



Republic of the Philippines



Department of Education
DepEd Complex, Meralco Avenue, Pasig City, Philippines

Detailed Lesson Plan

MUSIC

(Grade 6)

FIRST QUARTER

Maria Blessed A. Cahapay
Focal Person

John Carlo S. Tulinao

Narcie Fe M. Solloso

Judith G. Andres

Writers

Dolores T. Andres

Reviewer

Lesson 1 I. OBJECTIVES

- A. **Content Standards:** Demonstrates understanding of the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures for appropriate mastery and acquisition of skills
- B. **Performance Standards:** Responds to beats in music heard with appropriate conducting patterns of $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ and $\frac{6}{8}$
- C. **Learning Competency:** Identifies the notes and rests used in a particular song (MU6RH-Ia-1)

II. **CONTENT:** Musical Symbols and Concepts, Notes and Rests

III. **LEARNING RESOURCES:** Symbols of notes and rests, Musical score of

“Magtanim ay Masaya”, “Magtanim ay Di Biro”,
“Bahay Kubo”, *Umawit at Gumuhit 6*

IV. PROCEDURES

- A. *Reviewing Previous Lesson or Presenting the New Lesson*

Say: Echo clap the rhythms that I will do. (Do not show the patterns.)



- B. *Establishing a Purpose for the Lesson*

The teacher shows the rhythmic patterns above.

Say: There are 3 measures in each rhythmic pattern.
Let us count the measures in each time signature. Clap the rhythmic patterns.

- C. *Presenting Examples/Instances of the New Lesson.*

Say: Sing the song "Magtanim ay Masaya".

Observe how the words of the song move with the music.

Magtanim ay Masaya

Marinduque Folk Song

Mag-ta-nim ay ma-sa - ya, la-hat ay ma-li-ga - ya, ka-ta-wa'y ma si-sig - la, hi-
 rap di a - lin - ta - na, Ma-sa - ya ang mag-ta - nim, ma-ra-ming a - a - ni -
 hin, ha - li - na sa bu-ki - rin, at a - ting pag-ya-ma - nin.

D. Discussing New Concepts and Practicing New Skill 1

1. Say: Movements in music are written in notes and rests. Rhythm is the movement in music.
2. Present and discuss Table 1.
3. Identify the rhythm (note and rest) used in "Magtanim ay Masaya".

Table 1

ITEM	NOTE	VALUE (number of beats)	REST
Whole note/rest		4	
Half note/rest		2	
Quarter note/rest		1	
Eighth note/rest		1/2	
Sixteenth note/rest		1/4	











2 3 4
4 4 4

E. Discussing New Concepts and Practicing New Skills 2

1. Present and discuss Table 2.

Given the time signature , the following notes and rests will receive the corresponding number of beats.

Table 2

ITEM	NOTE	VALUE (number of beats)	REST
Dotted whole note/rest		6	
Dotted half note/rest		3	
Dotted quarter note/rest		1 1/2	
Dotted eighth note/rest		3/4	
Dotted sixteenth note/rest		3/8	

2. Say: In the excerpt below, in what measure/s can you find a dotted note?

Bahay Kubo



3. Show again the song “Magtanim ay Masaya”.

Say: In what measure is the dotted note found?

F. Developing Mastery

Say: Sing the song. Identify the measure/s in which the following notes/rests are used:

1. quarter note
2. half rest
3. sixteenth note
4. dotted eighth note

5. quarter rest

Magtanim ay Di Biro

1. Mag ta - nim ay di bi - ro Mag - ha - pong na - ka - yu - ko Di man
2. Bra - so ko'y na - ma - man - hid Bay - wang ko'y na - nga - nga - wit Bin - ti

lang ma - ka - u - po Di man lang ma - ka - ta - yo Sa u - ma - ga pag - gi - sing ang la - hat i -
ko'y na - mi - mi - tid Sa pagka - ba - bad sa tu - big

i - si - pinKung sa - an may pa - ta - nim May ma - sa rap na pag - ka - in.

G. Finding Practical Applications of Concepts and Skills in Daily Living.

Say: Rhythm is made up of regular repeated patterns of movement or sound. It is also a systematic arrangement of musical sounds, principally according to duration and periodical stress.

People will understand us better if we move or speak with good rhythm. Act out a daily routine that you do in school or at home, which shows good rhythm. Example: the way you pass your papers after a test

H. Making Generalizations and Abstractions About the Lesson

Music is made up of different kinds of notes and rests to represent duration of sounds and silence.

I. Evaluating Learning

Identify the notes and rests used in the measure being asked.

Write your answer on a sheet of paper.

Sarung Banggi

Bicol Folk Song

$\text{♩} = 114$

Sa-rung bang - gi sa hig - da - an

na-ca - da - ngog a - co hi nu ni nin sa - rong gam - gam

1. 1st measure- _____, _____, _____, _____
2. 4th measure- _____
3. 5th measure- _____, _____, _____, _____, _____

J. Additional Activities for Application or Remediation

Fill out the table for time signatures $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$.

Name	NOTE	REST	BEAT
Whole			
Half			
Dotted Quarter			
Quarter			
Dotted Eighth			
Eighth			

Lesson 2 I. Objectives

- A. **Content Standards:** Demonstrates understanding of the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures for appropriate mastery and acquisition of skills
- B. **Performance Standards:** Responds to beats in music heard with appropriate conducting patterns of $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{6}{8}$

Learning Competency: Differentiates among

time signatures

(MU6RH-Ib-e-2)

II. CONTENT:	Musical Symbols and Concepts, Time Signatures
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III. **LEARNING RESOURCES:** Scores with different time signature, sound clips, speaker, *Umawit at Gumuhit 6*

IV. PROCEDURES

- A. *Reviewing Previous Lesson or Presenting the New Lesson*

Show the pattern and ask the students to identify the notes and rests used.



- B. *Establishing a Purpose for the Lesson and Presenting Examples/Instances of the New Lesson:*

The teacher will do the following:

1. Play sound clips in different time signatures.
2. Ask the students to listen to the songs and answer the following questions:
 - a. Are the songs the same? (No)
 - b. What makes each song different? (time signature)
 - c. What is the meter of each song? (duple, triple, quadruple)
 - d. What are the different time signatures? ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$) Suggested

songs:

24

Magtanim ay Di Biro

34

3 4 Paruparong Bukid

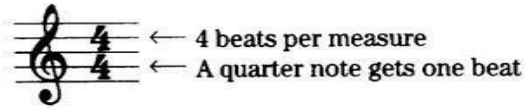
⁴ 4 Kalesa

C. *Presenting Examples/ Instances of the New Lesson*

The teacher will explain about time signature.

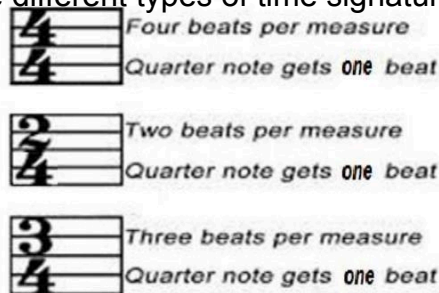
Time signature tells us how the music is to be counted. The time signature is written at the beginning of the staff after the clef and the key signature.

A time signature consists of two numbers; the upper number and the lower number. The upper number of the time signature tells us the number of beats that should be in each measure. The lower number of the time signature tells us the kind of note that receives one beat.



D. Discussing New Concepts and Practicing New Skills 1

1. Show the different types of time signature



2. Ask the learners to count the beats in each measure.



E. Discussing New Concepts and Practicing New Skills

2 Ask the learners to:

1. Mark the beat of the following rhythms.

2. Identify the time signature.



F. *Developing Mastery*

Identify the time signature. Write the number of beat/s in each note/rest.



G. *Finding Practical Applications of Concepts and Skills in Daily Living.*

The grouping of 2s, 3s, and 4s may suggest an action. In time signature, we can move through marching. In time signature, we can

do waltz. In time signature, we can sing a slow song. What other actions or movements can you associate with the given time signatures?

H. *Making Generalizations and Abstractions About the Lesson*

Time signature is used to specify how many beats (pulses) are to be contained in each measure and which note value is to be given one beat.

I. *Evaluating learning*

Identify whether the time signature used in each staff is $\frac{2}{4}$, $\frac{3}{4}$, or $\frac{4}{4}$.

J. *Additional Activities for Application or Remediation*

Add a bar line in each staff.

Follow the indicated time signature.



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Lesson 3 I. OBJECTIVES

A. **Content Standards:** Demonstrates understanding of the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures for appropriate mastery and acquisition of skills

B. **Performance Standards:** Responds to beats in music heard with appropriate conducting patterns of $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{6}{8}$

C.

Learning Competency: Differentiates among

time signatures

(MU6RH-Ib-e-2)

Musical Symbols and Concepts: Time Signatures

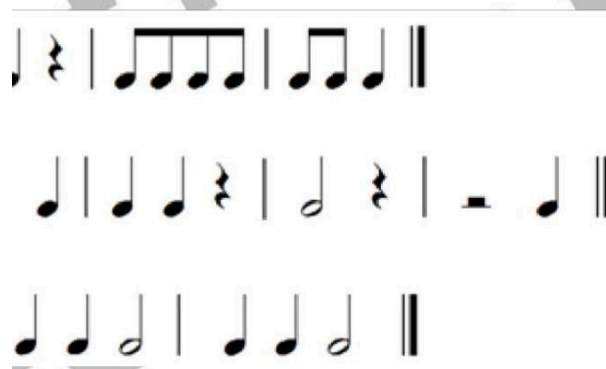
II. CONTENT:

III. **LEARNING RESOURCES:** Scores with different time signature, sound clips, speaker, *Umawit at Gumuhit 6*

IV. PROCEDURES

A. *Reviewing Previous Lesson or Presenting the New Lesson:*

The teacher shows the rhythmic patterns and asks the learners to clap them.



B. *Establishing a Purpose for the Lesson and Presenting Examples/Instances of the New Lesson:*

1. Say: Listen to the song “Dandansoy”.

Tap the beat of the song.

2. Present the score.

Dandansoy

Katutubong Awit Bisaya

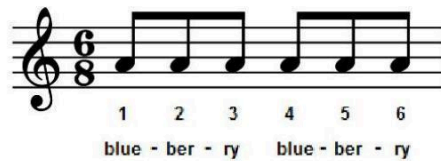
Dan-dan-soy ba-ya-an ko i- kaw Pa-u - li a-ko sa pa- yaw u-ga-

ling kon i-kaw hid-la- won ang pa-yaw i-mo lang lan-ta- won.

Ask: What is the time signature of the song? ($\frac{6}{8}$)

C. *Presenting Examples/Instances of the New Lesson*

Ask the learners to say the word “blueberry” two times.



$\frac{6}{8}$
In time signature, the upper number indicates that there are 6 beats in each measure and the lower number, which is 8, indicates that an eighth note receives one beat.



We call $\frac{2}{4}$ time, simple duple meaning there are two beats per measure and each beat divides in two (simple parts). By contrast, time also has two quarter note beats per measure so it is duple too, but each one divides into three, making it a **compound duple** time signature.

D. *Discussing New Concepts and Practicing New Skills*
1 Table 1

ITEM	NOTE	VALUE (number of beats)	REST
Dotted Half note/rest		6	
Half note/rest		4	
Dotted Quarter note/rest		3	
Quarter note/rest		2	
Eighth note/rest		1	
Sixteenth note/rest		1/2	

E. *Discussing New Concepts and Practicing New Skills 2*

1. Sing the song "Dandansoy"

2. Analyze and count the rhythms.

F. *Developing Mastery*

Say:

Read and clap the following rhythms.



G. *Finding Practical Applications of Concepts and Skills in Daily Living.*

The time signature gives a feeling of swaying motion and can be very relaxing when the music or song is in a slow tempo. On the other hand, it can also have a marching feel when the song or music is in a fast tempo.

What activities make you feel relaxed?

What activities make you feel in a hurry?

J. *Making Generalizations and Abstractions About the Lesson*

In a time signature, there are 6 beats in a measure and the eighth note gets one beat.

K. *Evaluating Learning*

Directions: Listen to the following songs. Write YES if its time signature moves in $\frac{6}{8}$ and NO if not.

____ 1. A Thousand Years (Christina Perri)

____ 2. Break Away (Kelly Clarkson)

____ 3. Let It Go (Idina Menzel)

K. *Additional Activities for Application or Remediation*

Directions: Write on the blank whether the song is in time signature.

____ 1. Bahay Kubo

____ 2. The Farmer in the Dell (Traditional)

____ 3. Sitsiritsit

____ 4. Santa Clara

____ 5. Lupang Hinirang

Lesson 4

I. OBJECTIVES

- A. **Content Standards:** Illustrates the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures for appropriate mastery and acquisition of skills
- B. **Performance Standards:** Creates rhythmic patterns using half, quarter, eighth and sixteenth notes and rests, in time signatures
- C.

Learning Competency: Demonstrates the conducting gestures of

time

signatures

Musical Symbols and Concepts: Conducting

II. CONTENT:

III.

LEARNING RESOURCES: Conducting patterns of time signatures, mirror, *Umawit at Gumuhit 6*, *Conducting Manual of the*

Basic Music Course

IV. PROCEDURES:

A. *Reviewing Previous Lesson or Presenting the New Lesson*

Ask: 1. What is time signature?

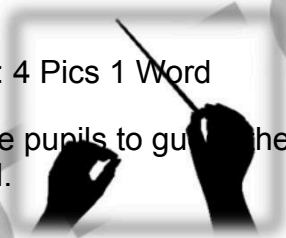
2. What does the upper number signify? How about the lower number?

3. Give examples of different time signatures.

B. Establishing a Purpose for the Lesson

Game: 4 Pics 1 Word

Ask the pupils to guess the mystery word through the clues that the pictures reveal.



Answer: *Conducting*

C. *Presenting Examples/Instances of the New Lesson*

Music conductors help people sing together. They do this by showing the beat of a song through arm movements that follow certain patterns. The patterns are based on the number of beats per measure as shown by the upper number of the time signature. The following are simple time signatures:

$\frac{2}{4}$

$\frac{3}{4}$

$\frac{4}{4}$


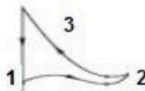
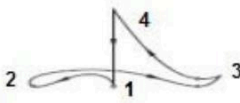
(simple duple)

(simple triple)

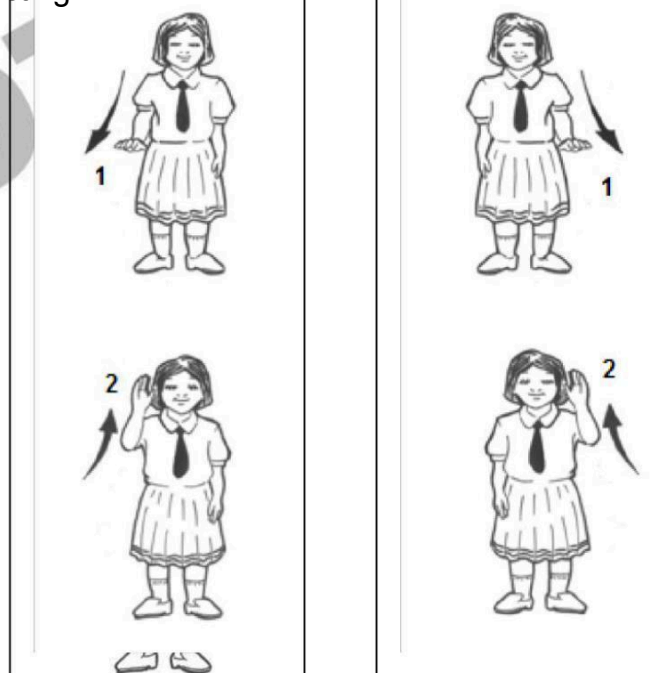
(simple quadruple)

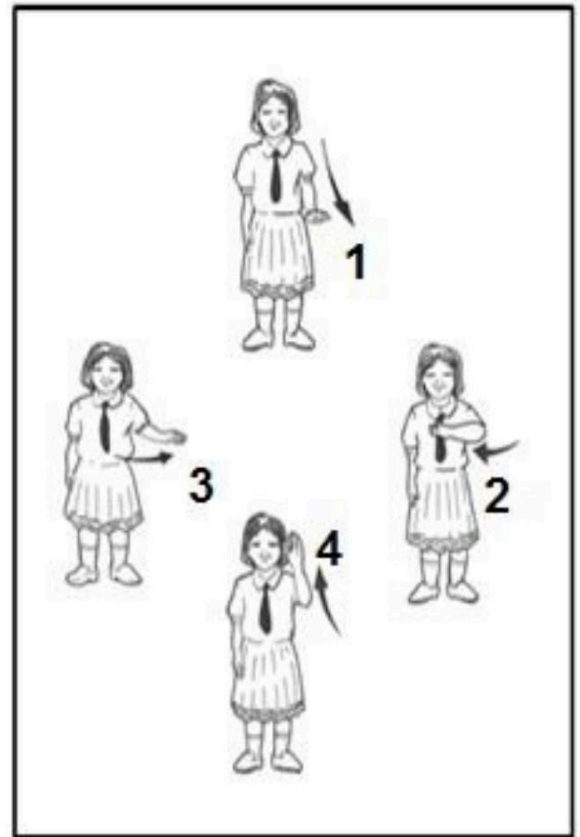
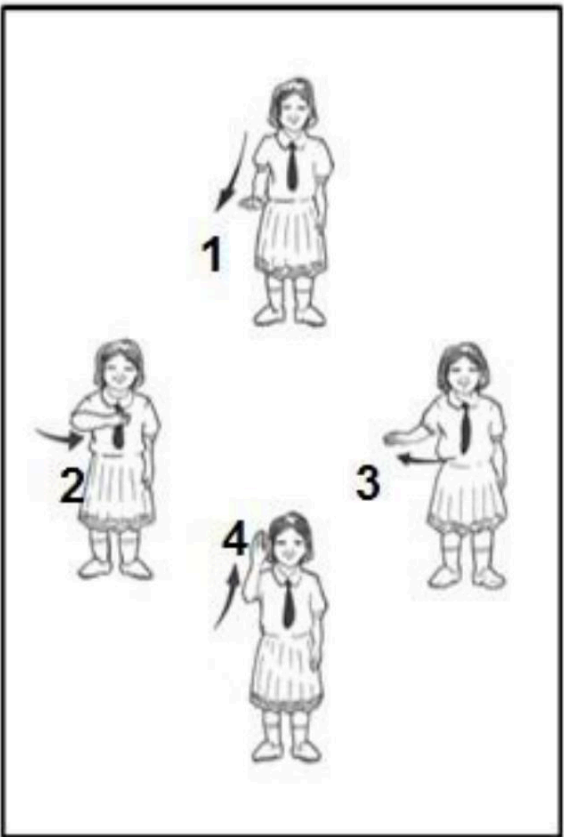
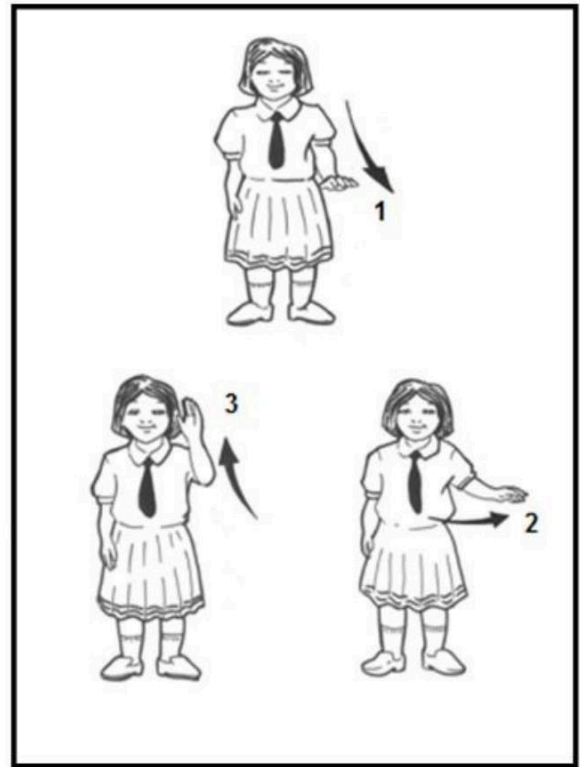
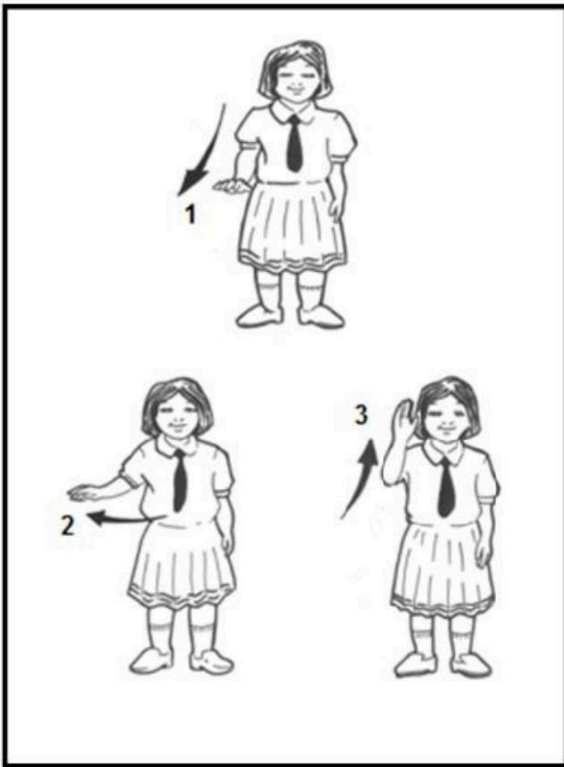
D. *Discussing New Concepts and Practicing New Skills 1*

1. Show the conducting patterns in 2s, 3s and 4s.

TIME SIGNATURE	BEATS PER MEASURE	BEAT PATTERN
$\frac{2}{4}$	2	
$\frac{3}{4}$	3	
$\frac{4}{4}$	4	

2. Discuss each conducting pattern and give guidelines in proper conducting.





3. Ask the learners to do the following:
 - a. Read and clap the rhythmic patterns.
 - b. Sing/hum the rhythms in neutral syllable.

- c. Assign a conductor and let the class sing each rhythmic pattern in their chosen neutral syllable.



E. Discussing New Concepts and Practicing New Skills 2

The teacher will give guidelines in proper conducting and assist the learners in conducting the following songs:

1. *Lupang Hinirang* -

2. *Ako ay Pilipino* -

Ikaw (Yeng Constantino) -

5. *Firework* (Katy Perry) -

3.

4. *Beauty and Beast* -

F. Developing Mastery

Allow the learners to conduct the songs again by themselves.

Say: Now it's your turn to conduct the songs properly.

Remember the guidelines in proper conducting.

G. Finding Practical Applications of Concepts and Skills in Daily Living

Say: Conductors show the beat of a song through arm movements that follow certain patterns. These are called conducting gestures or conducting patterns. We see conductors in church choirs, school choirs, marching bands, and in a concert orchestra.

H. Making Generalizations and Abstractions About the Lesson

Conducting gestures are used to guide and make the performance of a musical group synchronized. Patterns and gestures are based on the time signature, beat, and rhythm of a song.

I. Evaluating Learning

Perform the conducting gestures of $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$.

Suggested rubric: (Teachers may modify or create their own rubrics.)

	5 points	4 points	3 points	2 points	1 point
Conducting Gestures	The correct beat pattern is maintained clearly and consistently throughout; the beat remains steady.	The correct beat pattern is maintained clearly throughout most of the measures; the beat is almost always steady.	The correct beat pattern is maintained through most of the measures; the beat is steady most of the time.	The beat pattern is inconsistent throughout the measures; the beat is sometimes steady.	The beat pattern is hard to recognize, incorrect, or is not maintained; the beat is very unsteady.

J. Additional Activities for Application or Remediation

Say: Form a group then choose a song to perform. Do the conducting gesture that is suited to the song that your group has chosen. Perform in front of the class (with accompaniment or a cappella).

Lesson 5

I. OBJECTIVES

- Content Standards:** Illustrates the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures for appropriate mastery and acquisition of skills
- Performance Standards:** Creates rhythmic patterns using half, quarter, eighth and sixteenth notes and rests, in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{6}{8}$ time signatures
- Learning Competency:** Demonstrates the conducting gestures of $\frac{6}{8}$ time signature

II. CONTENT:

Musical Symbols and Concepts: Conducting

III.

LEARNING PROCEDURES: Conducting patterns of time signatures, mirror, *Umawit at Gumuhit 6*, *Conducting Manual of the Basic Music Course*

IV. PROCEDURES

A. Reviewing Previous Lesson or Presenting the New Lesson

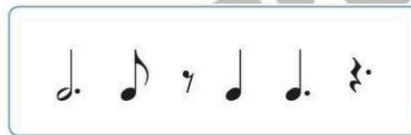
Ask: Give examples of simple time signatures.

Say: Group yourselves into three and do the conducting gestures of the following

simple time signatures: $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$

B. Establishing a Purpose for the Lesson

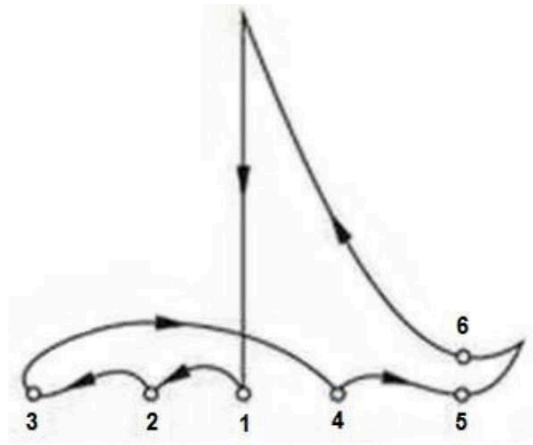
Compose two measures in using a variety of notes and rests from the box below.



C. Presenting Examples/Instances of the New Lesson

Conductors have patterns to show the beat of the song and help the musical group play together. In the illustration below, every beat pattern has a small numbered circle. It shows where the beat occurs in the pattern. Bounce your hand lightly at the circles to emphasize each beat. You will need to move slightly faster in some parts of the pattern than in others so that the beats keep a steady rhythm.

When conducting songs with the time signature $\frac{6}{8}$ you may use the six-beat pattern. Bring your arm down on beat one, go halfway across your body on beat two, the rest of the way across on the beat three, back across your body on beat four, further to the right on beat five, and then up on beat six.



D. Discussing New Concepts and Practicing New Skills 1

6
8

Clap/Tap the following rhythmic pattern in 6/8 time signature.

E. Discussing New Concepts and Practicing New Skills 2

Ask the learners to do the following:

1. Tap the beat of the song.

2. Tap the rhythm of the song.
3. Sing the song "Silent Night".
4. Perform the correct conducting gesture while singing.

Silent Night



F. Developing Mastery

Ask the learners to do the following:

1. Sing the songs:

“Dandansoy”

“For He’s A Jolly Good Fellow”

2. Conduct with correct gestures.

G. Finding Practical Applications of Concepts and Skills in Daily Living

Conducting gestures guide the performance of a musical group. The purpose of conducting is to keep the whole orchestra, or choir, or a band coordinated, so that all the different musicians started and stopped playing at the right times. In what situation in our daily life can you correlate the concept of conducting?

H. Making Generalizations and Abstractions About the Lesson

Conductors show the beat of a song through arm movements that follow certain patterns. These are called *conducting gestures* or *conducting patterns*. Patterns and gestures are based on the time signature and the beat and rhythm of the song that will be performed.

I. Evaluating Learning

Choose any of the songs below. Perform the conducting gestures

1. Himig Pasko
2. Philippine Army Hymn

Suggested Rubric: (Teachers may modify or create their own rubric.)

	5 points	4 points	3 points	2 points	1 point
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Conducting Gestures	The correct beat pattern is maintained clearly and consistently throughout; the beat remains steady.	The correct beat pattern is maintained clearly throughout most of the measures; the beat is almost always steady.	The correct beat pattern is maintained through most of the measures; the beat is steady most of the time.	The beat pattern is inconsistent throughout the measures; the beat is sometimes steady.	The beat pattern is hard to recognize, incorrect, or is not maintained; the beat is very unsteady.
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Lesson 6 I. OBJECTIVES

- A. **Content Standards:** Illustrates the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures for appropriate mastery and acquisition of skills
- B. **Performance Standards:** Creates rhythmic patterns using half, quarter, eighth and sixteenth notes and rests, in ^{2, 3, 4, and 6} time signatures
- C. **Learning Competency:** Identifies through conducting the relationship of the first and the last measure in an incomplete measure

II. **CONTENT:** Musical Symbols and Concepts: Conducting

III. **LEARNING RESOURCES:** Conducting patterns of time signatures, mirror, *Umawit at Gumuhit 6, Conducting Books:* *Manual of the Basic Music Course*

IV. PROCEDURE

A. *Reviewing Previous Lesson or Presenting the New Lesson*

Do the following:

1. Tap the rhythm.
2. Given the indicated time signature, conduct according to the value of each note in each measure.

Ang Saya Saya

Cuyonon



Sa mi po-mang-ga mi na-ga kan-ta, i-sa rang lam-gam nga sa-ya sa-ya;
ya; pa-ma-ti in-do pa-ma-ti, in-do ang ing ka-kan-ta ang sa-ya sa-ya
ya. Ang sa-ya sa-ya do-ro mag-kan-ta, "Ma-li-pay ki-ta" tu-la-dan ta-
na. Pa-ma-ti in-do pa-ma-ti in-do ang ing ka-kan-ta ang sa-ya sa-ya.



B. *Establishing a Purpose for the Lesson*

Let the children sing the song "Ang Saya-Saya"

C. *Presenting Examples/Instances of the New Lesson*

Song Analysis: (Ang Saya-Saya)

1. Identify the meter, time signature, key and the first note of the song.
2. (Ans. Triple, $\frac{3}{4}$, G Major, re)
3. How many phrases are there in the song? (Ans. four)

4. What can you say about the number of beats found in the first measure in the first phrase?

(Ans. The number of beats in the first measure of the first phrase is incomplete.)

5. How about the last measure?

(Ans. The number of beats in the last measure is incomplete.)

6. What is your take with this kind of song or composition?

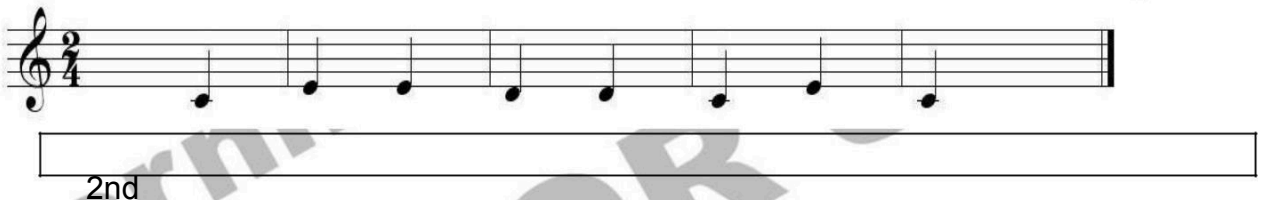
(Ans. This is the kind of song/composition with a broken measure.

The first measure is not complete but the last measure will make the measure complete. The number of beats that are lacking in the first measure can be seen in the last measure of the song.)

D. *Discussing New Concepts and Practicing New Skills*

1 Do the following:

- Clap the rhythm.
- Tap the beat.
- Conduct the pattern.
- Sing the melodies.
- Identify what part of the beat the first measure started. (1st, 2nd, or 3rd).



After 3rd



2nd



3rd



4th

E. Discussing New Concepts and Practicing New Skills 2

What can you say about the following songs?

What part of the beat did it start?

Government Proper
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Harana sa Bukid

Tagalog Folk Song



Musical notation for the Tagalog Folk Song "Harana sa Bukid". The song is written in 3/4 time and consists of four lines of music. The lyrics are written below the notes.

Ta - o po, may ba - hay, ma - bag - sik ang a - so, buk - san
ang bin - ta - na't ta - yo'y mag - pan - dang - go; Kung wa -
lang gi - ta - ra, mas - ki na bi - la - o, Ma - ki -
ta ko la mang ang da - la - ga nin - yo

Leron, Leron Sinta

Awiting Bayan



Musical notation for the Awiting Bayan "Leron, Leron Sinta". The song is written in 3/4 time and consists of four lines of music. The lyrics are written below the notes.

Le - ron, le - ron sin - ta, u - mak - yat sa pa - pa - ya, da -
la - da - la'y bus - lo, si - sid - lan ng bu - nga, pag -
da - ting sa du - lo, na - ba - li ang sa - nga, ka -
pos ka - pa - la - ran, hu - ma - nap ng i - ba

F. Developing Mastery

Do the following:

1. Sing the song.
2. Tap the rhythm.
3. Where is the first strong beat?

4. How many beats are in the first measure?
5. How many beats are needed to complete the first measure?

Manang Biday

Ilocano Folk Song



G. Finding Practical Applications of Concepts and Skills in Daily Living

In our lives we do not begin at the same time. Others will be successful earlier but in the end all of us will be successful.

H. Making Generalizations and Abstractions About the Lesson

In conducting music, the preparatory beat is always important. Some music start with broken or incomplete measure. The missing beats in the first measure are usually completed in the last measure.

I. Evaluating Learning

Fill in the chart below.

TITLE	METER	With BROKEN MEASURE?		On what beat did the song start? (1 st , 2 nd , 3 rd , or 4 th)
		YES	NO	
<i>Pilipinas Kong Mahal</i>				
<i>Pusong Bato</i>				
<i>Huwag Ka ng</i>				

Umiyak

Flashlight

Let it Go

Lupang Hinirang

Manang Biday

J. Additional Activities for Application or Remediation

The teacher will provide scores with broken measure at the beginning, and then the students will complete the measure by conducting the final measure. This can be done by partners or by groups.

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