

 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	III
	Teacher:		Learning Area:	MAPEH
	Teaching Dates and Time:	APRIL 17 - 21, 2023 (WEEK 10)	Quarter:	3RD QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	Demonstrates understanding of the basic concepts of dynamics in order to respond to conducting gestures using symbols indicating variances in dynamics.				
B. Performance Standard	Sings songs with proper dynamics following basic conducting gestures.				
C. Learning Competency/Objectives Write the LC code for each.	Relates dynamics to the movements of animals e.g. elephant walking - loud MU3DY-IIIId-3	Relates dynamics to the movements of animals e.g. mice scurrying – soft MU3DY-IIIId-3	Responds to conducting gestures of the teacher for “loud” and “soft” E.g. Teacher’s palm down means “soft” and palm up means “loud” MU3DY-IIIf-h-5	Responds to conducting gestures of the teacher for “loud” and “soft” E.g. hands moving farther from each other mean sound becomes louder. MU3DY-IIIf-h-5	Uses varied dynamics to enhance poetry, chants, drama, songs and musical stories. MU3DY-IIIf-h-6
I. CONTENT	Volume of Sound in Music	Volume of Sound in Music	Volume of Sound in Music	Volume of Sound in Music	Conducting and Dynamics
II. LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages	Pages 77 - 80	Pages 77 - 80	Pages 84 - 86	Pages 84 - 86	Pages 87 - 89
2. Learner’s Materials pages	Pages 77 - 80	Pages 77 – 80	Pages 85 - 88	Pages 85 - 88	Pages 89 – 90
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal	Piano, organ CD Player, pictures of animals	Piano, organ, CD Player, pictures of animals	Organ/Piano, poem	Organ/Piano, poem	Organ/Piano, poem “Creations”
B. Other Learning Resource					
III. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Let the pupils listen to the different sources of sounds	Let the pupils perform/do the different sources of sounds	Show pictures of different animals. Let pupils relate movements of these animals as soft, medium and loud	Show pictures of different animals. (another set of pictures) Let pupils relate movements of these animals as soft, medium and loud	Call a pupil to recite the poem assignment. Let the whole class read it using variation in dynamics
B. Establishing a purpose for the lesson	Show pictures of animals having loud-big movements like elephant walking	Show [pictures of animals having soft-small movements like nice scurrying	What is our National Anthem?	What is the symbol of our country?	Show pictures of animals creating soft, medium, or loud sounds.
C. Presenting examples/Instances of the new lesson	Introduce a song (Teacher’s choice) with a loud-big movements	Introduce a song (Teacher’s choice) with a soft-small movements	Present and recite the lyrics of “Lupang Hinirang” Recite the song following the gestures of the teacher using soft	Present a picture of the Philippine flag. Ask: What do we sing when we raise the Philippine flag?	Identify the pictures and mimic their sounds. Let the children create different animal sounds and apply the proper dynamics.

			dynamics (palms down), moderately loud dynamics (palms inward). Or loud dynamics (palms up) Sing the whole song following the beat and gestures of the teacher in soft, moderately loud, and loud.	Shall we recite the “Lupang Hinirang”? Recite the song following the gestures of the teacher using soft dynamics (hands moving nearer from each other) and loud dynamics (Hands moving farther from each other). Sing the whole song following the gestures	Reading of the poem “ Creations” by stressing S for soft, M for medium, and L for loud phrases
D. Discussing new concepts and practicing new skills # 1	How did you relate the loudness of sound to body movements?	How did you relate the softness of sound to body movements?	What have you noticed when we recited and sang the “Lupang Hinirang”?	What have you noticed when we recited and sang the “Lupang Hinirang”?	What can you say about the poem? What is it all about? What are the creations mentioned in the poem?
E. Discussing new concepts and practicing new skills # 2	What did you notice with the volume of your voice while singing the song?	What did you notice with the volume of your voice while singing the song?	Which part of the song has soft and loud dynamics? Sing again with corresponding gestures or hand signs on soft and loud. How do you respond to the soft and loud dynamics in the song ? Who is the composer of our national anthem? Why do we need to sing it whole-heartedly with respect and expression? Group singing following the hand gestures	What variations of dynamics used in the song “Lupang Hinirang”? Sing again with corresponding gestures or hand signs on soft and loud. How do you respond to the soft and loud dynamics in the song? Who wrote the lyrics of “Lupang Hinirang”? How do you show your love to our country, to our national flag or to our national anthem?	How do we take good care of God’s creations” What have you noticed when we recite the poem? What element of music was used to make the poem more beautiful and meaningful?
F. Developing mastery (leads to Formative Assessment 3)	Group Singing with a loud-big movement	Group Singing with a soft-small movement		Group singing following the hand gestures	Group Activity
G. Finding practical application of concepts and skills in daily living	What is the significance of the activity to our lives?	Is self- discipline shown in your group activity? How?	When you perform the group singing, is there an expression of emotions? Why?	In group singing, how do you say that it is meaningful?	How do we appreciate God’s creation?
H. Making generalizations and abstractions about the lesson	How do you relate dynamics to the movements of animals? Find out which part of the song is loud (Teacher’s choice song) big movements	How do you relate dynamics to the movements of animals? Find out which part of the song is soft (Teacher’s choice song) small movements	How do we show softness and loudness in singing? Please refer to Teacher’s Guide on page 86	What do you call the softness and loudness of a sound? Please refer to Teacher’s Guide on page 86	What are the varied uses of dynamics? Please refer to Teacher’s Manual on page 89 and Learner’s Material on page 90
I. Evaluating learning	Practice the dynamics of the song	Practice the dynamics of the song	Create a four-line poem about your favorite pet or thing. Memorize it.	Create a four-line poem about your favorite pet or thing. Memorize it.	Choose a poem, chant, or musical story and apply the changes in dynamics.
J. Additional activities for application or remediation					
IV. REMARKS					

V. REFLECTION	
A.	No. of learners who earned 80% in the evaluation
B.	No. of learners who require 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 encounter which my principal or supervisor can help me solve?
G.	What innovation or localized materials did I use/discover which I wish to share with other teachers?