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8

QUARTER 2



DEPED - ANGELES CITY
CURRICULUM IMPLEMENTATION DIVISION

CABLE

CONTEXTUALIZED ACTIVITY-BASED LEARNING EXERCISES

(ACTIVITY BASED LEARNING MATERIALS ON CRITICAL CONTENTS FOR FACE TO FACE CLASSES)



DEPARTMENT OF EDUCATION - SCHOOLS DIVISION OF ANGELES CITY
Jesus St. Pulungbulo, Angeles City

CABLE – Grade 8
Quarter 2 – All Subjects
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INTRODUCTION

This Project CABLE (Contextualized Activity-Based Learning Exercises) is a collaborative project of all the Education Program Supervisors of SDO Angeles City, in coordination with Public Schools District Supervisors.

This has been conceptualized in order to help address the present gaps on learning materials especially on critical contents. The situations, examples (food, places, etc.) and the activities are based on the context of the learners in Angeles City and highlight Kapampangan ingenuity.

This contextualized activity-based learning exercises will help learners to enhance their content knowledge and to make the concepts more relatable. With this, learners are assured of learning materials that they can use during the face to face classes addressing their learning needs specifically on the critical contents.

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Grade 8 Lesson 1	ENGLISH Visual-Verbal Relationships Illustrated in Tables, Graphs, and Information Maps
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Name _____

Quarter 2: Week 1

Learning Competency with Code:

Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts **(EN8SS-Ile-1.2)**



ACTIVITY 1

Create and explain a chart, table, or graph showing the different hobbies that Grade 8 teenagers like you are interested. Use a separate sheet of paper for this activity. Refer to the rubric for scoring.

Rubric for Scoring a Graph, Chart, Timeline or Table

Criteria	5	3-4	2-1
Content	The graph, chart, or table clearly tells what the data show.	The graph, chart, or table generally tells what the data show.	The graph, chart, or table does not clearly tell what the data show.
Label	All parts of the graph, chart, or table are completely labeled.	Some parts of the graph, chart, or table are labeled.	Only few parts of the graph, chart, or table are labeled.
Creativity	The graph, chart, or table has an exceptionally attractive layout.	The graph, chart, or table has an attractive layout.	The graph, chart, or table is cluttered looking or confusing.
Neatness	The graph, chart, or table is very neat and easy to read.	The graph, chart, or table is somewhat neat and easy to read.	The graph, chart, or table is difficult to read.

REFERENCE

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Grade 8
Lesson
3

FILIPINO
Pagbuo ng Mahalagang Tanong

Name _____

Ikalawang Markahan: Ikatlong Linggo

Kasanayang Pampagkatuto at Koda:

Nabubuo ang mga makabuluhang tanong batay sa napakinggang palitan ng katuwiran (F8PN-IIc-d-24)



GAWAIN 1

Panuto: Pangkatin ang klase sa maliliit na pangkat na binubuo ng tatlong miyembro. Ipabasa ang balagtasang ibaba na may kanya-kanyang bahagi ang bawat kasapi.

DAPAT ba o HINDI DAPAT
Isabay ang Panliligaw sa Pag-aaral

BALAGTASAN

LAKANDIWA

Isang mapagpalang araw ang malugod na handog ko
Sa lahat ng Pilipinong nagkalat sa buong mundo
Mayroong isang email message na natanggap ang lingkod nyo
Apurahang naghahanap ng sagot sa tanong na 'to:

DAPAT BA O HINDI DAPAT PAGSABAYIN ANG DALAWA:
ANG MAG-ARAL AT MANLIGAW? Dapat o Hindi Dapat ba?

Sa nais na makisali, ang tanghalan ay bukas na
Ipahayag ang katwiran nang marinig ng balana.

DAPAT

Ako'y isang mag-aaral na nasa hustong gulang na
May isip na tumutuklas at may pusong sumisinta
Pag-aaral, panliligaw, magsabay man di problema
Kaya dapat ang syang panig na handa kong ibandera.

HINDI DAPAT

Bilang ama ng tahanan, kung ako ang tatanungin
Pag-aaral ang sya munang nararapat atupagin
Saka na ang panliligaw, hindi dapat pagsabayin
Ang panig na igigiit sakali at palahukin.

LAKANDIWA

Tuloy, kayo'y magsituloy upang ating umpisahan
Ang tagisan ng talino sa larangan ng katwiran
Ang panig ng DAPAT muna una nating pakikilingan
Salubungin nating lahat ng masiglang palakpakan!

DAPAT (Unang Tindig)

Nang ang tao sa daigdig ay nilikha ng Maykapal
Magkasamang nilangkapan ng damdamin at isipan
Kung di dapat pagsabayin ang mag-aral at manligaw
Sana'y isip na lang muna ang sa tao'y ibinigay.

Sa tahanan una munang namumulat sa pag-ibig
Ang sanggol na laging kupkop ng ina sa kanyang dibdib
Bago pa man makagapang, magsalita, magkaisip
Dama na ang pagmamahal ng magulang at kapatid.

Sa eskwela hinuhubog, pinapanday ang isipan
May subject na Health at P.E. para naman sa katawan
Mayroon ding Social Studies at iba pang pagsasanay
Upang maging mamamayang responsable sa lipunan.

Kumpleto ang kurikulum upang tayo'y makumpleto
Sa paglago ng isipan, katawan at pagkatao
Kapag ang crush, o puppy love, o ang pana ni kupido
Ay dumating, bahagi yan ng dapat na ikatuto.

Kaya kung ang estudyante ay pumorma at manligaw
Walang dapat ipagtaka pagkat ito ay normal lang
Ang binatang umiibig, ang dalagang minamahal
Ganado at inspirado sa kanilang pag-aaral.

LAKANDIWA

Napakinggan nating lahat ang katwirang pumapanig
Na DAPAT daw pagsabayin, pag-aaral at pag-ibig
Sunod nating tatawagin upang dito'y humagupit
HINDI DAPAT, salubungin ng palakpak na mainit!

HINDI DAPAT (Unang Tindig)

Sinasabing mas madali sa tao ang maging henyo
Matapos na magkamali at magbunga ng di gusto
Sa pangaral ng magulang na noon ay sinuway ko
Mapait na kapalaran ang inaning pagkabigo.

Pagtuntong sa kolehiyo, sa kaklase'y nahalina
Mas maraming oras kaming ginugol na magkasama

Sa halip na makatapos ay maagang nag-asawa
Kaya high school diploma lang ang pwede kong iparanya.

Ngayon hira na maghanap ng trabahong papasukan
Hira akong matutustusan ang gastusin sa tahanan
Kung sana ay inuna ko sa halip na panliligaw
Ay nag-aral nang mabuti, mas malapit ang tagumpay.

Kabataang mag-aaral, isipin ang kasabihan
Hindi pwedeng magkasabay na sambahi't paglingkuran
Ang dalawang panginoon: ang puso at ang isipan
Mabuti pang pag-aaral na muna ang katutukan.

Ganito ang natutuhan sa minsang pagkakamali
Ngunit kayong di pa huli, wag sayangin ang sandali
Pag-aaral ay tapusin, panliligaw ay madali
Lalo't ikaw'y tagumpay na't limpak-limpak ang salapi.

LAKANDIWA

Nakatapos ang unang round nitong ating balagtas
Na kapuwa nakatindig ang dalawang naglalaban
Hahayaan ko na silang magpambuno't magkagatan
Kababayan, isa pa ngang masigabong palakpakan!

DAPAT (Ikalawang Tindig)

Sa katalong nagkamali ng landas sa murang edad
Nanligaw at nag-asawa at maagang nagkaanak
At ngayon ay nangangaral upang kami'y di matulad
Ang tangi kong masasabi ay marami pong salamat.

Mag-aral at mag-asawa, mabigat ngang pagsabayin
Ngunit tila lumilihis yata kami sa usapin
Kaya upang di malito, akin munang liliinawin
Panliligaw at di kasal ang paksa ng away namin.

Pag-aaral, panliligaw, kahit ito'y magkasabay
Di masama hangga't kaming kabataang nagmamahal
Ay marunong na magdala, responsable, may paggalang
May ambisyong makatapos, at may basbas ng magulang.

Pag-aaral, panliligaw, kapag sabay na nagtagpo
Maski harangan ng tabak ay tiyak na mabibigo
Higpitan man ng magulang at bantaan ng paghinto
Tatakas at magtatanan, magkikita nang patago.

HINDI DAPAT (Ikalawang Tindig)

Salamat din sa katalong niliwanag itong paksa
Panliligaw nga't di kasal ang usapin mula't mula
Ako lang ay nag-apura, prusisyong kayhaba-haba
Sa simbahan din ang tuloy, inunahan ko nang kusa.

Alalaon бага, kapag sinabay sa pag-aaral
Iyang gawang panliligaw, ang tuloy din ay sa altar
Kaya upang makaiwas sa di-planong kalagayan,
Pag-aaral muna sana ang unahin, bago ligaw.

Totoo ngang inspirasyon ang katipang iniibig
Ngunit ito'y totoo rin: pag sya'y laging nasa isip
At sa kampus ng eskwela hanggang labas ay kadikit
Mga leksyon at assignments ang tuluyang nawawaglit.

Ang magulang na kawawa at subsob sa hanapbuhay
Nangungutang ng pang-tuition, pambaon sa araw-araw
Umaasang anak nila ay gagradweyt balang araw
Iyun pala'y winawaldas ang oras sa panliligaw.

DAPAT (Ikatlong Tindig)

Ang hiras sa gumagawa ng mali at nagsisisi
Ginagawang pamantayan ang nangyari sa sarili
Gayong noong kabataan siya mismo ay rebelde
At hindi nya alintana ang magulang na nagsabi.

Mangyari nga'y noon, ngayon, at hanggang sa hinaharap,
Hindi pwedeng magkabula ang sinulat ni Balagtas
Pag pumasok daw sa puso ng sinuman ang pagliyang
Masunod lang ay sukdulang hahamakin lahat-lahat.

Sa halip na kabataang mag-aaral ay pigilin
Sa pagligaw na lalo lang sasadlak sa panggigigil
Bakit hindi na lang sila pabayaang balansehin
Ang kaway ng karunungan at ang tibok ng damdamin?

HINDI DAPAT (Ikatlong Tindig)

Ang sariling karanasan ay akin at akin lamang
At di layong ipanggiit na sukatan ng sinuman
Binabanggit ko lang rito sa pag-asang kapulutan
Ng aral at halimbawa ng musmos pang kabataan.

Pagmasdan mo ang paligid, talamak ang kahirapan
Karaniwang ugat nito'y kawalan ng hanapbuhay
Ang totoo ay marami ang trabahong naghihintay
Ngunit ito'y nakalaan sa may college diploma lang.

Di hadlang ang kahirapan kung hangad ay edukasyon
Di sagabal ang itsura o ang utak na mapurol
Subalit ang panliligaw na kapatid ng bulakbol
Maternity sa halip na college degree ang katugon!

DAPAT

Panliligaw samantalang nag-aaral ay maganda
Kapwa namin natitimbang ugali ng isa't isa
Kung kami ay maka-gradweyt, magtrabaho, mag-asawa
Sa pagharap sa dambana, walang puwang ang pangamba.

Ang manligaw samantalang nag-aaral ay tama lang
Pagkat minsan lamang kami dadaan sa kabataan
Aanhin ang kayamanan sa oras ng katandaan
Kung kulubot na ang mukha't walang gustong magpaligaw?

HINDI DAPAT

Maganda nga kung gagradweyt muna bago mag-asawa
Ngunit ating nababatid na di ganyan ang resulta
Maraming di makahintay sa pagmartsa nang may toga
Dahil labis na nabuyo, sa damdamin nagpadala.

Ang ganito'y maaaring iwasan kung panliligaw
Ay di muna isasabay samantalang nag-aaral
Prayoridad ang syang susi sa pangarap na tagumpay
Tagumpay na ihahandog sa katipang naghihintay.

DAPAT

Katipan ay nakahandang maghintay sa pagtatapos
Ngunit iyang panliligaw ay di dapat ginagapos
Walang taong nag-aaral na ang puso'y di tumibok
Hindi pwedeng paghintayin ang pag-ibig pag kumatok.

HINDI DAPAT

Ang mag-aral at manligaw kung parehong pagsabayin
Mahahati ang atensyon dahil kapwa agaw-pansin
Kung mabigo sa pag-ibig, baka ikaw pa'y maglasing
Mauwi lang sa wala ang pangarap at mithiin.

DAPAT

Mas mabuti ang umibig at mabigo kahit minsan
Kaysa hindi nakaranas na umibig kahit kaylan!

HINDI DAPAT

Ang lahat ay may panahong kanya-kanyang nakalaan
Panahon sa pag-aaral, panahon sa panliligaw!

DAPAT

Ang mahuli sa pantalan, ang daratna'y baling sagwan!

HINDI DAPAT

Ang lumakad nang matulin, malalim kung masugatan!

DAPAT

Dapat silang magkasabay!

HINDI DAPAT

Dapat silang ipagbawal!

LAKANDIWA

Tumigil na kayong dal'wang umuusok na ang tuktok
Sumapit na ang sandali upang tayo'y magkatapos
Igagawad ko ang hatol, ngunit bayang nanonood,
Palakpakan muna natin ang makatang nagpanuntok!

Sino'ng dapat na tanghaling kampeon nitong balagtasang?
Walang dudang kapwa sila magagaling mangatwiran
Kaya itong aking pasya: Sila'y patas, tabla lamang
Muli nating paulanan, malutong na palakpakan!

<http://www.thephilippineliterature.com/dapat-ba-o-hindi-dapat-isabay-ang-panliligaw-sa-pag-aaral/>



GAWAIN 2

Panuto : Bumuo ng mahalagang tanong mula sa paksa ng balagtasang sa itaas.

1. _____

2. _____

3. _____

4. _____

5. _____

Grade 8
Lesson
1

SCIENCE
Movements of Faults Generate Earthquakes

Name _____

Quarter 2: Week 1

Learning Competency with Code:

Using models or illustrations, explain how movements along faults generate earthquakes **(S8ES-IIa-14)**



ACTIVITY 1

I. Objective

Demonstrate and explain how the magnitude of an earthquake is measured using the improvised seismograph.

II. Materials

Masking tape
Chair/desk

Pentel pen
Sheets of white paper

III. Procedures

1. Do the activity in pairs. Create your own seismogram using the sheets of white paper, the marker and the desk.
2. Place one of the sheets of paper on the desk and secure it in place using adhesive tape.
3. Position yourselves in front of the chair/desk.
4. Hold the marker vertically so that it will touch the surface of the white paper.
5. While one of you is holding the marker, the other one will lightly shake the desk while slowly pulling it. Make sure to stop before you run out of paper.
6. Once you finish recording your seismogram, place another sheet of paper on the desk. Switch roles with your partner, but this time ask your partner to shake the desk harder than you did.
7. Compare the lines made.

Guide Questions

1. When were the seismograms with larger wavy lines made? Explain.

2. What do the larger lines represent? What does the size of the seismogram tell you about an earthquake?

3. On April 22, 2019, a 6.1 magnitude earthquake struck the island of Luzon in the Philippines, leaving 18 dead, three (3) missing and 256 injured. Despite the fact that the epicenter was in Zambales, most of the damage to infrastructure occurred in the neighboring province of Pampanga, which suffered damage to 29 buildings and structure. What do you think were the factors that caused the scenario? Suggest possible ways of preparations so that we can reduce possible damages to infrastructure.

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Grade 8
Lesson
5

M A T H E M A T I C S
Linear Functions

Name _____

Quarter 2: Week 5

Learning Competency with Code:

Solve problems involving Linear Functions (M8AL-Ile-2)



ACTIVITY 1

Solve the following:

a. $f(x) = 4x - 3$, find

1. $f(2)$

3. $f(-3)$

2. $f(-2)$

4. $f(b)$

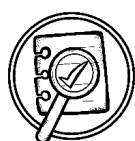
b. $f(x) = 9 - 5x$

1. $f(1)$

3. $f(-5)$

2. $f(0)$

4. $f(7)$



ACTIVITY 2

Solve the given problems.

1. A family of linear functions is given by

$$f(x) = mx + (3 - 2m)$$

where x is the independent variable and m is constant.

a) Graph f for $m = 0, 1, 2, -3$ and -5

b) What do all the graphs in (a) have in common?

c) Justify your answer to (b) analytically.

d.) Write the equation of the family of functions whose graphs pass by the same point $(-2, -4)$.

2. One kilo of meat can be purchased at the market for P 300. Determine the equation and represent the function that defines the cost of squid based on weight.

3. A high school had 1200 students enrolled in 2019 and 1500 students in 2022. If the student population (P) grows as a linear function of time (t), where t is the number of years after 2019,
 - a) how many students will be enrolled in the school in 2025?
 - b) find a linear function that relates the student population to the time t .

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Grade 8
Aralin
4

ARALING PANLIPUNAN

Pagpapahalaga sa mga Kabihasnang Klasiko sa
Pag-unlad ng Pandaigdigang Kamalayan

Pangalan _____

Ikalawang Markahan: Linggo 4

Kasanayang Pampagkatuto at Koda:

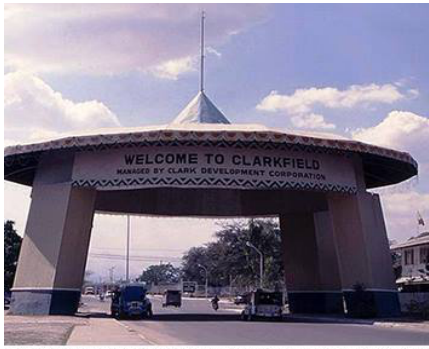
Naipapahayag ang pagpapahalaga sa mga kontribusyon ng kabihasnang klasiko sa pag-unlad ng pandaigdigang kamalayan

(Week 4 AP8DKT-II-f-8)



GAWAIN 1

Panuto: Bilang pagpapahalaga sa mga pamanang kultura ng ating mga ninuno sa buong daigdig, sumulat ng mga pamamaraan kung paano mo mapapanatiling buhay ang mga pamanang nakalarawan sa pamamagitan ng pagbuo sa talahanayan sa ibaba.

Mga Imahe	Kasalukuyang Anyo	Pagbabago sa Pagdaan ng Panahon
 Photo from: Angeles City facebook by Pepito Achicocho Lovelos Photo Salakot		
 Pamintuan Mansion		

 Pisamban Maragul		
 Clark Air Base (Fort Stotsenberg)		
 Rotonda		

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Grade 7/8
Lesson
4

TECHNOLOGY AND LIVELIHOOD EDUCATION
Food Processing

Name _____

Quarter 0: Week 4

Learning Competency with Code:

- 1.1 Sort and grade raw materials by the specification. (TLE_AFFP9-12SL-Id-2)
- 1.2 Prepare eggs for salting by approved standard procedures.



ACTIVITY 1

Directions: Read and understand what each statement, asks for. Then, choose the correct answer from the box and write it in the space before the number.

- _____ 1. It is used for storing salted products.
- _____ 2. It is used as a container to keep salted fish during the process.
- _____ 3. It is used for mixing a mixture of salt and small fish for salting.
- _____ 4. It is used as a covering to make the fish submerged in salt while boiling.
- _____ 5. It is used to scoop up the heated fish from the boiling salt.
- _____ 6. A wooden or plastic board on which foods (such as fish meals and vegetables) are cut.
- _____ 7. It is used to grip and lift objects instead of holding them directly with hands.
- _____ 8. It is used for mixing liquids or transferring products from one container to another.
- _____ 9. It is used to prevent bare hand contact while preparing food.
- _____ 10. It is an instrument for measuring the amount of salt in a solution.

- | | | |
|-----------------------|----------------|------------------|
| a. Earthen Pots | b. Oil Drum | c. Wooden Shovel |
| d. Wooden Salting Vat | e. Panandok | f. Panakip |
| g. Chopping Board | h. Tong | i. Utility Trays |
| j. Food Gloves | k. Salinometer | |



ACTIVITY 2

Directions: Form groups with three (3) members. Prepare Ebun Buro/Salted Eggs/Itlog na Maalat. Follow the procedures below.

Itlog na Maalat Recipe



Ingredients:

- 4 cups of water
- 1 cup of salt
- 12 large eggs raw

Equipment:

- Large jar with a lid or any food-grade container enough to fit the eggs.
- Dark cloth to cover the jar.

Instructions:

1. Place the water and salt in a medium saucepan. Stir and simmer until the salt is dissolved. Turn the heat off and set it aside to completely cool. This will be your brine.
2. Wash the eggs and gently arrange them inside the jar. Slowly pour in the cooled water-salt solution. The eggs have to be completely submerged in the brine. If not, add about $\frac{1}{2}$ -1 cup of water inside a small Ziploc bag and seal. This will push the eggs down. Cover the jar with a dark cloth and leave it in the cupboard for 3 weeks.
3. After 3 weeks, test its saltiness by placing 2 eggs in a small pot. Cover with water and bring to a boil on medium heat. Boil for 15 minutes. Cut, open one and, see if it's salty enough for you. If not, leave the rest in the jar and wait for another week before boiling.

Plain or colored

The preserved eggs are also called *Itlog na pula* as they are commonly dyed red or deep fuchsia to help distinguish them from regular chicken or duck eggs.

If you prefer to dye the eggs for aesthetic purposes, submerge them in a mixture of 1 teaspoon red grana crystal dissolved in 4 cups of water for 1 minute after they are hardboiled. Another method is adding a few drops of red food coloring and a couple of tablespoons of vinegar to the boiling water used to cook the eggs.



<https://www.kawalingpinoy.com/salted-eggs/>

Note

Make sure all the eggs have no cracks. Duck eggs can be used, if available. For duck eggs add one more week because of its thicker shells.

Rubric in preparing salted eggs.	4 Performed its best	3 Performed well	2 Perform but needs more improvement	1 Did not perform well.
1. Observance of safety precautionary measures.				
2. Completeness of tools and materials.				
3. Appropriateness and correctness of procedures.				

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Grade 8
Aralin
8

EDUKASYON SA PAGPAPAKATAO
Ang Mapanagutang Pinuno at Tagasunod

Name _____

Ikalawang Markahan: Ikawalong Linggo

Kasanayang Pampagkatuto at Koda:

Sa pagtatapos ng araling ito, ikaw ay inaasahan na:

- nahihinuha na ang pagganap ng tao sa kaniyang gampanin bilang lider at tagasunod ay nakatutulong sa pagpapaunlad ng sarili tungo sa mapanagutang pakikipag-ugnayan sa kapuwa at makabuluhang buhay sa lipunan; at
- naisasagawa ang mga angkop na kilos upang mapaunlad ang kakayahang maging mapanagutang lider at tagasunod. (EsP8PIIh-8.3, EsP8PIIh-8.4)



GAWAIN: “Mabuting Tao, Mabuting Lider”

Napakaraming mabubuti at magagaling na lider sa Lungsod ng Angeles. Mayroon ka bang hinangaan sa kanila? Tulad nila ikaw rin ay may kakayahang maging isang Mabuting Angeleñong Lider!

Panuto:

Bilang isang lider sa hinaharap, alamin natin kung ano ang mga katangian na kailangan mo upang gampanan ito na may husay at kabutihan. Gamit ang mga pira-pirasong papel, *magazine*, pangkulay o palamuti, ikaw ay bubuo ng isang larawan na sumisimbolo ng iyong sarili bilang isang lider. Pagkatapos mong mabuo ang larawan na ito, sumulat ng maikling salaysay na naglalarawan sa iyo bilang isang mabuting lider. Gawin ito sa *oslo paper*.

Salaysay

RUBRIK SA PAGGAWA NG COLLAGE

Kraytirya	5	4	3	2
Nilalaman at Presentasyon	Lubhang malinaw ang mensahe ng <i>collage</i>	Naging malinaw ang mensahe ng <i>collage</i>	Hindi gaanong malinaw ang mensahe ng <i>collage</i>	Hindi naging malinaw ang mensahe ng <i>collage</i>
Organisasyon	Buo ang kaisipan, konsistent, at kumpleto ang detalye ng <i>collage</i>	May kaisahan at may sapat na detalye at malinaw ang <i>collage</i>	Konsistent, may kaisahan, kulang sa detalye at hindi gaanong malinaw ang <i>collage</i>	Hindi ganap ang pagkakabuo, kulang ang detalye at hindi malinaw ang <i>collage</i>
Kaangkupan sa Paksa	Angkop na angkop ang <i>collage</i> sa paksang natalakay.	Angkop ang <i>collage</i> sa paksang natalakay	Hindi gaanong angkop ang <i>collage</i> sa paksang natalakay	Hindi angkop ang <i>collage</i> sa paksang natalakay
Pagka-malikhain	Lubos na nagpamalas ng pagkamalikhain sa paghahanda ng gawain	Naging malikhain sa paghahanda ng gawain	Hindi gaanong naging malikhain sa paghahanda ng gawain	Walang ipinamalas na pagkamalikhain sa paghahanda ng gawain
KABUUANG PUNTOS				

SANGGUNIAN

MELCs-Most Essential Learning Competencies, Edukasyon sa Pagpapakatao Curriculum Guide EsP- DepEd Alternative Delivery Mode, Unang Edisyon 2020

Bognot, Regina Mignon C., et.al. (2013). Edukasyon sa Pagpapakatao 8 Modyul para sa mga Mag-aaral. Vibal Publishing House Inc. Pasig City, NCR

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Grade 8 Lesson 5	MUSIC Music of East Asian Music
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Name _____

Quarter 2: Week 4

Learning Competency With Code:

Improvises simple accompaniment to selected East Asian music; **(MU8SE-Ilc-h-6)**



WHAT CAN I DO

ACTIVITY NO. 1

Directions: Use your improvised musical instrument to sing any of the songs from East Asian nations, such as Sakura from Japan, Mo Li Hua from China, or Arirang from Korea.. This activity will develop your musical awareness and appreciation of East Asian Music. Use the scoring guide below.

Requirement:

1. Improvised musical instrument or any instrument that is similar to the sound of the instrument of Japan, China, and Korea like bongos (taiko), bamboo flutes (shinobue, piri), and gutiars by plucking only (biwa, shamisen, pipa)

Note: Due to the pandemic we are presently experiencing, you may use any device, such as a cell phone, to produce the aforementioned music video performance.

Rubrics for Music Performance

	EXCELLENT (3 points)	VERY GOOD (2 points)	GOOD (1 point)
TONE QUALITY	The tone is consistently focused, clear, and centered throughout the range of the instrument. The tone has professional quality	The tone is focused, clear, and centered throughout the normal playing range of the instrument. Extremes in range sometimes cause the tone to be less controlled	The tone is often not focused, clear, or centered regardless of the range being played, significantly detracting from the overall performance
ACCOMPANIMENT	Very Clear and beautiful	Clear and beautiful	Could hardly be heard
RHYTHM	The beat is secure and the rhythms are accurate for the style of music being played	The beat is secure and the rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance	The beat is usually erratic and rhythms are seldom accurate, detracting significantly from the overall performance
PUNCTUALITY	Submitted on time	Submitted a day after the deadline	Submitted 4 days after the deadline

References

- Instrumental Music Performance-Individual Rubric.* (n.d.). Retrieved from https://laverne.edu/institutional-research/wp-content/uploads/sites/27/2011/11/Music-Rubric-Instrumental-Performance_Individual.pdf
- MUSIC Quarter 2, Wk. 2 - Module 2 East Asian Music.* (n.d.). Retrieved from <https://znnhs.zdnorte.net/wp-content/uploads/2021/01/8-FINAL-MAPEH-8-MUSIC-Q2-M2-WEEK-2.pdf>

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