



GRADES 1 to 12 DAILY LESSON LOG

School:	Visit DepEdresources.com for more	Grade Level:	III
Teacher:	File Created by Sir LIONELL G. DE SAGUN	Learning Area:	MAPEH
Teaching Dates and Time:	NOVEMBER 6 - 10, 2023 (WEEK 1)	Quarter:	2 ND QUARTER

	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY
I. OBJECTIVES					
A. Content Standard	Demonstrates understanding of the basic concepts of melody		Demonstrates understanding of lines ,textures ,shapes ,and balance of size		
B. Performance Standard	. Sing the melody of a song with accurate pitch.		Create an artwork of people in the province		
C. Learning Competency/Objectives Write the LC code for each.	Identify the pitch of a tone: MU3ME – Iia -1	Match the correct pitch of the tones. MU3ME – Ila -2	Sees that there is harmony in nature as sees in the color Of landscapes. A3EL - Ila	Perceives how harmony is created in an artwork of complementary colors and shapes. A3EL- Ilic	Weekly Test
II. CONTENT	Pitch Melodic Direction and Contour	Pitch	Color , Harmony	Complementary Colors	
III. LEARNING RESOURCES					
D. References					
1. Teacher’s Guide pages	CG p.		156-157	154-155	
2. Learner’s Materials pages					
3. Textbook pages					
4. Additional Materials from Learning Resource (LR)portal					
E. Other Learning Resource	Slides//powerpoint	Pictures,chart	powerpoint	powerpoint	
IV. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	1. Drill a. Tonal b. Rhythmic Sing “ High and Low”.	1. Drill The techer will sing the so-fa syllables. - Sing “ See –Saw”.	Share to the class your experiences of using colors in your different artworks.	Ask the pupils to name several complementary colors.	
B. Establishing a purpose for the lesson	Teacher will use Kodaly hand signals while the pupils sing the following exercises.	Show pictures of mountains, forests ,seas ,and fields. What can be in these places?	Show sample pictures of the landscape paintings of Felix Hidalgo ,Fernando Amorsolo ,and Jonathan Salvosa.	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 musical score “ Go Tell Aunt Rhody”.	Present the song “ Yaman ng Bayan”.	Show sample pictures of the landscape paintings of Felix Hidalgo ,Fernando Amorsolo ,and Jonathan Salvosa.	Show some pictures of a house , roses and t-shirt with colors.	
D. Discussing new concepts and practicing new skills # 1	Song Analysis -What is the song all about? - On which line can you find the lowest tone?	What can you say about the movement of the notes? Do you see any notes written on the same level?	-What color combination have you seen in the painting? -Which are bright colors?dark colors? Light 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					
F. Developing mastery (leads to Formative Assessment 3)	Using the song “ Go Tell Aunt Rhody” ,the teacher wil ask the pupils to match the so-fa syllables on the meta strips with the notation presented.		Art Activity	Art Activity.	
G. Finding practical application of concepts and skills in daily living	Ask the pupils to create body movements that will match the ff.pitches of a tones: High –higher Moderately high -higher	Divide the class into 4 groups. Let each group perform the contour of the melody through body movements. - Up and Down”.	If you are a painter ,how can you help develop environment awareness?	Do as “ TAKE THE CHALLENGE” ask for.	
H. Making generalizations and abstractions about the lesson	What is pitch?	What is melody? What is melodic contour?	How is harmony in nature depicted in landscape painting?	How did you show harmony in your painting artwork?	
I. Evaluating learning	Identify if the given tones is high –higher ,or moderately high –higher. 1. Leron –Leron Sinta 2. Ang mamatay nang dahil sayo.	Using the musical score of “ Up and Down “ let the pupils draw the melodic contour.	Rate the outputs of the pupils based on the given rubrics. 3- very evident 2- evident 1- not evident	Do “ BE PROUD “ in LM. Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more	
J. Additional activities for application or remediation	Study the song “ Twinkle ,Twinkle Little Star”.	Choose one line of any foksong and trace the melodic contou using colored pen or crayons.	Bring pictures of animals found in province or region.	Bring to the class any kind of fruit.	
V. REMARKS					
VI. 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?	