

GRADE 8 TEACHING GUIDE

Learning Area: Arts II

EAST ASIAN ARTS

Quarter: II

DEFINING THE LEARNING OUTCOME

General Level Standard

Tell your students that at the end of Grade 8, they are expected to demonstrate understanding of salient features of Asian music and the arts, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.

Content Standard:

Tell them at the end of the Second Quarter, they are expected to:

- demonstrate understanding of art elements and processes by synthesizing and applying prior knowledge and skills.
- demonstrate understanding of the salient features of the arts of East Asia by comparing the art elements and processes among culturally diverse East Asian countries.

Performance Standard:

The learners are expected to:

- create an artwork showing the characteristic elements of the arts of China, Japan and Korea.
- put up a mini-East Asian art exhibit using their own artworks.

Learning Competencies:

Tell your students know that at the end of this particular learning module, they are expected to:

1. analyze the art elements (color, line, shape, etc.) and principles (balance, proportion, emphasis, harmony, etc.) in the production of art and crafts.
2. identify the characteristics of arts and crafts found in East Asia
3. reflect on and derive the mood, idea, or message emanating from selected artwork.
4. determine the effectiveness of artwork by evaluating its utilization and combination of art elements and principles.
5. evaluate the effectiveness of mood, idea, or message as depicted by the visual image in the artwork.
6. trace the external (foreign) and internal (indigenous) influences that are reflected in an artwork or in the making of a craft or artifact.

Deped Grade 8 Teaching Guide

Lauren Gardner



DepEd Grade 8 Teaching Guide:

Aesthetic Teaching Pedagogies Reynaldo B. Inocian, 2018-10-09 This book presents an assortment of teaching and assessment strategies appropriate for 21st century learners based on the author's 25 years of teaching experience in private and state school institutions in the Philippines. It highlights the outcomes-based assessment of learning the curriculum basics for arts-based teaching learning activities based on the integrated arts for an effective instructional process and examples in the teaching of critical thinking, communication, collaboration, and creativity known as the Four Cs. While the monograph focuses on the author's local context, a plethora of citations provides clear connections that address learner diversity in recent global education contexts. The text is a useful guide for students who want to pursue a degree in teaching as well as novice and expert teachers, university professors, and advocates for teaching and learning. Research on Reasoning with Data and Statistical Thinking: International Perspectives Gail F. Burrill, Leandro de Oliveria Souza, Enriqueta

Reston, 2023-07-21 This book is derived from selected papers from the Fourteenth International Congress on Mathematical Education Topic Study Group 12 Teaching and Learning Statistics. It describes recent research on curriculum pedagogy and outreach initiatives from countries as diverse as Brazil, Chile, Columbia, Denmark, Germany, the Netherlands, Spain, Sweden, Thailand, Turkey, the United Kingdom, and the United States. The book has a focus on the use of data in the teaching and learning of statistics across grade levels and begins with an overview of the status of statistics education and the use of data from seven different countries across the continents and the link between research and practice in those countries. Because it contains specific examples of the research, for example, on the ways children learn the choice and implementation of tasks or the role of informal inference, the book will be a great resource to those interested and involved in the teaching of statistics curriculum developers and statistics education researchers. **Online interactive resources for asynchronous modality**

in teaching grade 12 General Biology John Kenneth Taneo, 2022-06-21 Master's Thesis from the year 2021 in the subject Didactics Biology grade 12 language English abstract This research assessed the status of online interactive resources for asynchronous modality in teaching grade 12 General Biology 1 at the University of Cebu METC Campus Cebu City during School Year 2020-2021 as the basis for an enhanced learning module. This study utilized a quasi-experimental method of research employing the use of a non-equivalent control group pretest-posttest design. Two sections of Grade 12 STEM with a total of 47 students participated as research respondents in both the experimental and the control groups. The students answered a 40-item multiple choice questionnaire as a research instrument. The control group was treated with only pure text modules and PowerPoint presentation. In contrast, students from the experimental group utilized online interactive resources containing some hyperlinked lectures, video lectures, interactive games, animations, and some simulated demonstrations that were adopted and utilized for Grade 12 STEM learners in General Biology 1. **The SAGE Handbook of Curriculum,**

Pedagogy and Assessment Dominic Wyse, Louise Hayward, Jessica Pandya, 2015-12-03 The research and debates

surrounding curriculum pedagogy and assessment are ever growing and are of constant importance around the globe With two volumes containing chapters from highly respected researchers whose work has been critical to understanding and building expertise in the field The SAGE Handbook of Curriculum Pedagogy and Assessment focuses on examining how curriculum is treated and developed and its impact on pedagogy and assessment worldwide The Handbook is organised into five thematic sections considering The epistemology and methodology of curriculum Curriculum and pedagogy Curriculum subjects Areas of the curriculum Assessment and the curriculum The curriculum and educational policy The SAGE Handbook of Curriculum Pedagogy and Assessment s breadth and rigour will make it essential reading for researchers and postgraduate students around the world

English Language Teacher Preparation in Asia Subhan Zein, Richmond Stroupe, 2018-08-06 Bringing together a comprehensive range of extended research based chapters English Language Teacher Preparation in Asia provides comprehensive insight into policy research and practical aspects of teacher preparation for English teachers at pre service level across multiple contexts in Asia Written by local and international scholars specialising in TESOL Teacher education and acknowledging the increasingly complex demands made on teachers of English in view of globalisation the book explores the multiple factors which are key to effective professional learning Chapters consider how pre service teachers are best prepared for the diverse contexts in which English is learnt and taught in settings throughout Asia and draw on in depth research studies to provide rich fully contextualised coverage of aspects of teacher preparation including curriculum design programme development policy professional learning communities assessment education and teaching practicum A timely contribution to the field of teacher preparation this text will be an invaluable resource for teacher educators pre service teachers and academics involved in the preparation of English teachers in Asia

Student-Centered Localized Teaching and Learning Materials. Enhances Learners' Academic Performance in the Learning Recovery Process Lilibeth Lavin, 2023-07-18 Research Paper postgraduate from the year 2022 in the subject Pedagogy School Pedagogics language English abstract A student centered teaching and learning process is essential in all facets of education Student centeredness and localization and integration of students learning preferences are equally important in learners individual capacities to learn In an educational learning recovery setting these approaches are valuable to students learning These issues prompted the researchers to assess the effectiveness of student centered localized teaching and learning materials in enhancing learners academic performance particularly in TLE subjects The primary goal of this study is to determine the significance of innovative teaching and learning materials in enhancing TLE literacy at Tinurik National High School Division of Tanauan City Batangas Province The study was conducted using a mixed methods research approach The research tools used were a questionnaire for a survey and test results Based on the results of the online survey and the test results of the students the data was gathered A Google Form was used to disseminate the online survey to the respondents who were learners Tests were run both before and after the innovative teaching and learning materials were put

into use To gather sufficient data for the study s goals the test and questionnaire were created Through convenience sampling 153 students total have been selected To analyze the data frequencies percentages weighted means correlations and T tests were employed

Developing Materials for Innovative Teaching and Sustainable Learning Andrzej Cirocki,Raichle Farrelly,Taylor Sapp,2024-10-30 This volume features current innovative and effective ways of developing instructional materials for diverse English Language Teaching ELT contexts It is divided into four sections each featuring pedagogical materials designed for specific groups of learners The sections focus on materials for general English ESP and EAP CLIL and ELT teacher education courses The chapters written by experienced educators from around the world are highly practical and detail the process of designing materials for innovative and sustainable language education The contributors reflect on their own practice describe the materials design process explain the guiding principles and connect the design process with the local context and educational policies They also offer practical tips to inspire classroom practitioners to create their own materials promoting innovative teaching and sustainable learning Ultimately their chapters aim to encourage a world where teaching involves creativity and adaptability leading to transformative learning for both teachers and learners

The Routledge Handbook of English Language Education in the Philippines Julius C. Martinez,Isabel Pefianco Martin,2025-09-30 This handbook serves as a comprehensive resource on English language education in the Philippines addressing a wide range of issues including ideologies multilingualism identities policies methodologies assessment teacher education and curriculum Chapters cover a range of educational contexts from Luzon to Mindanao islands from basic to higher education and from formal to non formal schooling This book upholds the think and do otherwise perspective by problematizing contemporary paradigms and practices that operate from naturalized ideas inherited from the American colonizers This includes repairing pedagogies that redress injustices experienced by historically marginalized groups and hoping for possibilities and approaches to teaching and learning English that are just equitable and inclusive The six sections in the Handbook bring up conditions for thinking and doing otherwise pointing to ways in which genuine changes can start to happen Scholars from diverse backgrounds come together in this handbook to take collective ownership of English language education in the Philippines This ownership does not mean ignoring and disposing of the country s colonial past but reclaiming English language education as an ongoing project instead This handbook likewise demonstrates that such a project makes it possible for wider audiences to see that Global South scholars from and in the Philippines also have much to teach the rest of the world about thinking and doing otherwise and by extension problematizing repairing and hoping Given its scope and breadth the handbook is an invaluable reference for students pre service and in service teachers teacher educators researchers and policymakers interested in English language language education TESOL sociolinguistics and applied linguistics

Advances in Applications of Rasch Measurement in Science Education Xiufeng Liu,William J. Boone,2023-07-31 This edited volume presents latest development in applications

of Rasch measurement in science education It includes a conceptual introduction chapter and a set of individual chapters The introductory chapter reviews published studies applying Rasch measurement in the field of science education and identify important principles of Rasch measurement and best practices in applications of Rasch measurement in science education The individual chapters contributed by authors from Canada China Germany Philippines and the USA cover a variety of current topics on measurement concerning science conceptual understanding scientific argumentation scientific reasoning three dimensional learning knowledge in use and cross cutting concepts of the Next Generation Science Standards medical education learning experiences machine scoring bias formative assessment and teacher knowledge of argument There are additional chapters on advances in Rasch analysis techniques and technology including R Bayesian estimation comparison between joint maximum likelihood JML and marginal maximum likelihood MML estimations on model data fit and enhancement to Rasch models by Cognitive Diagnostic Models and Latent Class Analysis The volume provides readers who are new and experienced in applying Rasch measurement with advanced and exemplary applications in the forefront of various areas of science education research

International Journal of Educational Management and Development Studies Maida O. Sarmiento & Eden C. Callo, Josephine V. Acido & Dennis Anthony A. Kilongkilong, Honylie Fideli & John Vincent Aliazas, Glen Welle Anne Suarez & Cecilia Diva, Rui Zhang, Norwaliza Abdul Wahab, Amir Hasan Dawi, Abdul Talib Mohamed Hashim & Rosnidar Mansor, Jayson O. Yongco & Jasper M. Del Valle, Mark Ed M. Reyes & Nelia T. Salvador, Regine M. Oguan & Jasper M. Del Valle, Thae Hsu Khine, 2022-12-31 International Journal of Educational Management and Development Studies IJEMDS is an open access refereed journal focused on educational leadership educational management teaching and learning across all disciplines and levels internationalization of education transnational education and societal issues on educational development The field of education has been continuously evolving as influenced by its nature and the societal factors As the journal celebrates the very dynamic and complex nature of education it provides educators and researchers a platform for their research findings This allows researchers to apply multiple designs to describe analyze and evaluate the history current issues and the future direction of education in regional and international contexts

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