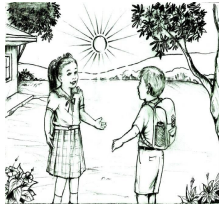


 GRADES 1 to 12 DAILY LESSON LOG	School:		Grade Level:	II
	Teacher:	Credits to the Author	Learning Area:	MAPEH
	Teaching Dates and Time:	JANUARY 23-27, 2023 (WEEK 10)	Quarter:	2ND QUARTER

OBJECTIVES	MONDAY (MUSIC)	TUESDAY (ARTS)	WEDNESDAY (P.E.)	THURSDAY (HEALTH)	FRIDAY
A. Content Standard	Demonstrates understanding of the basic concepts of musical form	Demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm	Demonstrates understanding of locations, directions, levels, pathways and planes		
B. Performance Standard	Chosen from among the previously learned songs that shows the basic concepts of musical lines, beginnings, endings and repeats through body movement, vocal sounds, and instrumental sounds	Demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm	Performs movements accurately involving locations, directions, levels, pathways and planes.		
C. Learning Competency/ Objectives Write the LC code for each.	Identifies the beginning and ending of a song MU2FO-IId-1 Creates melodic introduction and ending of songs MU2FO-IIg-h-6 Creates rhythmic introduction and ending of songs MU2FO-IIg-h-7	Uses with control the use of painting tools and materials to paint the different line, shapes, and colors in his work or in a work done with others. A2PR-IIg-2	Describe correct posture in sitting, walking and standing. Observe correct posture all the time PE2PF-IIa-h-2	Nasusukat ang kakayahan hinggil sa nagdaang aralin Nasasagutan ng buong husay ang mga tanong	Nasusukat ang kakayahan hinggil sa nagdaang aralin Nasasagutan ng buong husay ang mga tanong
II. CONTENT	Content: Simula at Katapusan Module 14	PAINTING	Correct Posture in Sitting, Walking, Standing	Ikalawang Panahunang Pagsusulit	Ikalawang Panahunang Pagsusulit
LEARNING RESOURCES					
A. References					
1. Teacher’s Guide pages					
2. Learner’s Materials pages	78-84				
3. Textbook pages					

4. Additional Materials from Learning Resource (LR) portal	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.222-223	Music, Art, Physical Education and Health 2.(Tagalog) DepEd. Falculita, Rogelio F. et.al.2013. pp. 375. 303-305. 313-314		
B. Other Learning Resource	Pictures, tarpapel	Rubrics/checklist, song, chairs	Ikalawang Panahunang Pagsusulit	Ikalawang Panahunang Pagsusulit
PROCEDURE A. Reviewing previous lesson or presenting the new lesson Greeting Kumusta Ka! M.S.D. Daga  Sing the song “O, NanayKo” with the pupils.	Conduct a review about the different lines, shapes and colors and how these are being used to create an artistic art work.	The teacher will call for the group names; the group called will perform the assigned task. Matalino-standing, Magaling-sitting, Mahusay-walking. When he/she says “Chocolate” everybody will perform all tasks. As he/she says “Cake” the pupils will go back to previous position. What parts of the body were used in activity of standing, sitting and walking Read this poem. Naiiba Ako ni Rogelio F. Falculita		
B. Establishing a purpose for the lesson Ask the pupils to identify the beginning and ending of the song. Clap the rhythmic pattern to indicate the beginning of the song.  After singing the song, clap the given pattern to indicate the ending of the song. Ask the pupils how they began and ended the song. 	Show pictures made up of different lines, shapes and colors.			Song
C. Presenting examples/ instances of the new lesson	(Presentation) Gawain 1: Simula at Katapusan, lyong Sabayan Awitin ang —Kamusta Ka! —	What can you say about the pictures?	Teacher will prepare 3 stations. In each station they will perform a task. (see activity sheet)	Setting of standard



What are the different lines, shapes, and colors used in the picture?
How the lines, shapes and colors contributed to the attractiveness of the artwork?

D. Discussing new concepts and practicing new skills #1

Kumusta Ka!

M.E.D. Digo



Ma-gan-dang u-ma-gal Ma-gan-dang u-

ma-gal Ku-mu-ta-ka la na! Ku-mu-ta-ka

na! Ma-bu-fi na na na Ma-bu-fi na na

E. Discussing new concepts and practicing new skills #2

(Modeling)

Awitin ang —O, Nanay Koll

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Carla Jonathan

Jojo

1. 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000

Let the learners study the art works shown in the picture and give the different lines, shapes and colors.

Can you name the different postures you have just done? Identify them. Describe the correct posture in standing, sitting and walking.

Giving of instruction

F. Developing mastery (leads to Formative Assessment 3)

Pansinin kung saang bahagi nagsimula ang awit.

3
4

Saan naman ito nagtatapos?

Ngayon ay ipalakpak ang sumusunod na rhythmic pattern bilang hudyat ng pagsisimula ng —O, Nanay Koll.

Ipalakpak naman ang sumusunod na rhythmic pattern bilang pagtatapos ng awit.

Paano ipinakita ang simula at katapusan ng awit?

3
4

Group Activity :
Group the class into 10 groups with 5 members.
Let them answer the following question given by the teacher.
Say:
What are the lines, shapes and colors found in the picture?
What are the painting tools used?
How are the lines, shapes and colors drawn?
Compare the different lines, shapes and colors to each other and how it was drawn using the painting tools.

Have a game:

Round and Round We Go

Supervising the test

Checking the test

Giving of instruction
Supervising the test
Checking the test

G. Finding practical application of concepts and skills in daily living

pakaliwa at pakanan kasabay ng bilang na 1,2 sa pagsisimula ng awit at ipalakpak ang kamay ng isa sa katapusan ng awit.

Awitin ang —Mga Alaga Kong Hayopll. Saliwan ito ng angkop na galaw gaya ng pagmartsa kasabay ngbilang na 1,2, 3, 4 sa pagsisimula ng awit. Sa katapusan ng awit ay itaas ang dalawang kamay kasabay ng pagsasabi ng —Heyll habang ang iba ay papaluin ng isang beses ang tambol.

—Mga Alaga Kong Hayopll



H.Making generalizations and abstractions about the lesson

Tandaan:
Ang galaw ng katawan ay maaaring gamitin upang ipakita ang simula at katapusan ng isang awit

I.Evaluation
Pagtataya
Ipakita ang lubos na pagkatuto sa mga isinagawang aralin sa pamamagitan ng paglalagay ng tsek (/)sa tamang kahon.

KAALAMAN/ KASANAYAN	1	2	3	4
1. Nakaawit sa tamang tono.				
2. Nakasunod sa rhythm ng awit.				
3. Nagpamalas ng kakayahan sa malikhaing paggalaw sa pagkilala sa				

I. Evaluating learning

Letthe group create a work of art using a pencil then draw different lines to form a shape and color it.

What you should do to maintain the neatness of your artwork?

Help the learners to come up with the idea that an art work will be more artistic if they know how to control the use of pencil and colors.

1. Instruct the learners to display their finished art works.
2. Appreciate the art works of the learners through the rubrics.
3. Instruct the learners to write their answers on their arts notebook.

Get your partner.
Observe and perform the following tasks correctly. Rate with a star () when your partner successfully completed each task.

_____ 1. Walk towards the door and do it properly.
_____ 2. Pick up a piece of paper and stand properly.
_____ 3. Get a chair and show your friends how to sit properly.

Assuming good posture at all times influences good physical health and wholesome personality.

Divide the class into 6 groups. Teacher will rate the performance of the group using the rubrics below. The following are the tasks to observe and perform.

☂ Correct posture of

Sitting
Standing
Walking

Show honesty in answering the test questions

Recording the test results

Show honesty in answering the test questions

Recording the test results

simula at katapusan ng awit.				
4. Nagpamalas ng kakayahan sa pag-unawa sa kayarian ng musika.				
5. Aktibong nakiisa sa mga gawain ng klase.				

J. Additional activities for application or remediation

1. Cut pictures of a person showing the proper way of carrying different objects, going up and down from the stairs, and talking to someone while standing, sitting and walking.
2. Paste in an oslo paper and make a colorful background design and describe.

IV. REMARKS

V. REFLECTION

A..No. of learners who earned 80% in the evaluation	___ 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 for remediation who scored below 80%	___ 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?	___Yes ___No	___Yes ___No	___Yes ___No	___Yes ___No
No. of learners who have caught up with the lesson	___ of Learners who caught up the lesson	___ of Learners who caught up the lesson	___ of Learners who caught up the lesson	___ 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

E. Which of my teaching strategies worked well? Why did these work?	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks	<i>Strategies used that work well:</i> ___ 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 <i>Why?</i> ___ Complete IMs ___ Availability of Materials ___ Pupils' eagerness to learn ___ Group member's Cooperation in doing their tasks
F. What difficulties did I encounter which my principal or supervisor can help me solve?	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works	___ Bullying among pupils ___ Pupils' behavior/attitude ___ Colorful IMs ___ Unavailable Technology Equipment (AVR/LCD) ___ Science/ Computer/ Internet Lab ___ Additional Clerical works
G. What innovation or localized materials did I use/discover which I wish to share with other teachers?	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition	<i>Planned Innovations:</i> ___ Localized Videos ___ Making big books from views of the locality ___ Recycling of plastics to be used as Instructional Materials ___ local poetical composition