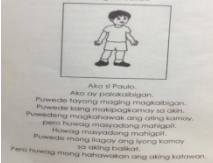


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:	<i>Credits to the Writer of this DLL</i>	Learning Area:	MAPEH
	Teaching Dates and Time:	MAY 29 – JUNE 2, 2023 (WEEK 5)	Quarter:	4TH QUARTER

I. LAYUNIN	LUNES MUSIC	MARTES MUSIC	MIYERKULES ARTS	HUWEBES P.E	BIYERNES HEALTH
A. PAMANTAYANG PANGNILALAMAN	The Learner. . . demonstrates understanding of the basic concepts of tempo	The Learner. . . demonstrates understanding of the basic concepts of tempo	The Learner . . . demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking	The learner... demonstrates understanding of safe and responsible behavior to lessen risk and prevent injuries in day-to-day living	The learner . . . demonstrates understanding of relationships of movement skills in preparation for participation in physical activities.
B. PAMANTAYAN SA PAGGANAP	The Learner. . . performs with accuracy varied tempi through movements or dance steps to enhance poetry, chants, drama, and musical stories	The Learner. . . performs with accuracy varied tempi through movements or dance steps to enhance poetry, chants, drama, and musical stories	The Learner . . . creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school	The learner... appropriately demonstrates safety behaviors in daily activities to prevent injuries	The learner . . . performs movements in relation to a stationary or moving object/person with coordination.
C. MGA KASANAYAN SA PAGKATUTO (Isulat ang code ng bawat kasanayan)	MU1TP-IVb-3 responds to varied tempo with movements or dance steps - slow movement with slow music - fast movement with fast music	MU1TP-IVb-3 responds to varied tempo with movements or dance steps - slow movement with slow music - fast movement with fast music	A1PR-IVh creates human figures out of clay, flour-salt mixture, or paper-mache using different techniques	PE1BM-IVf-h-14 performs jumping over a stationary object several times in succession, using forwardand- back and side-to-side movement patterns	H1IS-IVi-10 distinguishes between good and bad touch
II. NILALAMAN					
A. Sanggunian					
1. Mga Pahina sa Gabay ng Guro					
2. Mga Pahina sa Kagamitang Pangmag-aaral					
B. Kagamitan					
III.					
A. Balik-aral at/o pagsisimula ng bagong aralin	Ano ang kahulugan ng Texture?	Ano ang kahulugan ng Texture?	Ano ang mobile sculpture?	Magbigay ng mga halimabawa ng mga larong may awit?	Ano-ano ang mga sanhi ng sunog?
B. Paghahabi sa layunin ng aralin	Magparinig sa mga mag-aaral ng dalawang klase ng awit. Isang awit na pang-modern dance hip	Magparinig sa mga mag-aaral ng dalawang klase ng awit. Isang awit na pang-modern dance hip	Magpakita ng clay sa mga mag-aaral.	Ipasagawa ang Tayo’y mag-ehersisyo bilang panimula sa aralin.	Ipabasa sa mga mag-aaral ang mga sumusunod na kaaga; “Tamang Paghipo.”

	hop at isang awit para sa slow dance. Tanungin sa mga mag-aaral kung paano sinasayaw ang mga ito. Para sa nasabing huling awit para sa sweet dance, maaaring imuwestra ng guro kung paano ito sayawin sa saliw ng isang nakakaengganyong awitin.	hop at isang awit para sa slow dance. Tanungin sa mga mag-aaral kung paano sinasayaw ang mga ito. Para sa nasabing huling awit para sa sweet dance, maaaring imuwestra ng guro kung paano ito sayawin sa saliw ng isang nakakaengganyong awitin.	Itanong sa mga ito kung ano-ano ang maaaring magawa na mga bagay-bagay mula sa clay?		“Maling Paghipo.” Hayaan ang mga mag-aaral na makabuo ng sarili nilang kuro-kuro tungkol sa nabasa nilang mga kataga
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Magpakita ng larawan ng mga sayaw na mabilis at asayaw na mabagal.  	Magpakita ng larawan ng mga sayaw na mabilis at asayaw na mabagal.  	Ipakita sa kanila ang isang larawan ng bagay na gawa sa clay.  Pag-usapan ang kulay at ang mga anggulo kung paano ito ginawa.	Magpaskil ng larawan ng asong tinetraining ng dog trainer.  Itanong kung ano ang ginawa ng aso sa paglipat-lipat mula sa isang hulahoop patungo sa iba pang holahoops? Magagawa niyo ba ang ginagawa ng aso?	Magpaskil ng mga larawan.   Pag-usapan kung alin sa mga larawan ang ligtas at alin naman ang hindi ligtas?
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Pag-usapan ang pagkakaiba ng dalawang sayaw na nakapaskil sa paskilan. 1. Paano sinasayaw ang unang larawan at kung anong awit at akma para sa ganitong mga sayaw. 2. Paano din sinasayaw ang pangalawang larawan at kung anong musika ang puwedeng tugtugin para dito.	Pag-usapan ang pagkakaiba ng dalawang sayaw na nakapaskil sa paskilan. 1. Paano sinasayaw ang unang larawan at kung anong awit at akma para sa ganitong mga sayaw. 2. Paano din sinasayaw ang pangalawang larawan at kung anong musika ang puwedeng tugtugin para dito.	Pag-usapan kung ano ang clay, saan ito nagmula at kung ano ang mga maaaring magawa mula sa clay.  Ilahad ang clay sa mga mag-aaral at maaari ring ipalabas sa kanila ang dala nilang mga clay. Itanong kung bakit nagkaroon ng mga kulay ang clay na dala nia.	Ang pagtalon ay isang lokomotor na kilos na kung saan ito ay maaaring isagawa ng mga nilalang na may mga binti at paa. Patalunin ang mga mag-aaral ng tatlong beses paharap, tatlong beses pabalik, tatlong beses patagilid (kanan) at tatlong beses patagilid (kaliwa) Ulitin ito sa saliw ng isang tugtog.	Talakayin ang mga tamang hipo at maling hipo. 

			Sabihin sa kanila na gagawa sila ng human figure mula sa dala-dala nilang clay.		
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Tempo in dance is the speed or pace of movement. In this activity you will consider how tempo can be used in dance to create meaning. Ang mabagal na kilos o galaw ay dapat ding lapatan ng mabagal na musika at ang mabilis na galaw o kilos ay dapat ding lapatan ng mabilis na musika.  ➤ Tempo or Rate – tempo is the speed of a composition or any of its sections.	Tempo in dance is the speed or pace of movement. In this activity you will consider how tempo can be used in dance to create meaning. Ang mabagal na kilos o galaw ay dapat ding lapatan ng mabagal na musika at ang mabilis na galaw o kilos ay dapat ding lapatan ng mabilis na musika.  ➤ Tempo or Rate – tempo is the speed of a composition or any of its sections.	Bago ang paggawa ng clay ay talakayin mun ang mga paraan sa paggawa ng clay person. Preparing the Clay Pieces1. Get clay. If you want to be able to move your clay person around after it's finished, you'll need modeling clay. 2. Make a ball for the head. Pinch off a piece of the clay. Roll the piece of clay into a ball. This will be the clay person's head. 3. Make a tube for the body. Pinch off a piece of clay that's larger than the head. Shape this piece into a fat snake-like cylinder. 4. Make two long tubes for the arms and legs. Pinch off two more pieces of clay. Roll these pieces into two long tube shapes. One tube should be thicker than the other. These will become the arms and legs. 5. Pinch out the neck. Take the ball that will be the head and pinch out of it a little spike of clay. This will be how the head will attach to the body. Attach the head to the body. 6. Make a hole for the neck. Take something narrow, like a pencil, or a toothpick, and burrow out a small hole in the top of the body cylinder.	Sabihin sa mga bata na kumuha ng partner. Patalunin sila sa baton o hoops na hahawakan ng guro. Ask: 1.How many sets of jumps were you able to do with your partner? 2.Were you able to do it together throughout the activity? 3. What good behavior did you show during the activity with your partner? (cooperation) 4. How will you able to do jumping over stationary objects in succession? (do successive jumps) 5. In what direction? (forward, backward, sideward -left, sideward -right) Maaari ding talakayin ang mga baenepisyo ng paglundag.	Pagkatapos talakayin ang tamang hipo at maling hipo, talakayin naman ang mga paraan upang maiwasan ang mga maling hipo o kung paano maging ligtas mula sa mga hipo.

			7. Attach the head to the body. Stick the neck into the hole in the body so that the ball touches the body. Making the and Legs Arms 8. ear the arm tube into two pieces. Find the middle of the smaller tube and tear it into, for the two arms. 9. Flatten the ends of the arms. With your thumb and finger, flatten a small bit of one end of both arms. These will become the hands. 10. Mold the hands. 11. Attach the arms. 12. Tear the leg tube into two pieces. 13. Make the feet. Bend one end of both of the legs. 14. Attach the legs. Stick the legs into the bottom of the body. 15. Troubleshoot any balancing issues. 16. Make the face.		
F. Paglinang sa kabihasnan (Tungo sa Formative Assessment)	Ipasagawa sa mga bata ang Mastermind para sa bilis at You are my Sunshine para naman sa bagal.	Ipasagawa sa mga bata ang Mastermind para sa bilis at You are my Sunshine para naman sa bagal.	Paggawa ng Clay Person sa Gabay ng guro.	(Dyad Activity) Perform jumping rope in place. Record the number of jumps made.	Ipabasa ng salitan ang mga sumusunod.  
G. Paglalapat ng aralin sa pang-araw-araw na buhay	Kapag pinagsayaw ka ng guro mo ng panghiphop n sayaw, paano mo ito isasagawa? Paano mo rin isasagawa kung ang sayaw ay pang slow dance?	Kapag pinagsayaw ka ng guro mo ng panghiphop n sayaw, paano mo ito isasagawa? Paano mo rin isasagawa kung ang sayaw ay pang slow dance?	Ano-ano ang naidudulot ng mga clay sa mga batang katulad mo? Nakabubuti ba ito sa iyong kalusugan? Nakapagdudulot ba ito ng saya habang gumagawa ka ng mga nais mong pigura?	Napakalampa ng iyong katawan, ano-ano ang mga dapat mong gawin upang maging maliksi sa pagkilos?	May isang 'di-kialalang tao ang nagbigay sa iyo ng pagkain at hinawak-hawakan pa ang iyong buhok, ano ang mas nakabubuti mong gawin?

[illegible]

E. Alin sa mga istratehiya sa pagtuturo ang nakatulong ng lubos?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
F. Anong suliranin ang aking naranasan na nasolusyunan sa tulong ng aking punongguro?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works <i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition
G. Anong kagamitang panturo ang aking nadibuho na nais kong ibahagi sa mga kapwa ko guro?	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets	<i>The lesson have successfully delivered due to:</i> ___ pupils' eagerness to learn ___ complete/varied IMs ___ uncomplicated lesson ___ worksheets

	___ varied activity sheets Strategies used that work well: ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ varied activity sheets Strategies used that work well: ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ varied activity sheets Strategies used that work well: ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ varied activity sheets Strategies used that work well: ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	___ varied activity sheets Strategies used that work well: ___ Group collaboration ___ Games ___ Solving Puzzles/Jigsaw ___ Answering preliminary activities/exercises ___ Carousel ___ Diads ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/Poems/Stories ___ Differentiated Instruction ___ Role Playing/Drama ___ Discovery Method ___ Lecture Method Why? ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
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