

GRADE 1 to 12 DAILY LESSON LOG	School			Subject	MAPEH
	Teacher			Grade & Section	
	Date			Quarter	First- Wk.6
OBJECTIVES	MONDAY (MUSIC)	TUESDAY (Art)	WEDNESDAY (P.E.)	THURSDAY (Health)	FRIDAY
A. Content Standard	Demonstrates basic understanding of sound, silence and rhythmic patterns and develops musical awareness while performing the fundamental processes in music	Demonstrates understanding on lines, shapes and colors as elements of art, and variety, proportion and contrast as principles of art through drawing	Demonstrates understanding of body shapes and body actions in preparation for various movement activities	Demonstrates understanding of the importance of respecting differences and managing feelings.	
B. Performance Standard	Responds appropriately to the pulse of sounds heard and performs with accuracy the rhythmic patterns in expressing oneself	Creates a composition /design by translating one's imagination or ideas that others can see and appreciates	Performs body shapes and actions properly.	Demonstrates respects for individual differences and managing feelings in healthful ways.	
C. Learning Competency/ Objectives Write the LC code for each.	Creates simple ostinato patterns in measures of 2s, 3s, and 4s with body movements MU2RH-1d-e-6	Draws from an actual still life arrangement. A2EL-1d	Demonstrate locomotor skills in response to even & uneven music. Recognize simple folk dance rhythmic routines. PE2MS-la-h-1	Expresses feelings in appropriate ways	Administer Summative Test
II. CONTENT	Imitates and replicates a simple series of rhythmic sounds.	ARALIN 6 - STILL LIFE	Lesson 1.3.2 RHYTHMIC ROUTINES	Lesson 1.5Expressing Feelings in Appropriate Ways	Summative Test
III. LEARNING RESOURCES					
A. References	K-12 CGp.16	K-12 CGp17	K-12 CG p16	K to 12 Curriculum Guide MAPEH 2	Summative test files
1. Teacher's Guide pages	p. 11-13	122-124	185-89	Pages 321-323	
2. Learner's Materials pages	P	183-185	310	Page 397-400	
3. Textbook pages					
4. Additional Materials from Learning Resource (LR) portal					
B. Other Learning Resource	Chart/tarpapel Mp3	crayons, bond paper and pictures or real objects	DVD, CD, Pictures	pictures, activity cards	

III. PROCEDURES					
A. Reviewing previous lesson or presenting the new lesson	Play a simple rhythmic pattern of steady beats learned in the past lesson.	Song	1. Drill Instruction: Use the 2 time signature in demonstrating the different simple dance. 4 Example: Leron Leron Sinta	Laro: Itaas ang kamay kung tama ang ginawa ng tauhan sa bawat kaisipan at kaliwang kamay kung mali.	Song
B. Establishing a purpose for the lesson	Chant by 4's steady beats	Look at the things around us. What do you see?	Show pictures of dance partners in different movements (see chart)	Ipakita ang cover picture. Magbigay ang bawat bata ng kaisipan ukol dito.	Setting of standard
C. Presenting examples/ instances of the new lesson	The teacher clap 4x then the pupils will imitate.	Show picture of a flower.	Activity 1 In as much as you learned already the movement skills of the pictures above, what do you think are the dance steps shown? Can you recognize the movements? Box No. 1 Hop Step – Step R sideward Hop in place with the R and repeat with the L Box No. 2 Close Step – Step R sideward Close L to R and repeat with the left Box No. 3 Step- Swing – Step R sideward Swing L across the R in front Repeat starting with the left.	Sagutin ang mga katanungan sa cover picture.	Giving of instruction
D. Discussing new concepts and practicing new skills #1	Please see TG page 15. Do activity 2.	Can you identify into what group does the picture belong? Can you name a flower in the picture and tell its color and shape? What is the texture of the flower? Can you identify the lines used to draw the flower?	This time you will execute the 3 dance steps by adding the "STEP" movement and do it repeatedly in place with the music in 2 time signature. 4 Example: Leron Leron Sinta <ul style="list-style-type: none"> ▀ Start by listening to the music ▀ Do it with the counting ▀ Do it by mentioning the step while dancing 	Pangkatang Gawain: TG sa pahina 322	Supervising the test
E. Discussing new concepts and practicing new skills #2	Group activity: Do group activity pages 15-16	Put on the table several objects that are being used in the school every day.	1. Teacher posts the figure in manila paper on designated places 2. Divide the group into 3. 3. Three leaders previously trained by the teacher will be assigned in each station. They will assist the group in performing the figures while the teacher will move around by station to check if the groups are performing correctly. Follow this sequence: Group 1 – Figures 1, 2 and 3 Group 2 – Figures 2, 3 and 1	Sagutin ang "Gawin" pahina 398	

F. Developing mastery (leads to Formative Assessment 3)	Show the rhythmic pattern. Teach and guide your pupils see TG pp. 15-16.	Let the learners select three things and draw it with the correct shape and color. They can arrange the objects so that some are in front and some are in the back.	Group 3 – Figures 3, 1 and 2 Let us now perform the figures below with the music	Pangkatang Gawain: May nakahandang tatlong learning station.isakilos ang hinihigi sa bawat istasyon.	
G. Finding practical application of concepts and skills in daily living	We can understand more rhythmic patterns by movements like clapping, stomping or tapping.	What do we have to remember in doing a still life.	The 3 groups will practice Figures 1, 2 & 3 with a partner. Master the figures and execute the movement correctly.	Kailan at saan mo dapat ipahayag ang iyong damdamin?	Show honesty in answering the test questions
H. Making generalizations and abstractions about the lesson	How can we develop rhythmic pattern?	Define Still Life. Read Isaisip Mo.	Hop step, close step swing are dance steps used in some of our folk dances and rhythmic routines. These maybe done in 2 or 3 time music. These are also locomotor movement skills. 4.4	Basahin ang "Tandaan" pahina 322	
I. Evaluating learning	Do " Pagtataya" TG p.37	Instruct the students to work on Ipagmalaki Mo.	Perform Figures 1, 2 and 3 by group. Check (✓) the appropriate column using the rubrics below. 3 - Almost all the members of the group showed mastery of the step pattern, counting and timing. 2 - More than half of the members of the group showed mastery of the step pattern, counting and timing. 1 - More than half of the group did not show mastery of the step pattern, counting and timing	LM pahina 400	Recording the test results
J. Additional activities for application or remediation	Please see LM p.37	Bring crayons, pencil and drawing paper for our next art lesson.	Practice the different learned steps at home. Master the dance steps like slide, gallop step, and jump. Be ready for a performance.	Gumawa ng diary sa loob ng limang araw na nagpapakita ng iyong nararamdamaman.	Challenge the pupils for the next test.
IV. REMARKS					
V. REFLECTION					

A..No. of learners who earned 80% in the evaluation	<input type="text"/> of Learners who earned 80% above	<input type="text"/> of Learners who earned 80% above	<input type="text"/> of Learners who earned 80% above	<input type="text"/> of Learners who earned 80% above	<input type="text"/> of Learners who earned 80% above
B.No. of learners who require additional activities for remediation who scored below 80%	<input type="text"/> of Learners who require additional activities for remediation	<input type="text"/> of Learners who require additional activities for remediation	<input type="text"/> of Learners who require additional activities for remediation	<input type="text"/> of Learners who require additional activities for remediation	<input type="text"/> of Learners who require additional activities for remediation
C. Did the remedial lessons work? No. of learners who have caught up with the lesson	<input type="text"/> Yes <input type="text"/> No <input type="text"/> of Learners who caught up the lesson	<input type="text"/> Yes <input type="text"/> No <input type="text"/> of Learners who caught up the lesson	<input type="text"/> Yes <input type="text"/> No <input type="text"/> of Learners who caught up the lesson	<input type="text"/> Yes <input type="text"/> No <input type="text"/> of Learners who caught up the lesson	<input type="text"/> Yes <input type="text"/> No <input type="text"/> of Learners who caught up the lesson
D. No. of learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation	<input type="text"/> of Learners who continue to require remediation
E. Which of my teaching strategies worked well? Why did these work?	<p>Strategies used that work well:</p> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Solving Puzzles/Jigsaw <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Carousel <input type="text"/> Diads <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs Poems/Stories <input type="text"/> Differentiated Instruction <input type="text"/> Role Playing/Drama <input type="text"/> Discovery Method <input type="text"/> Lecture Method Why? <input type="text"/> Complete IMs <input type="text"/> Availability of Materials <input type="text"/> Pupils' eagerness to learn <input type="text"/> Group member's Cooperation in doing their tasks	<p>Strategies used that work well:</p> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Solving Puzzles/Jigsaw <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Carousel <input type="text"/> Diads <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs Poems/Stories <input type="text"/> Differentiated Instruction <input type="text"/> Role Playing/Drama <input type="text"/> Discovery Method <input type="text"/> Lecture Method Why? <input type="text"/> Complete IMs <input type="text"/> Availability of Materials <input type="text"/> Pupils' eagerness to learn <input type="text"/> Group member's Cooperation in doing their tasks	<p>Strategies used that work well:</p> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Solving Puzzles/Jigsaw <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Carousel <input type="text"/> Diads <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs Poems/Stories <input type="text"/> Differentiated Instruction <input type="text"/> Role Playing/Drama <input type="text"/> Discovery Method <input type="text"/> Lecture Method Why? <input type="text"/> Complete IMs <input type="text"/> Availability of Materials <input type="text"/> Pupils' eagerness to learn <input type="text"/> Group member's Cooperation in doing their tasks	<p>Strategies used that work well:</p> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Solving Puzzles/Jigsaw <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Carousel <input type="text"/> Diads <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs Poems/Stories <input type="text"/> Differentiated Instruction <input type="text"/> Role Playing/Drama <input type="text"/> Discovery Method <input type="text"/> Lecture Method Why? <input type="text"/> Complete IMs <input type="text"/> Availability of Materials <input type="text"/> Pupils' eagerness to learn <input type="text"/> Group member's Cooperation in doing their tasks	<p>Strategies used that work well:</p> <input type="text"/> Group collaboration <input type="text"/> Games <input type="text"/> Solving Puzzles/Jigsaw <input type="text"/> Answering preliminary activities/exercises <input type="text"/> Carousel <input type="text"/> Diads <input type="text"/> Think-Pair-Share (TPS) <input type="text"/> Rereading of Paragraphs Poems/Stories <input type="text"/> Differentiated Instruction <input type="text"/> Role Playing/Drama <input type="text"/> Discovery Method <input type="text"/> Lecture Method Why? <input type="text"/> Complete IMs <input type="text"/> Availability of Materials <input type="text"/> Pupils' eagerness to learn <input type="text"/> 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="text"/> Bullying among pupils <input type="text"/> Pupils' behavior/attitude <input type="text"/> Colorful IMs <input type="text"/> Unavailable Technology Equipment (AVR/LCD) <input type="text"/> Science/ Computer/ Internet Lab <input type="text"/> Additional Clerical works Planned Innovations: <input type="text"/> Localized Videos <input type="text"/> Making big books from views of the locality <input type="text"/> Recycling of plastics to be used as Instructional Materials local poetical composition	<input type="text"/> Bullying among pupils <input type="text"/> Pupils' behavior/attitude <input type="text"/> Colorful IMs <input type="text"/> Unavailable Technology Equipment (AVR/LCD) <input type="text"/> Science/ Computer/ Internet Lab <input type="text"/> Additional Clerical works Planned Innovations: <input type="text"/> Localized Videos <input type="text"/> Making big books from views of the locality <input type="text"/> Recycling of plastics to be used as Instructional Materials local poetical composition	<input type="text"/> Bullying among pupils <input type="text"/> Pupils' behavior/attitude <input type="text"/> Colorful IMs <input type="text"/> Unavailable Technology Equipment (AVR/LCD) <input type="text"/> Science/ Computer/ Internet Lab <input type="text"/> Additional Clerical works Planned Innovations: <input type="text"/> Localized Videos <input type="text"/> Making big books from views of the locality <input type="text"/> Recycling of plastics to be used as Instructional Materials local poetical composition	<input type="text"/> Bullying among pupils <input type="text"/> Pupils' behavior/attitude <input type="text"/> Colorful IMs <input type="text"/> Unavailable Technology Equipment (AVR/LCD) <input type="text"/> Science/ Computer/ Internet Lab <input type="text"/> Additional Clerical works Planned Innovations: <input type="text"/> Localized Videos <input type="text"/> Making big books from views of the locality <input type="text"/> Recycling of plastics to be used as Instructional Materials local poetical composition	<input type="text"/> Bullying among pupils <input type="text"/> Pupils' behavior/attitude <input type="text"/> Colorful IMs <input type="text"/> Unavailable Technology Equipment (AVR/LCD) <input type="text"/> Science/ Computer/ Internet Lab <input type="text"/> Additional Clerical works Planned Innovations: <input type="text"/> Localized Videos <input type="text"/> Making big books from views of the locality <input type="text"/> Recycling of plastics to be used as Instructional Materials local poetical composition
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	The lesson have successfully delivered due to: <input type="text"/> pupils' eagerness to learn <input type="text"/> complete/varied IMs <input type="text"/> uncomplicated lesson <input type="text"/> worksheets <input type="text"/> varied activity sheets	The lesson have successfully delivered due to: <input type="text"/> pupils' eagerness to learn <input type="text"/> complete/varied IMs <input type="text"/> uncomplicated lesson <input type="text"/> worksheets <input type="text"/> varied activity sheets	The lesson have successfully delivered due to: <input type="text"/> pupils' eagerness to learn <input type="text"/> complete/varied IMs <input type="text"/> uncomplicated lesson <input type="text"/> worksheets <input type="text"/> varied activity sheets	The lesson have successfully delivered due to: <input type="text"/> pupils' eagerness to learn <input type="text"/> complete/varied IMs <input type="text"/> uncomplicated lesson <input type="text"/> worksheets <input type="text"/> varied activity sheets	The lesson have successfully delivered due to: <input type="text"/> pupils' eagerness to learn <input type="text"/> complete/varied IMs <input type="text"/> uncomplicated lesson <input type="text"/> worksheets <input type="text"/> varied activity sheets

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