GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	I
	Teacher:	*Credits to the writer of this DLL*	Learning Area:	MAPEH
	Teaching Dates and Time:	MARCH 20-24, 2023 (WEEK 6)	Quarter:	3RD QUARTER

I.LAYUNIN	LUNES (MUSIC)	MARTES (MUSIC)	MIYERKULES(ARTS)	HUWEBES (HEALTH)	BIYERNES (P.E)
A. PAMANTAYANG PANGNILALAMAN	***The learner…*** demonstrates understanding of the basic concepts of timbre	***The learner…*** demonstrates understanding of the basic concepts of timbre	***The learner…*** demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking	***The learner…*** understands the importance of keeping the home environment healthful.	***The learner…*** demonstrates understanding of qualities of effort in preparation for participation in physical activities.
B. PAMANTAYAN SA PAGGANAP	***The learner…*** distinguishes accurately the different sources of sounds heard and be able to produce a variety of timbres	***The learner…*** distinguishes accurately the different sources of sounds heard and be able to produce a variety of timbres	***The learner…*** creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school	***The learner…*** consistently demonstrates healthful practices for a healthful home environment.	***The learner…*** performs movements of varying qualities of effort with coordination.
C. MGA KASANAYAN SA PAGKATUTO (Isulat ang code ng bawat kasanayan)	**MU1FO-IId-1** identifies with body movements the 6.1 beginnings 6.2 endings 6.3 repeats of a recorded music example	**MU1FO-IId-1** identifies with body movements the 6.1 beginnings 6.2 endings 6.3 repeats of a recorded music example	**A1PR-IIIf** repeats a design by the use of stencil (recycled paper, plastic, cardboard, leaves, and other materials) and prints on paper, cloth, sinamay, bark, or a wall	**H1FH-IIIa-1** The learner… describes the characteristics of a healthful home environment	**PE1BM-IIIc-d-9** demonstrates contrast between slow and fast speeds while using locomotor skills
II. NILALAMAN					
A.Sanggunian					
1. Mga Pahina sa Gabay ng Guro	TG pah. 1-2	TG pah. 1-2	TG pah.3-6	TG pah. 6-7	TG pah. 1-2
2. Mga Pahina sa Kagamitang Pangmag-aaral					
B.Kagamitan					
III. PAMAMARAAN					
A. Balik-aral at/o pagsisimula ng bagong aralin	Echo Clapping: Leron-Leron Sinta	Batiin ang kalse gamit ng So-Mi greeting	Talasalitaan Form, Artifact, Useful Arts, Function	Gawain: Naririnig mo ba Ako? Patakpan sa mga bata ang kanilang tenga.	Ano-anong laro ang ginagawa niny noong maliit pa kayo

		Isa-isang tawagin sa pangalan ang mga bata gamit ang pagbati.		Tumawag ng isang bata para tumula sa harap ng klase habang nakatakip ang tenga ng lahat. Ipaulit sa mga bata ang sinabi o binigkas ng bata sa harap.	
B. Paghahabi sa layunin ng aralin	Bumati gamit ang SO-MI na Pagbati	Tumawag ng ilang bata upang ipakita sa klase ang napili nilang kilos-lokomotor para ilarawan ang malakas at mahinang kumpas sa awit na “Twinkle, Twinkle, Little Star”	Anong halimbawa ng mga natural na eskultura ang nakikita ninyo sa labas ng inyong bahay? (eskultura ang tawag sa isang art na maaring tingnan sa lahat ng anggulo ; (harap, gilid, likod)hindi katulad ng drawing o painting na flat	Itanong: Bakit hindi ninyo maulit ang kanyang sinabi? Gaano kahalaga ang ating mga tenga?	Pag-aalis ng Balakid: Isakilos mabagal, mabilis, matigas, malambot Gumamit ng mga larawan ng hayo na nagpapakita ng galaw ayon sa bilis o bagal.
C. Pag-uugnay ng mga halimbawa sa bagong aralin	Ipaawit ang Twinkle, Twinkle at hayaang ipalakpak ang mga bata ang kumpas habang umaawit.	Ipagaya sa buong klase ang galaw na ginawa ng mga bata sa harap.	Magpakita ng isang gamit sa bahay , hal. plorera. Ipakilala ang aralin gamit ang ipinakitang bagay. Ngayon ay mag-aaral tayo ng eskultura. Noong araw, ginamit ng ating mga ninuno ang ang mga artifact, ang artifact ay ginagawa na may kaukulang gamit. Tulad ng palayok, sandata, at kasangkapan	Hulaan Mo. Maghanda ng isang kahon. Lagyan ng bagay na nakakalikha ng tunog . Hal. barya Hayaang kalugin ng mga bata at hulaan ang nasa loob nito. Paano nalaman ang laman ng kahon? Ano ang tumulong sa iyo para mahulaan ito?	Magparinig ng isang masiglang tugtog. Ano ang ibig mong gawin kapag may naririnig kang masiglang tugtog?
D. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #1	Ipatukoy ang malaks na kumpas/mahinang kumpas sa awit		Gawain: Ngayon ay susubukin nating gumawa ng Coin container o pencil holder. Paghahanda ng mga kagamitan: plastic cup/bottle , yarn at glue	Basahin muli ang mga paraan ng pangangalaga sa tenga. Isa-isang talakayin at ipapapaliwanag sa mga bata kung naiintindihan at ginagawa nila ang mga ito.	
E. Pagtalakay ng bagong konsepto at paglalahad ng bagong kasanayan #2	Madali ba o mahirap hanapin ang malakas na kumpas sa awit?		Pagsasagawa sa gawain	Paano natin maiiwasan ang pagkakaroon ng mga karamdaman ito?	
F. Paglinang sa kabihasnan *(Tungo sa Formative Assessment)*			Pagpapakita ng kanilang ginawa.	Mga Paraan ng Pangangalaga sa Tenga 1. Linisin ang tainga sa labas na bahagi gamit ang bimpo o malambot na tela. 2. Iwasang malagyan ng maliliit na bagay ang loob ng tenga.	Pangkatang Gawain Sa saliw ng tugtog ipakikita ng bawat pangkat ang angkop na kilo na nagpapakita ng : Paggawa ng bahay Pagpapalipad ng saranggola Paglipad sa Kalawakan

				3. Gumamit ng cotton buds sa paglilinis ng loob ng tenga. Huwag gagamit ng matulis na bagay. 4. Kumunsulta sa doctor kung may kakaibang nararamdaman sa tenga. 5. Iwasan ang pakikinig sa sobrang lakas na tugtog.	
G. Paglalapat ng aralin sa pang-araw-araw na buhay	Lakipan ng kilos-lokomotor ang malakas at mahinang kumpas sa awit. Humandang ipakita ito sa klase sa susunod na pagkikita.	Iguhit ang bahagi ng iyong katawan na tumutulong sa iyo para matukoy ang malaks at mahinang tunog.	Idisplay sa inyong silid-aralan ang natapos na eskultura.	Sabihin kung kaaya-aya o di-kaaya-aya ang tunog: awitin iyak ng bata kulog lakas na tambutso ng motor	
H. Paglalahat ng aralin			1. Paanokayo nakalilikha ng eskultura? 2. Bukod sa lapis at barya, ano pa ang maari nating ilagay sa cup?	Paano natin mapangangalagaan ang ating tenga? Tandaan:: Ang ating tenga ay mahalagang bahagi ng ating katawan na dapat nating pangalagaan. Dahil sa ating tenga naririnig natin ang mga nagyayari sa ating paligid.	Gaano ninyo kahusay nagawa ang gawain? Masaya ba kayo?
I. Pagtataya ng aralin	Pangkatang ipaawit ang Twinkle, Twinkle at hayaang ipalakpak ang mga bata ang kumpas habang umaawit.	Pangkatang pagpapakitang kilos ng mga bata. Maaring pagamitin ng ibat-ibang instrument.	Paupuin nang pabilog ang mga bata pagkatapos ng gawain. Pag-usapan ang mga disenyo na nagawa ng mga bata ukol sa kulay, linya, hugis at balance. Anu-ano pang mga kasangkapan sa bahay ang maituturing na Art?	Bilugan ang titik ng tamang sagot. 1. Gumagamit tayo ng bimpo sa paglilinis ng labas na bahagi ng tenga dahil: a. sensitibo ang ating tenga b. malaki ang ating tenga c. matigas ang ating tenga 2. Iniiwasan nating makinig sa sobrang lakas ng mga tunog o huni sa paligid dahil:	Iguhit ang iyong damdamin habang nagsasagawa ng gawain/kilos.
J. Karagdagang gawain para sa takdang-aralin at remediation					
IV. MGA TALA					
V. PAGNINILAY					
A. Bilang ng mag-aaral na nakakuha ng 80% sa pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya	___ bilang ng Mag-aaral na nakakuha ng 80% sa Pagtataya
B. Bilang ng mag-aaral na nangangailangan ng iba pang gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para sa remediation	___ bilang ng mag-aaral na nangangailangan ng gawain para s remediation

C. Nakatulong ba ang remedial? Bilang ng mga mag-aaral na naka-unawa sa aralin	___Oo ___Hindi ____ bilang ng mag-aaral na naka-unawa sa aralin	___Oo ___Hindi ____ bilang ng mag-aaral na naka-unawa sa aralin	___Oo ___Hindi ____ bilang ng mag-aaral na naka-unawa sa aralin	___Oo ___Hindi ____ bilang ng mag-aaral na naka-unawa sa aralin	___Oo ___Hindi ____ bilang ng mag-aaral na naka-unawa sa aralin
D. Bilang ng mga mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation	___ bilang ng mag-aaral na magpapatuloy sa remediation
E. Alin sa mga istratehiya sa pagtuturo ang nakatulong ng lubos?	*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	*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	*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	*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	*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
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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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 *Planned Innovations:* __ 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?	*The lesson have successfully delivered due to:* ___ 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	*The lesson have successfully delivered due to:* ___ 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	*The lesson have successfully delivered due to:* ___ 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	*The lesson have successfully delivered due to:* ___ 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	*The lesson have successfully delivered due to:* ___ 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