| Description: DEPED-NEW_e78wysqt **GRADES 1 to 12** **DAILY LESSON LOG** | **School:** | **DepEdClub.com** | **Grade Level:** | **V** |
| --- | --- | --- | --- | --- |
| **Teacher:** | **File Created by Ma’am AMILEEN M. MALVAR** | **Learning Area:** | **MAPEH** |
| **Teaching Dates and Time:** | **NOVEMBER 7 - 11, 2022 (WEEK 1)** | **Quarter:** | **2ND QUARTER** |

|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
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| **I. OBJECTIVES** |  |
| A. Content Standards | Recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody | Demonstrates understanding of lines, colors, space, and harmony through painting and explains/illustrates landscapes of important historical places in the community (natural or man-made)using one-point perspective in landscape drawing, complementary colors, and the right proportions of parts | Demonstrates understanding of the different changes, health concerns and management strategies during puberty | Demonstratesunderstanding ofparticipation in andassessment of physicalactivity and physicalfitness |  **CLUSTER MEET** |
| B. Performance Standards | Accurate performance of songs following the musical symbols pertaining to melody indicated in the piece | Sketches natural or man-made places in the community with the use of complementary colors.draws/paints significant or important historical places | Demonstrates health practices for self-care during puberty based on accurate and scientific information | Participates and assessesperformance in physicalactivities. |  |
| C. Learning Competencies/ Objectives Write the LC code for each | 1. recognizes the meaning and uses ofF-Clef on the staff MU5ME-IIa-1 | 1. identifies the importance of natural and historical places in the community that have been designated as World Heritage Site (e.g., rice terraces in Banawe, Batad; Paoay Church; Miag-ao Church; landscape of Batanes, Callao Caves in Cagayan; old houses inVigan, Ilocos Norte; and the torogan in Marawi)A5EL-IIa | Describes the physical, emotional and social changes during pubertyH5GD-Ia-b-1 | Describes the Philippinesphysical activity pyramidPE5PF-IIa-16 |  |
| **II. CONTENT** | MELODY | I. Elements:1. LINE1.1 straight and curved2. COLOR2.1 complementary3. SPACE3.1 one-point perspective In landscape drawing | Changes during Puberty | Assessment ofphysicalactivities andphysical fitnessInvasion games(agawan base, lawin at sisiw,laglag panyo |  |
| **III. LEARNING RESOURCES** |  |  |  |  |  |
| A. References |  |  |  |  |  |
| 1. Teacher’s Guide pages | K TO 12 TG pp. | K TO 12 TG pp | K TO 12 TG pp | K TO 12 TG pp |  |
| 2. Learner’s Material pages | K TO 12 LM pp. | K TO 12 LM pp. | K TO 12 LM pp. | K TO 12 LM pp. |  |
| 3. Textbook pages |  |  |  |  |  |
| 4. Additional Materials for Learning Resource Portal | Mp3 player, speakers | Posters of tourist spot in the Philippines | Posters of a child and teenagers | Mp3 player, speakers |  |
| B. Other Learning Resources |  |  |  |  |  |
| **IV. PROCEDURES** |  |  |  |  |  |
| A. Reviewing previous lesson or presenting the new lesson | Show a rhythmic pattern on the board. Let the pupil clap their hands for each note. | What are the old buildings found in the Philippines? | What is emotional health? mental health? social health? | Ask pupil to give examples of larong Pinoy |  |
| B. Establishing a purpose for the lesson | Play a song on the MP3 player. Allow pupils to listen to it thoroughly | Introduce about straight and curve line | Tell the objective of the new lessonOriginal File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | Play the song “Sabay-sabay tayo by Marian Rivera and ask pupil to do 2 minutes fitness exercise/ warm up |  |
| C. Presenting examples/ instances of the new lesson | Show the symbol of a F-clef | Show pictures of different tourist attraction in the country like Banaue Rice terraces | Show a picture of a child and a teenager. | Demonstrate some movement performed in work or at play |  |
| D. Discussing new concepts and practicing new skills #1 | Discuss the meaning and uses of F-clef | Demonstrate how to sketch | Ask pupil to say what they observe from the pictures | Discuss the Philippines physical activity pyramid |  |
| E. Discussing new concepts and practicing new skills #2 | In a cartolina, show a staff with a missing F-clef. Allow pupils to draw the F-clef | Apply the straight and curve lines in sketching | Explain about Puberty | Demonstrate the movement |  |
| F. Developing mastery(Leads to Formative Assessment 3) | Group the class into four. Tell pupils to write down the use of F-clef in a metacard. | Ask what is the importance of historical places in the counry? | Ask pupil to get a partner. List down the changes of the body during puberty | Ask pupil to imitate the movement shown |  |
| G. Finding practical application of concepts and skills in daily living | Let the pupil identify the F-clef in the staff | Skills demonstration; Let pupils sketch the rice terraces | Group the pupil. Let them Roleplay on taking care of their body during puberty | Group the pupil to play agawan base. Explain the mechanics of the game |  |
| H. Making generalizations and abstractions about the lesson | What is a F-clef? | What are the lines used in our sketch? | What are the changes in your body during puberty? | What is a Physical activity pyramid? |  |
| I. Evaluating learning | Complete the sentence. Today I learnt about \_\_\_\_\_\_\_\_. | Let pupil draw using straight and curve line | Give 5 items seatwork | Ask pupil to sight 5 examples given in the physical activity pyramid |  |
| J. Additional activities for application or remediation | Draw a F-clef in a given staff | Pupils will draw the old houses in Vigan | Essay: Describe the changes during puberty | Group the pupils. Let them create their own exercise movement |  |
| **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 lessons |  |  |  |  |  |
| 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 encountered 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? |  |  |  |  |  |