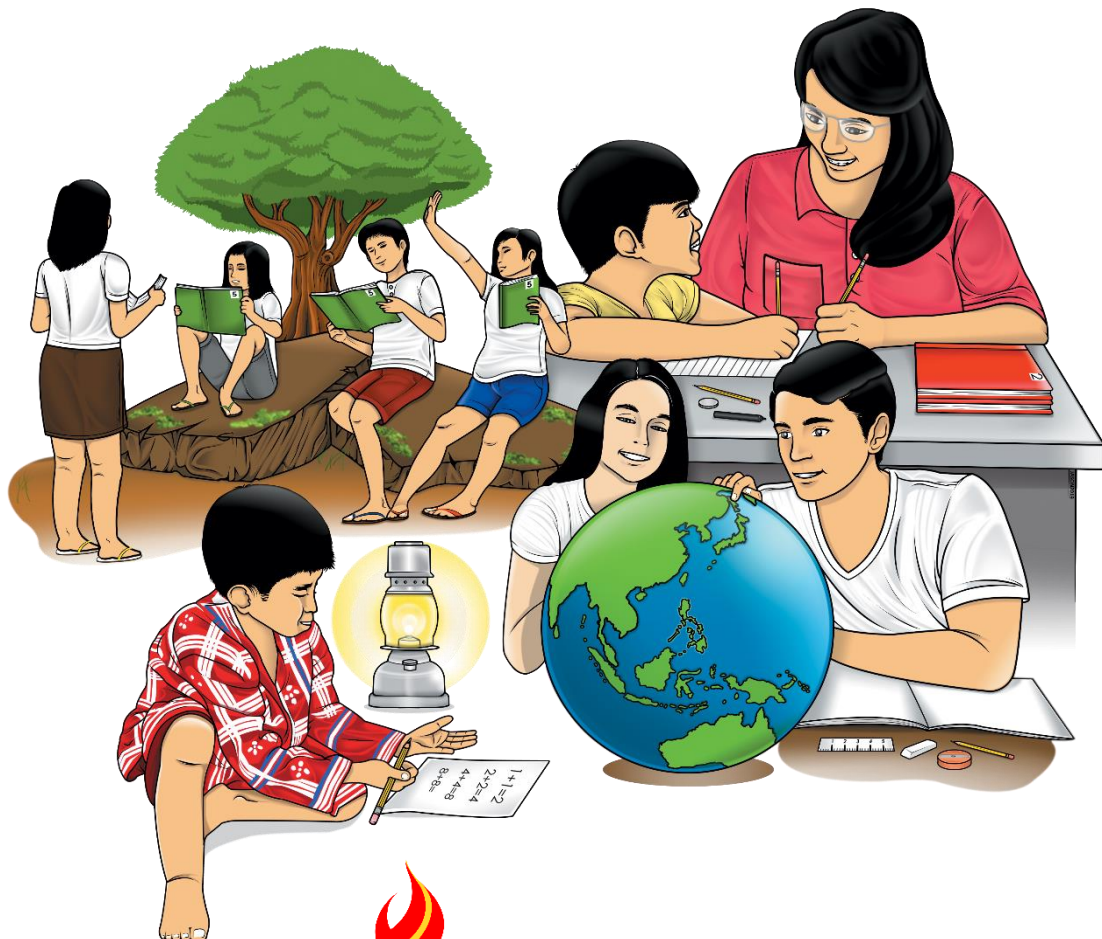


Senior High School

Contemporary Philippine Arts from the Regions

Quarter 2 - Module 15

Integrated Arts Production



**Contemporary Philippine Arts from the Regions
Alternative Delivery Mode
Quarter 2 - Module 15: Integrated Arts Production
First Edition, 2020**

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Published by the Department of Education
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Undersecretary: Diosdado M. San Antonio

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Printed in the Philippines by _____

Department of Education – National Capital Region

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Senior High School

**Contemporary
Philippine Arts from
the Regions
Quarter 2 - Module 15
Integrated Arts Production**

Introductory Message

For the facilitator:

This module is a self-paced module for Senior High School Grade 12 Students under Alternative Delivery Mode (ADM). Since this module assumes that the learner can read and study independently, the module provides instructions and content on Contemporary Philippine Arts from the Regions focusing on **Integrated Arts Production (Module 15)** with less supervision of the teacher. However, the student is free to ask the teacher when he/she needs clarification and explanations on the topic to understand the lesson further. It is advisable to ask the students to use separate sheets in answering the pre-test, self-check exercises, and post-test.



Notes to the Teacher

Since this module focuses on specific contemporary arts from different regions, it is observed that the vocabulary related to arts are used in context of the region where it originated from. Also, the teacher may add supplementary activities, if the student is living in a place where such a contemporary art forms are locally recognized to make the lesson more relevant with the community where the learner belongs.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the learner:

This module is designed for you!

Remember that this is a self – paced module. This means that you are given ample time to read and answer the activities at your most convenient time at home. However, remember that completion of this module is one of the requirements to complete the course subject **Contemporary Philippine Arts from the Regions** for Senior High School Program. Thus, this must be accomplished within the timeframe given by your teacher.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled into process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



Assessment

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



Additional Activities

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



Answer Key

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

6. Which of the classifications to back-up dancers belong to?

- A. Machine
- B. Materials
- C. Manpower
- D. Methods

7. You were a crew member in a musical play and your team was assigned to prepare the materials for the said production, which of the following should your team prepare?

- A. Script, music, choreography
- B. Stage, lighting, sound system
- C. Objectives, procedure, target date of finish
- D. Researchers, producers, choreographers

8. If you were the production head, which of the following should be your main considerations when delegating tasks to your manpower?

- I. Their skills
- II. Their height
- III. Their weight
- IV. Their commitment
- A. I and II
- B. II and III
- C. I and IV
- D. II and IV

9. You are meticulous, bookish, and well-informed. You are also a frequent visitor of libraries and your hobby includes reading random articles. Which jobs are the most fitting for you in a production?

- I. Choreographer
- II. Concept Writer
- III. Producer
- IV. Researcher
- A. I and II
- B. II and III
- C. I and IV
- D. II and IV

10. You were assigned as the director of a production, what is the most important characteristics should you possess?

- I. Bossy
- II. Detail-focused
- III. Intimidating
- IV. Visionary
- A. I and II
- B. II and III
- C. I and IV
- D. II and IV

Lesson

1

Integrated Arts Production

In the Philippine Contemporary Arts, there are different materials that are used. Unless, one is familiar with these integrations and materials, it is not usual that one can easily identify the integration evident in such an art. So, get ready to see things through the different perspectives of contemporary art.



What's In

One way to enhance skills is through the evaluation and research about other people's artworks. This may help you understand the context of an artwork and may help you gather ideas as to how you can incorporate their techniques into your own work. Context means the condition of the environment which affects the work of art. This may come in different aspects and may vary depending on different circumstances. In the previous lesson, we discussed these contextual elements.

DIRECTIONS: As a review, enumerate the five (5) contextual elements that affect the artwork. Write your answers on your answer sheet. (5 points)

1. _____
2. _____
3. _____
4. _____
5. _____



What's New

Integrated Arts Production

In an integrated arts production, there are many aspects to consider. Production comes with different resources to make it possible. Proper handling of these resources will result in a successful production.



What is It

There are many different things to consider in putting up an art production. This may vary according to the resources, type, and other things. In general, here are the Four Methods (4Ms) to consider:

Methods

Methods will determine the standard procedure of a production. This is the step-by-step procedure of the production. This provides the structure or framework which will be its foundation. We also call it the production plan. The method shall contain the following:

- Objectives or goals - the end-result or the outcomes of the production
- Materials - the main concept and/or storyline
- Procedures - the activities that need to be done
- Manpower assignment - the person assigned for a particular activity
- Target date of finish - the activity's date of finish

Materials

This refers to the artwork to be produced and presented to the audience such as the script, playwright, music, and choreography. A material must have a concept. A concept is the main idea, message, context, or story that needs to be conveyed.

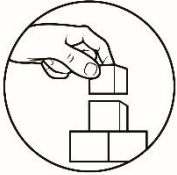
Machine

These are the materials, machines, or equipment to be used in the production. These may refer to the physical materials in a production design such as the stage, lighting, sound systems, or any technological medium.

Manpower

Manpower refers to the production team. Each will be assigned to specific activities in the plan.

- Concept writers - create and write the storyline and/or script
- Researchers - research to ensure a properly contextualized and well-informed production
- Director - the head of the production; the one whose vision manifests the most in the production
- Producers - produce machineries and manages the manpower
- Choreographers - produce the act and the motions in the storyline to be executed by the artists
- Performing artists - lead the roles in the storyline
- Crew - the associates in the production



What's More

DIRECTIONS: Now that you have understood each of the different things to consider in putting up a production plan, you will be writing down the importance of these things. Write down 2 importance of each of the **4Ms**. Copy the table and write your answers on your answer sheet. (8 points)

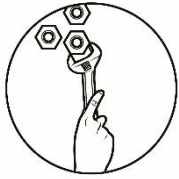
| | Importance |
|------------------|-------------------|
| Methods | 1. 2. |
| Materials | 1. 2. |
| Machine | 1. 2. |
| Manpower | 1. 2. |



What I Have Learned

DIRECTIONS: Describe the assigned tasks of the following manpower assignment. Write your answers on your answer sheet. (7 points)

1. Concept Writers
2. Researchers
3. Director
4. Producers
5. Choreographers
6. Performing Artists
7. Crew



What I Can Do

You are almost done in your lesson for this week. For your task performance, you are going to make a promotional poster for an online art exhibit. (15 points)

TASK: CREATING A PROMOTIONAL POSTER

| | |
|---------------------|---|
| Goal | To create a promotional poster for an online art exhibit of your class/section with the theme “We heal as one.” |
| Role | Artist/Poster Maker |
| Audience | Classmates and the learner’s family members |
| Situation | CoVid-19 Pandemic has affected a lot of people. A lot of activities that draw crowd are banned and one of which is going to the museums and art galleries. To spread awareness and appreciation of contemporary arts among students, a group of artists in your class plans to put up an online art exhibit. And they need a promotional poster for the said event. |
| Product/Performance | A promotional poster for the online art exhibit |
| Standards | Your promotional poster will be checked using the rubrics below. Read and understand the conditions in creating a promotional poster. |

How to create a promotional poster?

1. Choose an art piece available.
2. Conceptualize the ideas that you will include in your poster. Remember, it is meant to promote an online art exhibit.
3. Create your own graphics using a coupon bond or any paper of the same size. Also, use crayons or any available coloring materials at home to make your poster more attractive. If you have your smart phone or computer, you may also use applications in creating the promotional poster.
4. Send a photo of your promotional poster to your teacher to be checked when returned and post it through your group messenger in this subject.
5. Write a short description about your poster.

RUBRICS FOR SCORING YOUR PROMOTIONAL POSTER

| Criteria | Very Satisfactory (5 pts) | Satisfactory (3 pts) | Needs Improvement (1 pt) | Score |
|-------------------------|--|--|--|-------|
| Novelty and Originality | The poster features a new and original design. | The poster features any two (2) of these characteristics: new, original, and artistic | The poster features any one (1) of these characteristics: new, original, and artistic | |

| | | | | |
|-------------------------------|---|---|---|--|
| Mechanics | The poster follows the ff: relevance to the theme, design, poster layout. | The poster follows any two (2) of the mechanics: relevance to the theme, design, poster layout. | The poster follows any one (1): relevance to the theme, design, poster layout. | |
| Required Elements of a poster | The poster uses appropriate colors, illustrations, symbols and descriptions | The poster uses any three (3) of these: colors, illustrations, symbols and descriptions | The poster uses any two (2) or less of these: colors, illustrations, symbols and descriptions | |



Assessment

DIRECTIONS: Read each question and choose the letter of your answer. Write the letter of your answer on the answer sheet. (10 points)

- Which of the following refers to the step-by-step procedure of the production?
 - Machine
 - Materials
 - Manpower
 - Methods
- Which refers to the main concept of the production?
 - Machine
 - Materials
 - Manpower
 - Methods
- Who creates the story line?
 - Choreographer
 - Concept Writers
 - Director
 - Producer
- Whose vision is the most prominent in a production?
 - Choreographer
 - Concept Writers
 - Director
 - Producer
- Which of the **4Ms** does the lighting system belong to?
 - Machine
 - Materials
 - Manpower
 - Methods
- Which of the classifications to back-up dancers belong to?
 - Machine
 - Materials
 - Manpower
 - Methods

7. You were a crew member in a musical play and your team was assigned to prepare the materials for the said production, which of the following should your team prepare?

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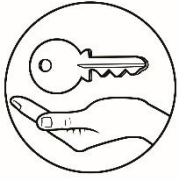
- I. Bossy
 - II. Detail-focused
 - III. Intimidating
 - IV. Visionary
- A. I and II
B. II and III
C. I and IV
D. II and IV



Additional Activities

TASK: Remembering favorite art production and writing a descriptive essay

DIRECTIONS: Think about your favorite art production (a theatre play, film, concert, etc.) and discuss how the production came to be. Consider the following questions: What are the considerations one has to think about in coming up with a production? Do you think it was easy or not? What could be the most difficult aspect in the production process?



Answer Key

| | | | |
|---|--|--|--|
| What I Know 1. D 6. C 2. B 7. B 3. B 8. C 4. C 9. D 5. A 10. D | | What's In (in any order) 1. the artist 2. the environment 3. the way of life 4. the society 5. the audience | What's More Answers may vary |
| What I Can Do Answers may vary | Additional Activities Answers may vary | What I Have Learned 1. create and write the storyline and/or script 2. research to ensure a properly contextualized and well-informed production 3. the head of the production; the one whose vision manifests the most in the production 4. produce machineries and manages the manpower 5. produce the act and the motions in the storyline to be executed by the artists 6. lead the roles in the storyline 7. the associates in the production | |
| Assessment 1. D 6. C 2. B 7. B 3. B 8. C 4. C 9. D 5. A 10. D | | | |

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