



**BANTUGAN ELEMENTARY SCHOOL**

**Teacher: MR. JUANITO S. BAMBILLA**  
**Learning Area: MAPEH 6**

**Major/ Minor: General**  
**Level: GRADE 6**

**BUDGETED LESSON IN MAPEH 6**  
**S.Y. 2017-2018**

| <b>QUARTER</b>  | <b>CODE</b>    | <b>SUB-DOMAIN AND LEARNING COMPETENCIES (LC)</b>   | <b>NUMBER OF DAYS TO BE TAUGHT</b> | <b>DATE TO BE TAUGHT</b> | <b>DATE TAUGHT</b> | <b>REMARKS</b> |
|---|----------------|--|------------------------------------|--------------------------|--------------------|----------------|
| <b>MUSIC</b>  |                |  |                                    |                          |                    |                |
| <b>3<sup>rd</sup><br/>Q<br/>U<br/>A<br/>R<br/>T<br/>E<br/>R</b> | MU6FO-IIIa-b-1 | <b>1. Identifies simple musical forms</b><br>1.1 binary (AB) – has 2 contrasting sections (AB)<br>1.2 ternary (ABA) – has 3 sections, the third section similar to the first; (ABC) – has 3 section<br>1.3 rondo (ABACA) – has contrasting sections in between repetitions of the A section (ABACA)                              |                                    |                          |                    |                |
|   | MU6FO-IIIa-b-2 | <b>2. Analyzes the musical forms of the following songs:</b><br>2.1 Leron, Leron, Sinta; Sitsiritsit    2.10 Tinikling<br>2.2 Silent Night                            2.11 Lupang Hinirang<br>2.3 Happy Birthday<br>2.4 Joy to the World<br>2.5 Bahay Kubo<br>2.6 Ili-ili Tulog Anay<br>2.7 Paruparong Bukid<br>2.8 Ang Bayan Ko |                                    |                          |                    |                |

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|                 | <b>2.9 Pamulinawen</b>  |  |  |  |  |
| MU6FO-IIIa-c-3  | <b>3. Uses the different repeat marks that are related to form:</b><br><b>3.1 Da Capo (D.C.)</b><br><b>3.2 Dal Segno (D.S.)</b><br><b>3.3 Al Fine (up to the end)</b><br><b>3.4 D.C. al Fine (repeat from the beginning until the word finr)</b><br><b>3.5 II: :II</b><br><b>3.6 <math>\overline{1}</math> <math>\overline{2}</math></b><br><b>(ending 1, ending 2)</b> |  |  |  |  |
| MU6TB-III d-1   | <b>4. Identifies visually and aurally the instrumental sections of the Western orchestra</b>  |  |  |  |  |
| MU6TB-III d-e-2 | <b>5. Distinguishes aurally the sound of each section of the Western orchestra</b>  |  |  |  |  |
| MU6TB-III d-3   | <b>6. Identifies the characteristics of each instrument in each section of the orchestra</b>  |  |  |  |  |
| MU6TB-III d-e-4 | <b>7. Describe the distinct sound quality of the different instruments of the orchestra</b>   |  |  |  |  |
| MU6DY-III f-g-1 | <b>8. Distinguishes varied dynamics levels in a music heard</b><br><b>8.1 piano (p)</b><br><b>8.2 mezzo piano (mp)</b><br><b>8.3 pianissimo (pp)</b><br><b>8.4 forte (f)</b><br><b>8.5 mezzo forte (mf)</b><br><b>8.6 fortissimo (ff)</b><br><b>8.7 crescendo (&lt;)</b><br><b>8.8 decresendo(&gt;)</b>   |  |  |  |  |
| MU6DY-III h-2   | <b>9. Uses varied dynamic levels in a song</b>  |  |  |  |  |
| <b>ARTS</b>     |   |  |  |  |  |
| A6EL-IIIa       | <b>1. Knows the design principles still apply for any new design (contrast of colors, shapes, and lines produces harmony)</b>   |  |  |  |  |
| A6PL-IIIb       | <b>2. Understands that digital technology has speeded up the printing of original designs and made it accessible to many, as emphasized in t-shirts and poster designs</b>  |  |  |  |  |
| A6PR-IIIc       | <b>3. Applies concepts on the steps/procedure in silkscreen printing</b>  |  |  |  |  |
| A6PR-III d      | <b>4. Produces own prints from original design to silkscreen printing to convey a message or statement</b>  |  |  |  |  |

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|----------------------------------|--|--|--|--|--|
| A6EL-IIIe                        | <b>5. Realizes that the arts processes, elements, and principles still apply even with the use of technologies</b>         |  |  |  |  |
| A6PL-III f                       | <b>6. Understands concepts and principles of photography</b>   |  |  |  |  |
| A6PR-IIIg                        | <b>7. Identifies the parts and functions of the camera (point and shoot or phone camera)</b>                               |  |  |  |  |
| A6PR-IIIh                        | <b>8. Applies composition skills to produce a printed photograph for a simple photo essay</b>                              |  |  |  |  |
|                                  | <b>9. Participates in school/district exhibit and culminating activity in Celebration of the National Month (February)</b> |  |  |  |  |
| <b>PHYSICAL EDUCATION (P.E.)</b> |  |  |  |  |  |
| PE6PF-IIIa-16                    | <b>1. Describes the Philippines physical activity pyramid</b>  |  |  |  |  |
| PE6PF-IIIa-17                    | <b>2. Explains the indicators for fitness</b>  |  |  |  |  |
| PE6PF-IIIb-h-18                  | <b>3. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid</b>       |  |  |  |  |
| PE6RD-IIIb-1                     | <b>4. Explains the nature/background of the dance</b>  |  |  |  |  |
| PE6RD-IIIb-2                     | <b>5. Describes the skills involved in the dance</b>   |  |  |  |  |
| PE6RD-IIIb-h-3                   | <b>6. Observes safety precautions</b>  |  |  |  |  |
| PE6RD-IIIc-h-4                   | <b>7. Executes the different skills involved in the dance</b>  |  |  |  |  |
| PE6PF-IIIb-h-19                  | <b>8. Recognizes the value of participation in physical activities</b>   |  |  |  |  |
| PE6PF-IIIb-h-20                  | <b>9. Displays joy of effort, respect for others during participation in physical activities</b>                           |  |  |  |  |
| PE6PF-IIIa-21                    | <b>10. Explains health and skill related fitness components</b>  |  |  |  |  |
| PE6RD-IIIb-h-22                  | <b>11. Identifies areas for improvement</b>  |  |  |  |  |
| <b>HEALTH</b>                    |  |  |  |  |  |
| H6EH-IIIa-1                      | <b>1. Describes diseases and disorders caused by poor environment sanitation</b>   |  |  |  |  |
| H6EH-IIIb-2                      | <b>2. Explains how poor environmental sanitation can negatively impact the health of an individual</b>                     |  |  |  |  |
| H6EH-IIIc-3                      | <b>3. Discusses ways to keep water and air clean and safe</b>  |  |  |  |  |
| H6EH-IIId-4                      | <b>4. Explains the effect of a noisy environment</b>   |  |  |  |  |
| H6EH-IIIe-5                      | <b>5. Suggest ways to control/manage noise pollution</b>   |  |  |  |  |
| H6EH-IIIg-6                      | <b>6. Practices ways to control/manage noise pollution</b>   |  |  |  |  |
| H6EH-IIIh-7                      | <b>7. Explains the effect of parts and rodents to open health</b>  |  |  |  |  |

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|--|--------------|---|--|--|--|--|
|  | H6EH-IIIhi-8 | <b>8. Identifies some common diseases caused by pests and rodents</b> |  |  |  |  |
|  | H6EH-IIIj-9  | <b>9. Practice ways to prevent and control pests and rodents</b>      |  |  |  |  |
|  |              | <b>EXAMINATION DAY</b>  |  |  |  |  |
|  |              | <b>Remedial Days/Enrichment Days</b>                                  |  |  |  |  |

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