Yayue) using either conventional or	A.4.Performance Task: Creative work (live performance, video recording or online performance) of East Asian court music , integrating at least 2 art forms.	A.4.Scaffold Activities 1. Modeling of a sample integrative art featuring court music using “Think-A-Loud” 2. Guided Practice using template in preparing for the performance	A.4.1. Bugaku Dance A.4.2. Korean Court A.4.3. Performance	A.4.1. Creativity

TOPIC	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENTS	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			emerging concepts, techniques, processes and/or practices.		3. Checklist 4. Actual performance of the creative work 5. Checklist		
			A.5. Assess their performance competency in the production of a creative work (Performance: Role-play or re enactment) based on concepts, processes, techniques and or practices used in East Asian court performing arts (e.g. Japanese Bugaku, Gagaku; Korean Chong-ak, Chinese Yayue).	A.5.Self Assessment of Performance Task	A.5.Performance Task Evaluation	A.5. Rubric https://docs.google.com/document/d/1vw1xgmURkU7ChEOhWczKdl2VC23HmUSggSNHP91lhj8/edit?usp=sharing	A.5. Cross-Cultural Understanding

Unit Curriculum Map

Q4

Music and Arts 8

Integrative Creative Works of Selected Asian Music and Arts



TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
QUARTER 4 Theme: “ Integrative Creative Works of Selected Asian Music and Arts ” PERFORMING ARTS / VISUAL ARTS A. I. Asian Performing and Visual Arts A. Festivals/ Productions <ul style="list-style-type: none"> • Shadow Plays • Drama • Puppetry • Musical Plays • Dance • Films Musical Behaviors: <i>Planning; Composing; Arranging; Improvising; Collaborating; Producing; Presenting; Reflecting; Valuing; Critiquing; Innovating</i>	The learners demonstrate understanding of selected Asian Music and Arts and their cultural influences in the production of one’s integrative creative work	The learners produce integrative creative works based on selected Asian music and arts using relevant, conventional, and emerging concepts, techniques, processes, and/or practices in Music and Arts	A.1. Identify the characteristics (e.g. beliefs, identity, functions, cultural meanings) of representative integrative creative works (e.g., shadow plays, drama, puppetry, musical plays) featured in performing and visual arts festivals or productions (e.g., Noh Theatre, Pansori, Peking Opera) from selected East Asian countries (Japan, Korea, and China)	A.1. Matching on country of origin, artistic form, and cultural characteristics based on simple prompts or images	A.1. Memory Match (Gamification) Matching terms with their corresponding characteristics or country by flipping pairs of face-down cards	A.1.1. Dogorova, N. A., & Lu, H. (2025). The phenomenon of Peking Opera: Syncretic nature, symbolism, convention and canons. <i>Pan-Art</i> , 5(1). https://doi.org/10.30853/pa20250011 A.1.2. Lyons, M., Minoshita, M., Nishimura, M., & Miyata, T. (2013). Shadows alter facial expressions of Noh masks. <i>PLoS ONE</i> , 8(7), e70107. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737093/	A.1. Cultural Awareness and Appreciation
			A.2. Distinguish the cultural influences (e.g. geography, religion, entertainment,	A.2.Fill-in the Blanks on specific cultural influences related to East Asian	A.2.Gallery Walk with Cloze Hunt + Video Viewing A gallery of visuals, texts, or video clips	A.2.1. Wang, A. Y. (2023). Philosophizing time in Sinitic opera. <i>Music</i>	A.2.1. Intercultural Understanding A.2.2. Cultural Sensitivity

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
Arts Processes: <i>Observing; Creating; Directing; Role-playing; Presenting; Performing; Reflecting</i> Materials: Any available local (natural and synthetic) materials <i>The selection of countries for this quarter will be dependent on the extent of foreign influences and/or the presence of foreign (Asian) nationals dominant in one's locality/region.</i>			customs, and traditions) of selected East Asian (Japan, Korea, and China) performing and visual arts festivals and productions (e.g., Noh Theatre, Pansori, Peking Opera)	performing and visual arts festivals and productions	on East Asian performances used to complete a fill- in-the-blanks worksheet on cultural influences	<i>Theory Online,</i> 29(3). https://doi.org/10.30535/mto.29.3.7 A.2.2. Johnson, M. (1992). Reflections of inner life: Masks and masked acting in Ancient Greek tragedy and Japanese Noh drama. <i>Modern Drama</i> , 35(1), 20– 34. Retrieved from Project Muse	
			A.3. Examine representative integrative creative works (e.g., shadow plays, drama, puppetry, musical plays) using relevant conventional and emerging concepts (e.g. symbolism, cultural beliefs, identity) , techniques (e.g. symbolic gestures/body movement, facial painting, puppetry)	A.3. Concept Mapping through Digital Mind Map (using tools like Canva, MindMeister, or Jamboard) on examining and organizing the key concepts, techniques, processes, and practices observed in a selected East Asian performance	A.3. Video Clip Analysis Video clips on artistic elements and cultural practices of East Asian performances	A.3. (Author Unknown). Body and mask in performance. Didaskalia: The Journal for Ancient Performance , 7(1). Retrieved from Didaskalia	

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			manipulation, use of live music and chanting) , processes (e.g. storytelling, scriptwriting, choreography, visual and performance elements) and/or practices (e.g.ritual performance, court entertainment, community-based theater) in selected East Asian (Japan, Korea, and China) performing and visual arts festivals/productions (e.g., Noh Theatre, Pansori, Peking Opera)				
			A.4. integrate relevant conventional and emerging concepts, techniques, processes, and/or practices of selected East Asian (Japan, Korea, and China) performing and visual arts festivals/productions	A.4. Performance Task: Production of Creative Work (Theater) incorporation of concepts, techniques, processes, and/or practices from selected East Asian	A.4.1 Modeling: Teacher demonstrates how to apply elements from East Asian art forms in a short theatrical scene A.4.2.Guided Practice:	A.4.1. Performance Techniques - Noh techniques https://www2.ntj.jac.go.jp/unesco/noh/en/stage/performance2.html?utm_source=chatgpt.com	A.4.1. Creativity A.4.2. Innovation A.4.3. Cultural Appreciation

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			(e.g. Noh Theatre, Pansori, Peking Opera) in their creative works (Theater)	performing and visual arts	With teacher guidance, students brainstorm and outline a scene using selected East Asian techniques or concepts A.4.3.Independent Practice: In groups, students create and perform original theatrical works integrating East Asian performance elements	A.4.2. Acting Techniques of the Noh Theatre of Japan Screener https://www.youtube.com/watch?v=4ohIJ63WrFI A.4.3. Deep dives on masks (omote), costume types, and visual iconography. Introducing the world of Masks - Noh https://www.the-noh.com/en/world/mask.html?utm_source=chatgpt.com	
			A.5. Assess their competency in the production of integrative creative work (theater) based on concepts, processes, techniques, and/or practices of selected East	A.5. Rubric-Based Self-Evaluation Students assess their own creative work using a performance rubric focused on the integration of concepts, processes, techniques, and/or practices from	A.5. Reflective Journal Writing Students write a journal entry to evaluate their theatrical work and reflect on how they integrated East Asian performance elements	A.5. Evaluation Rubric https://docs.google.com/document/d/1b_adbplbZYQ73DwcofpZOR7yayS-aZQA91Xdt-XJtQ4/edit?usp=sharing	A.5.1. Ethical Artistry A.5.2. Self reflection

TOPIC/ QUARTER	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	ASSESSMENT	ACTIVITIES	RESOURCES	INSTITUTIONAL CORE VALUES
			Asian (Japan, Korea, and China) performing and visual arts festivals/productions (e.g. Noh Theatre, Pansori, Peking Opera)	selected East Asian art forms			