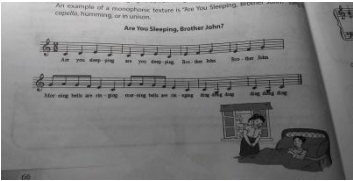
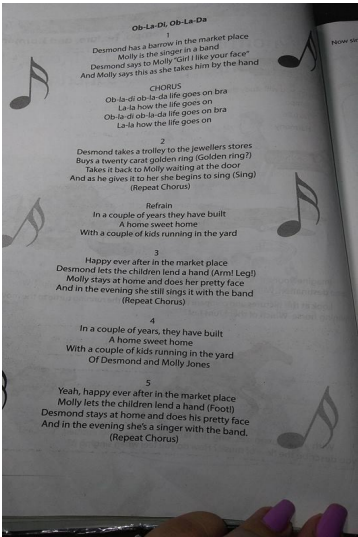
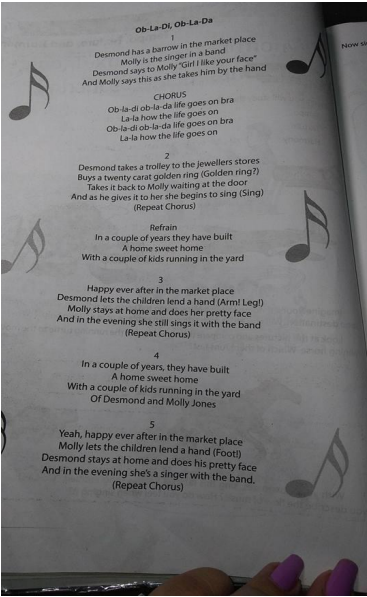
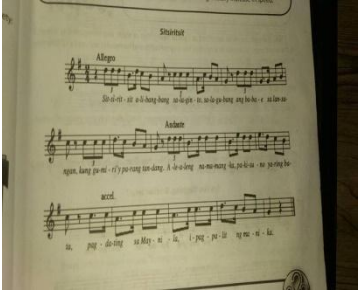
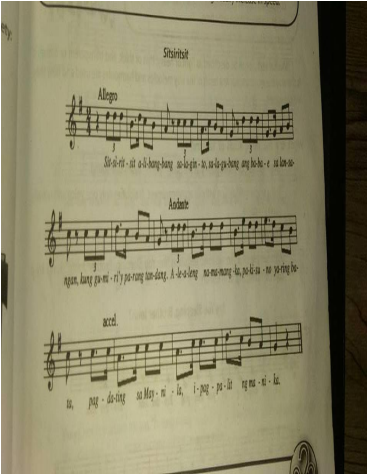


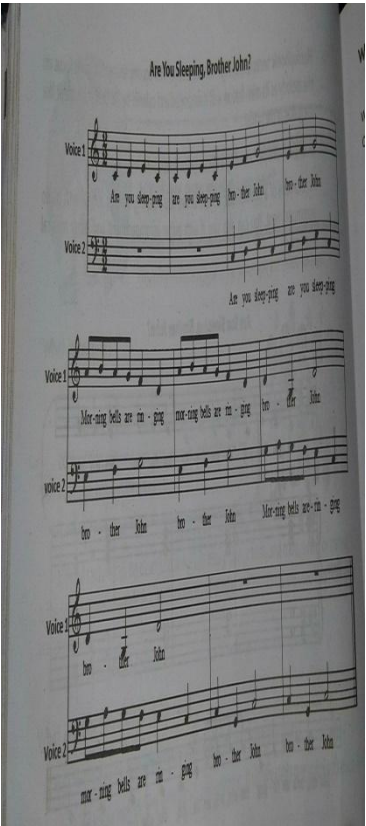
 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	VI
	Teacher:		Learning Area:	MAPEH
	Teaching Dates and Time:	WEEK 1	Quarter:	4TH QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I. OBJECTIVE/S					
A. Content Standard	Demonstrates understanding of the various tempo	Demonstrates understanding of the various tempo	Demonstrates understanding of the various tempo	Demonstrates the concept of texture as: 1. Monophonic(one voice) 2. Homophonic (Voice and accompaniment) 3. Polyphonic (Many voices)	
B. Performance Standard	Performs a given song, using tempo marks appropriately	Performs a given song, using tempo marks appropriately	Performs a given song, using tempo marks appropriately	Performs a given song, using tempo marks appropriately	WEEKLY TEST
C. Learning Competencies (write the LC Code)	Identifies the different tempo in a given song or music: -allegro -andante -ritardando -accelerando -largo -presto -vivace MU6TX-Iva-b-1	Distinguish between ritardando and accelerando as used in a song MU6TX-Iva-b-2	Demonstrates the different kinds of tempo by following tempo marks in a familiar song “Pandangguhan” MU6TX-Iva-b-3	Identifies aurally the texture of musical pieces 4.1 monophonic 4.2 homophonic 4.3 polyphonic MU6TX-IVC-D-1	1. Administering test questions correctly 2. Administering of Weekly test 3. Setting of Standards 4. Test proper 5. Checking of test results
II. CONTENT	tempo	tempo	tempo	texture	
III. LEARNING RESOURCES					
A. References	21 st century Mapeh in action 6	21st century Mapeh in action 6	21st century Mapeh in action 6	21st century Mapeh in action 6	
1. TG/CG pages					
2. Learner’s Materials pages					
3. Textbook pages	63-65	63-65	63-65	67-68	.
4. Materials downloaded from LRMSD					
B. Other Learning Materials					
IV. PROCEDURES					

A. Reviewing previous lesson and presenting new lesson		What is tempo? Give the different symbols used.	Review about the previous lesson.	Review about the previous lesson.	
B. Establishing a purpose for the lesson	Which moves faster a horse or a turtle? Compare the movement of the two animals. Which runs fast?	Let the children to sing the song Sitsiritsit.	Today we are going to sing a song with different tempo marks.	Today we are going to analyze the three different kinds of texture.	
C. Presenting examples/instances of the lesson	Imagine yourself riding in an airplane going to Davao, or in a “Ro-Ro Ship” going to the same destination. Will you arrive first riding in an airplane or in a “Ro-Ro Ship”? Why?	Today we are going to distinguish between ritardando and accelerando.	Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	Sing the song. Are You Sleeping 	
D. Discussing new concepts and practicing new skills #1	Singing of the Song from the Beatles “Ob-La-Di-Ob-La-Da” then describes the flow of the music? How do you feel when singing it? 	Ask the pupils if they know the song Ob-La-Di-Ob-La-Da by the Beatles? Teach the song. Identify the flow of the song. Describes its flow. 	Study Pandanguhan (note mahaba di kasya song)	Discuss the three types of tempo. a. Monophonic or monophony- as the prefix “mono” means one sound. Ex. Are you sleeping, brother John? b. Homophonic texture- is a single melodic sound with accompaniment. It gives focus on the melody as its main feature and is supported and colored by another instrument like the guitar or the piano. Example Are You sleeping, brother John? c. Polyphonic texture-means “having many sounds”. It contains two or more independent musical lines. It is a musical composition, which makes use of two or more melodies. Example Choral music and orchestral music.	

					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
E. Discussing new concepts and practicing new skills #2	What is tempo? Give the most commonly used tempo markings or symbols.	Ritardando (rit.) a gradual change to a slower tempo. Accelerando (accel.) a slow gradual change to a faster tempo.	Identify the different tempo marks used in the song.	What is texture? Texture in music refers to the structure of a musical composition showing how many sounds, various layers, or voices are heard at the same time.	
F. Developing mastery (lead to formative assessment 3)	What are the most common used tempo markings or symbols?	Present the song Sitsiritsit. Study the song.	Give the meaning of all the tempo marks in the song Pandangguhan.	Discuss about the different types of texture.	

		What are the tempo markings used in the song?			
G. Finding practical application of concepts and skills in daily living	Groupings Singing of the song Sitsiritsit (two groups) 			Have you watched a concert or a choral singing in your school? How many voices did you hear?	
H. Making generalization and abstractions about the lesson	What is tempo? Give the different symbols of tempo.	Tell that Ritardando (rit.) a gradual change to a slower tempo. Accelerando (accel.) a slow gradual change to a faster tempo.		What are the three kinds of texture?	
I. Evaluating learning	Give the meaning of the following. 1. Andante (moderately slow) 2. Andantino (moderately slow but flowing tempo) 3. Adagio (slow, or in an easy graceful manner) 4. Lento (Slow) 5. Largo (very slow, broad) 6. Allergo (fast, lively, brisk, and faster tempo) 7. Allegretto (quicker than andantino) 8. Moderato (moderate) 9. Vivace- (quickly, lively) 10. Presto (a very fast tempo)	Give the song piece Sitsiritsit and be able to identify the tempo in each part of the song. 	Singing Pandanguhan 1.Vivace (lively) Manunugtug ay nangagpasimula At nangagsayawan ang mga mutya Sa mga padyak parang magigiba Ang bawat tapakan ng mga bakya II Kung pagmamasdan ay nakatutuwa Ang hinhin nila'y hindi nawawala Tunay na hinahangaan ng madla Ang sayaw nitong ating munting bansa 2.Andante(moderate) Dahil sa ikaw mutyang paraluman Walang singganda sa dagat	Singing of the song. Follow the voices like the choral groups.	

			silangan Mahal na hiyas ang puso mo hirang Accel(gradually becoming fast) Ang pag-ibig mo'y hirap makamtan Kung hindi taos ay masasawi Mga pagsuyong iniaalay Kung hindi taos ay masasawi Mga pagsuyong iniaalay 3 Largo (very very slow) Halina aking mahal, ligaya ko ay ikaw Kapag 'di ka natatanaw, Ang buhay ko ay anong panglaw Halina aking mahal, ligaya ko ay ikaw Kapag 'di ka natatanaw, Ang buhay ko ay anong panglaw 4 Allegro(brsik,lively, live) Kung may pista sa aming bayan, Ang lahat ay nagdiriwang May letchon bawat tahanan, May gayak pati simbahan Paglabas ni Santa Mariang mahal, Kami ay taos na nagdarasal Prusisyon dito ay nagdaraan, Kung kaya't ang iba'y nag-aabang 5 Presto (very fast) May tumutugtog at may sumasayaw, Mayrong sa galak ay		
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			napapasigaw Ang pista sa bayan namin ay ganyan, Ang saya'y tila walang katapusan. 6 Vivace (fast, lively) Manunugtug ay nangagpasimula At nangagsayawan ang mga mutya Sa mga padyak parang magigiba Ang bawat tapakan ng mga bakya Kung pagmamasdan ay nakatutuwa Ang hinhin nila'y hindi nawawala Tunay na hinahangaan ng madla Ritardando (gradually slowing) Ang sayaw nitong ating munting bansa		
J. Additional activities for application or remediation					
MARKS					
SECTION	Assessing you as a teacher and analyzing the students' progress this week.				
A. No. of learners who earned 80% in the evaluation					
B. No. of learners who acquired additional activities for remediation who scored below 80%					
C. Did the remedial lessons work? No. of learners who					

have caught up with the lesson.	
D. No. of learners who continue to require remediation.	
E. Which of my teaching strategies worked well? Why did these work?	
F. What difficulties did I encountered which my principal can help me solve?	
G. What innovation or localized materials did I used/discover which I wish to share with other teachers?	