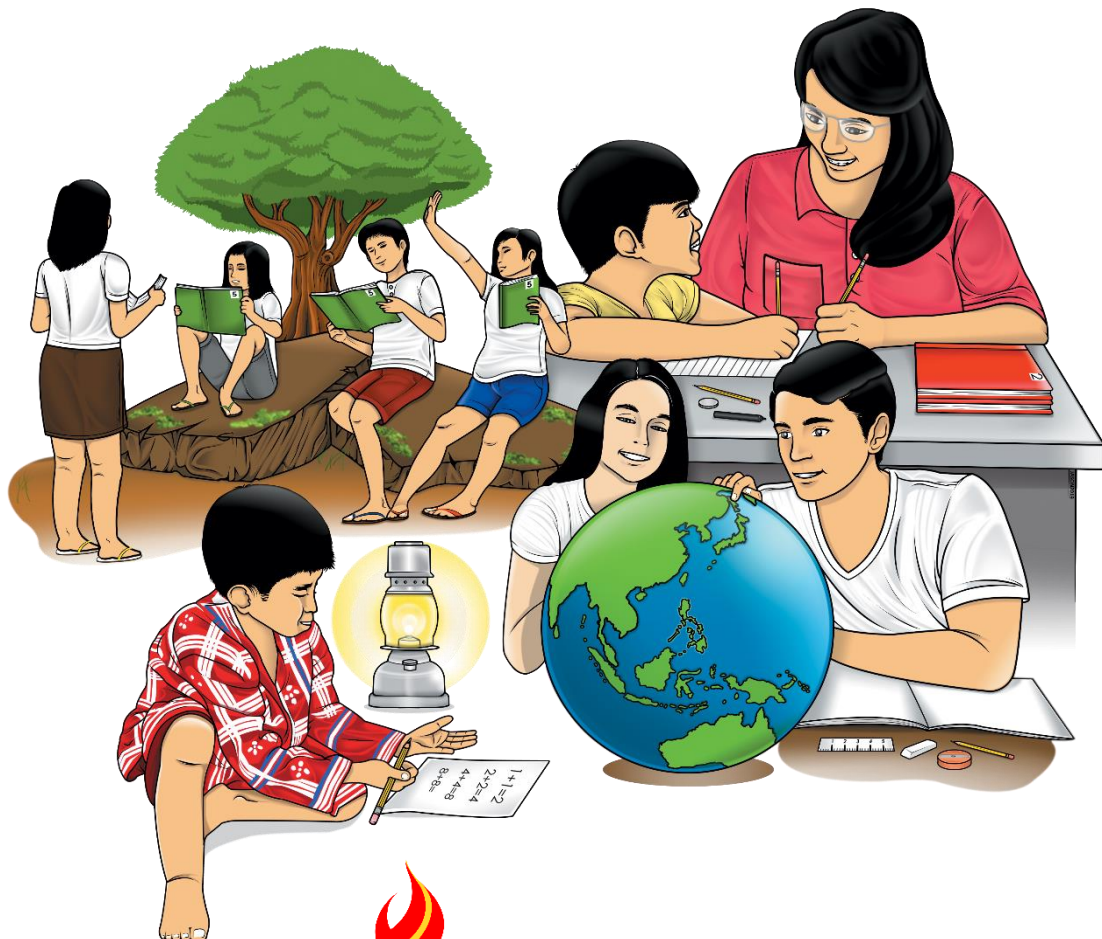


Senior High School

Contemporary Philippine Arts from the Regions

Quarter 2 - Module 16

Production Planning



**Contemporary Philippine Arts from the Regions
Alternative Delivery Mode
Quarter 2 - Module 16: Production Planning
First Edition, 2020**

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Senior High School

**Contemporary
Philippine Arts from
the Regions
Quarter 2 - Module 16
Production Planning**

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 **Production Planning (Module 16)** 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!



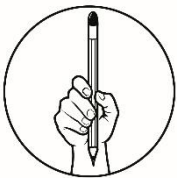
What I Need to Know

This module is designed and written with you in mind. It is here to help you master the ***Production Planning***. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module discusses one lesson: Production Planning

After going through this module, you are expected to:

1. identify the basic details of a production;
2. recognize the importance of understanding the basic details of a production; and
3. construct a production plan containing all the factors to consider in putting up an art production



What I Know

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

1. What is the acronym that stands for what an objective should be?
A. SMART C. WISE
B. ACE D. GLOBE
2. What does the S in SMART stand for?
A. Significant C. Special
B. Specific D. Sponsored
3. In what grammatical form should an objective be written in?
A. Base Form C. Gerund
B. Infinitive D. Participle

4. What do you call the chart that concisely illustrates the project schedule?
- A. GANNT Chart C. GANTT Chart
B. GRANT Chart D. RANT Chart
5. What is the most urgent thing that you should do after initially coming up with a name for the production?
- A. Create the event poster
B. Ask people what they think about it
C. Finalize it and write it in all documents
D. Research to ensure originality and the absence of negative associations
6. What does it mean for an objective to be measurable?
- A. It is time bound
B. It is easy to achieve
C. You can measure it against time
D. It has quantifiable metrics of success
7. In case there are unexpected turn of events, how can negative impacts be minimized?
- A. Evaluation
B. Tendencies planning
C. Contingency planning
D. Stakeholder assessment
8. You are the social media coordinator of your organization. Your organization will be launching an awareness campaign. Which of the following is a SMART objective?
- I. To make a production according to production calendar
II. To create a Facebook page two weeks before launching
III. To inform my classmates about the importance of literature
IV. To raise Facebook page likes by 100% two weeks after event launching
- A. I and II C. III and IV
B. II and III D. II and IV
9. Your group of friends of five people want to put up a production. Which of the following are the least feasible for your group?
- I. Concert
II. One-Act play
III. Broadway Musical
IV. Spoken word poetry night
- A. I and II C. II and III
B. I and III D. II and IV
10. Your production is going to show a musical play. As a researcher, which of the following shows is the best way to identify a target audience?
- I. Filipino youth
II. Girls who like basketball
III. Private high school students (grades 7-10)
IV. Public high school teachers who have been teaching for more than 10 years
- A. I & II C. III & IV
B. II & III D. II & IV

Lesson

1

Production Planning

Planning and production go simultaneously. There is no production without any planning. Some contemporary artists do not study fine arts or any other formal studies about arts. Some artists seek inspirations from the people or environment where they live. To produce an art, it is important to conceptualize the art as to the message, emotions or story it purposely conveys to the audience. The process of production does not happen as fast as people imagine. The artist makes trials or revisions to produce the desired art.



What's In

DIRECTIONS: Identify the Four Methods (4Ms) to consider in putting up an art production that are being described in the statements below. Choose your answers from the box. Write your answers on your answer sheet. (4 points)

Machine	Manpower	Materials	Methods
---------	----------	-----------	---------

1. This refers to the production team.
2. These will determine the standard procedure of a production.
3. These refer to the artwork to be produced and presented to the audience such as the script, playwright, music, and choreography.
4. These may refer to the physical materials in a production design such as the stage, lighting, sound systems, or any technological medium.



What's New

Production Planning

An artistic production demands not just the skills to make the art, but also a rigorous planning ability. This is called the production planning, and there many different parts and tasks involved before you can properly execute a production.



What is It

In order to properly execute a production, you have to go through a systematic and rigid planning period. This involves many different tools and materials depending on the nature of your production. In general, you must first plan out the **basic details of the production**, namely:

Type of production (exhibit, concert, play, etc.)

When coming up with a type of production, consider the 4Ms. Ensure that your methods is fitting, your material can be best conveyed in the chosen type, your machineries are enough to execute the production, and that your manpower has the skill set required for the selected type.

Title or name of production

Your production name has to be catchy, memorable, and unique. Remember, you want to compel an audience to view your artwork, and a generic title might not do the trick. Once you come up with a name, research about it first before making it final to ensure that it does not have negative associations and that it has not been overused in the past.

Venue or platform

The venue refers to the physical space where you will execute the production. This can be a theatre, street corner, cafeteria, classroom, or similar places. When it is not necessary to execute your production in a physical place, then you still have to consider a platform. A platform can be social media sites for digital productions, radio shows, or other avenues which you can use so that your artwork reaches your target audience.

Target audience

The target audience refers to the demographic group which your production primarily targets. Try to identify a specific target audience. For example, instead of saying you are targeting students as your viewers, identify their grade range and name of or type of school. Moreover, you also have to consider the audience's quantity and capacity to ensure maximum participation or viewership.

Date of implementation

Your implementation date must be realistic and must give you enough time for preparation. It is suggested that you come up with a calendar of activities, marking milestones in your production process, to ensure that you are on time and that the best quality is met. Remember, a good production takes time and the process will require patience and diligence.

Resources

Your resources refer to manpower, machineries, and financial considerations. For manpower, you have to make sure that the demand of the production fits the availability and capacity of the people involved. For machines, you have to confirm the availability of the necessary items such as lighting, design, props, and other things. If it is unavailable, then think of ways in which your team can still produce these machines.

Further, your resources are hugely defined by your financial capacity. A lot of time in pre-production stage is ideally allotted to fundraising. You may raise funds through selling things or through finding sponsors who believe in your production’s vision. While it may feel like putting up an art production is expensive, it does not always have to be. Find ways to maximize available materials and cheapen the cost.

Objectives

Objectives refer to the goals you have for your production. Objectives have to be identified before starting the production process. These will define what your production has to achieve in order to be considered as successful.

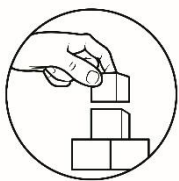
Objectives must be written in infinitives (to + verb) and it must be SMART or specific, measurable, attainable, relevant, and time bound.

- **S**pecific - use concrete action verbs as opposed to abstract ones (i.e. the verb you use should suggest specific actions on how to go about it)
- **M**easurable - identify quantifiable metrics
- **A**ttainable - ensure that it is realistic, and it can be attained given your resources
- **R**elevant - the objectives set must have significant impact to the production when achieved
- **T**ime-bound - identify specific points in time (or time period) when you have to meet a certain objective

For example, consider the objective: to raise awareness on the subject matter of the play. This objective is not SMART. First off, it is not clear as to how a “raised awareness” will be measured (through an evaluation sheet, a survey, etc.) nor is it clear as to what the subject matter is (people may interpret a play differently). Further, it did not provide metrics, so its attainability is not knowable and is not time-bound.

A suggested revision may be: to raise awareness by 50% on breast cancer measured through a post-event survey distributed at the end of the play. This objective meets all of the criteria mentioned above.

After the implementation stage, your team should have an evaluation period. During then, discuss the good and the bad parts of the production, and check what you have achieved side by side with your objectives to see how much of the production is a success.



What’s More

DIRECTIONS: Now that you have understood each of the basic details of a production, you will be writing down these things. Choose three (3) among the given school activities. Fill in and complete the details in the given table. Copy the table and write your answers on your answer sheet. (15 points)

Details	School Activities					
	Career Fair	Buwan ng Wika	Nutrition Month	UN Month	Science Fair	Art Fair
Title						
Objective						
Venue						

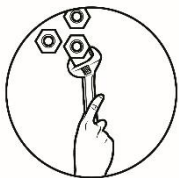
Audience						
Date						



What I Have Learned

DIRECTIONS: Now that you have learned the basic details of a production, answer the following questions briefly. Write your answers on your answer sheet. (5 points)

1. Based on the discussion, what are the basic details of production?
2. Why do you think giving attention to the basic details in planning is important?
3. What could possibly happen if one fails to create a production plan before executing an event or a production?
4. How would production planning contribute to the success of an activity/event /production?
5. How would the knowledge you gained in production planning help you in your future endeavors?



What I Can Do

You are almost done in your lesson for this week. You are doing good so far. For your culminating task, you are going to construct a production plan. Use the production plan format provided below. (15 points)

TASK: CONSTRUCTING A PRODUCTION PLAN

Goal	To construct a production plan for a virtual art exhibit
Role	Production Head
Audience	Classmates and the learner's family members
Situation	CoVid-19 Pandemic has affected a lot of people including teachers and students. Face-to-face classes are not possible as of this moment. One of the outputs in CPAR is your artwork. And to showcase your artworks, your class will be having a virtual art exhibit. And to make this event a success, a production plan must be utilized.

Product/ Performance	A production plan for a virtual art exhibit
Standards	Your plan will be checked using the rubrics below. Read and understand the conditions in creating a production plan.

Production Plan Format:

Type of Production:	
Title or Name of Production	
Objectives	
Date of Implementation	
Venue or Platform	
Target Audience	
Resources: Manpower Materials Financial Consideration	

RUBRICS FOR SCORING YOUR PRODUCTION PLAN

Criteria	Very Satisfactory (5 points)	Satisfactory (3 points)	Needs Improvement (1 point)	Score
Clarity of Plan	The production plan shows clarity of details stated in all the parts.	The production plan shows clarity of details in at least three (3) parts of the plan.	The production plan shows clarity of details in at least one (1) of its parts:	
Required Parts of a Production Plan	The plan addressed all the needs of a production by filling the needed information in all parts	The plan addressed the needs of a production by filling the needed information in at least three (3) parts	The plan addressed the needs of a production by filling the needed information in at least one (1) parts	
Format and Organization	The plan is organized and follows the prescribed format	The plan is somehow organized and follows the prescribed format	The plan lacks organization and does not totally follow the prescribed format	



Assessment

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

1. What is the acronym that stands for what an objective should be?

A. SMART	C. WISE
B. ACE	D. GLOBE

2. What does the S in SMART stand for?

A. Significant	C. Special
B. Specific	D. Sponsored

3. In what grammatical form should an objective be written in?

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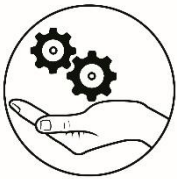
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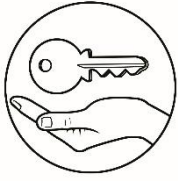
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 - III. Private high school students (grades 7-10)
 - IV. Public high school teachers who have been teaching for more than 10 years
- A. I & II C. III & IV
B. II & III D. II & IV



Additional Activities

TASK: Writing a descriptive essay.

DIRECTIONS: Look at contemporary arts present in your community. Take a picture of the contemporary arts present in your community. Describe the chosen art. Describe something about the materials used in the art and how it is used in the art. Discuss how much time you think it took for the preparation and planning. Furthermore, answer the following questions: How do people plan for an artistic production? Which part of the 4Ms do you think has to be planned first?



Answer Key

What I Know 1. A 6. D 2. B 7. C 3. B 8. D 4. C 9. B 5. D 10. C		What's In (in any order) 1. manpower 2. methods 3. materials 4. machine	What's More Answers may vary
What I Can Do Answers may vary	Additional Activities Answers may vary	What I Have Learned Answers may vary	
Assessment 1. A 6. D 2. B 7. C 3. B 8. D 4. C 9. B 5. D 10. C			

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