



**GRADES 1 to 12
DAILY LESSON LOG**

School:	Visit DepEdResources.com for More	Grade Level:	III
Teacher:		Learning Area:	MAPEH
Teaching Dates and Time:	OCTOBER 14 - 18, 2024 (WEEK 3)	Quarter:	2 ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
I.OBJECTIVES					
A.Content Standards	Demonstrate understanding of basic concepts of musical form.		Understanding the basic elements of arts.		
B.Performance Standards	Sings and performs basic concepts of music.	Sings and performs basic concepts of music.	Creates an artworks of people in the province.	Creates an artworks of people in the province.	
C.Learning Competencies/Objectives	Recreates simple patterns and contour of a melody.	Sing entire songs with correct pitch.	Paints a landscape at a particular time of the day and selects colors that complement each other to create a mood.	Perceives how harmony is created in an artwork of complementary colors and shapes.	Weekly Test
Write the LC Code for each	MU3ME –lic -6	MU3ME –lic -6	A3PR - Iif	A3EL- Iic	
II.CONTENT	Perfect Pitch	Perfect Pitch			
III.LEARNING RESOURCES					
A.References			159		
1.Teacher’s Guides/Pages					
2.Learner’s Materials Pages					
3.Textbook Pages					
4.Additional Materials from Learning Resources (LR) portal					
B.Other Learning Resources					
IV.PROCEDURES					
A.Reviewing previous lesson or presenting the new lesson	The teacher will check their name through music and the children will respond to the teacher.	Kodaly Signals of a Hand.	How can you make light colors? How can you make dark colors?What are neutral colors?	Ask the pupils to name several complementary colors.	
B.Establishing a purpose for the lesson	Present pictures of mountains ,valleys ,volcanoes, and other beautiful spots.	How do you listen to a music? Did you analyze what is the tune of the music?	Have a guessing game on colors. Group the pupils according to their favorite colors.Tell pupils that each color has meaning and emotions to convey.	Go on nature walk. Let the pupils identify the different complementary colors they see around the school premises.	
C.Presenting examples/instances of the new lesson	Present the song” Kay Gandang Tingnan”.	Present songs “ Months of the Year”.	Show pictures of painting of a landscapes.	Show some pictures of a house , roses and t-shirt with colors.	
D.Discussing new concepts and practicing new skills #1	What is the song all about? What elements of nature are described in the song?	How are songs sings ?	Which objects in the paintings communicate a warm /cool colors?	What did you paint? What colors did you use? Is color harmony present in your artwork?	

E.Discussing new concepts and practicing new skills #2		Did you notice the melodic contour ?			
F.Developing mastery (Leads to formative assessment)				Art Activity.	
G.Finding practical/applications of concepts and skills in daily living	Use crayons ,let the pupils draw on their notebooks the melodic directions they hear. 1. Happy Birthday 2. Rain Rain Go Away	Let the pupils analyze and write on the paper the melodic contour of a music. 1. Paru parong bukid 2. Leron –Leron Sinta	Be on “ TAKE THE CHALLENGE”. In LM.	Do as “ TAKE THE CHALLENGE” ask for.	
H. Making generalizations and abstractions about the lesson	What is melody of a music?	What is a contour of a music?	How can feelings or mood be shown in artwork or painting?	How did you show harmony in your painting artwork?	
I.Evaluating Learning	Divide the class into four groups. The pupils will show the contour of the music.	Based on performance assess by the teacher.	Based on pupils performances in painting landscapes using warm and cool colors. Look for BE PROUD in LM.	How did you show harmony in your painting artwork?	
J.Additional activities for application or remediation	Create your own melodic contour using one line of any song to be presented in front of the class.	Write a song with melodic contour.	List down at least five wild animals in your notebooks.	Bring to the class any kind of fruit. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
V.REMARKS					
VI.REFLECTION					
A.No. of learners who earned 80% of the formative assessment	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above	___ of Learners who earned 80% above
B.No. of learners who require additional activities to remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation	___ of Learners who require additional activities for remediation
C.Did the remedial lessons work?No. of learners who have caught up with the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson	___Yes ___No ___ of Learners who caught up the lesson
D.No. of learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation	___ of Learners who continue to require remediation
E.Which of my teaching strategies worked well?Why did these work?	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method ___ Think-Pair-Share (TPS) ___ Rereading of Paragraphs/	<i>Strategies used that work well:</i> ___ Group collaboration ___ Games ___ Power Point Presentation ___ Answering preliminary activities/exercises ___ Discussion ___ Case Method

	Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks	<input type="checkbox"/> Think-Pair-Share (TPS) <input type="checkbox"/> Rereading of Paragraphs/ Poems/Stories <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Role Playing/Drama <input type="checkbox"/> Discovery Method <input type="checkbox"/> Lecture Method <i>Why?</i> <input type="checkbox"/> Complete IMs <input type="checkbox"/> Availability of Materials <input type="checkbox"/> Pupils' eagerness to learn <input type="checkbox"/> Group member's Cooperation in doing their tasks
F.What difficulties did I encounter which my principal or supervisor can help me solve?	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils	<input type="checkbox"/> Bullying among pupils <input type="checkbox"/> Pupils' behavior/attitude <input type="checkbox"/> Colorful IMs <input type="checkbox"/> Unavailable Technology Equipment (AVR/LCD) <input type="checkbox"/> Science/ Computer/ Internet Lab <input type="checkbox"/> Additional Clerical works <input type="checkbox"/> Reading Readiness <input type="checkbox"/> Lack of Interest of pupils
G.What innovation or localized material did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's	<i>Planned Innovations:</i> <input type="checkbox"/> Localized Videos <input type="checkbox"/> Making use big books from views of the locality <input type="checkbox"/> Recycling of plastics to be used as Instructional Materials <input type="checkbox"/> local poetical composition <input type="checkbox"/> Fashcards <input type="checkbox"/> 4 F's