| GRADES 1 to 10<br>DAILY LESSON LOG | School: | Visit DepEdResources.com for More | Grade Level: | VI |
|---|---|---|---|---|
| | Teacher: | File created by Ma'am EVELYN M. CABAHUG, MT-I | Learning Area: | MAPEH |
| | Teaching Dates and Time: | AUGUST 26 - 30, 2024 (WEEK 5) | Quarter: | 1ST QUARTER |

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| **I. OBJECTIVE/S** | | | | | |
| **A. Content Standard** | Demonstrates understanding of the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures | **Demonstrates understanding of the use of lines, shapes, colors, texture, and the principles of emphasis and contrast in drawing a logo and own cartoon character using new Technologies in drawing.** | **demonstrates understanding of participation and assessment of physical activity and physical fitness** | **Demonstrates understanding of personal health issues and concerns and the importance of health appraisal procedures and community resources in preventing or managing them** | |
| **B. Performance Standard** | Responds to beats in music heard with appropriate conducting patterns of 2 3 4 and 6<br>4 4 4 8 | **Creates concepts through art processes, elements, and principles using new technologies (hardware and software) to create personal or class logo.<br>designs cartoon character onthe spot using new technologies** | **participates and assesses performance in physical activities assesses physical fitness** | **practices selfmanagement skills to prevent and control personal health issues and concerns** | |
| **C. Learning Competencies (write the LC Code)** | **Differentiates among 2 3 4 4 4 4 And 6 time signatures 8<br>•Describes the 6 8 time signature<br>MU6RH-Id-e-2** | explains ideas about the logo<br>**A6PR-Id<br>LOGO DESIGN<br>Software: Inkscape (Open Source) for Laptop/Desktop PC** | **1**`explains the nature/background of the games<br>**PE6GS-Ib-1<br>2.**describes the skills involved in the games<br>**PE6GS-Ib-2<br>3.**observes safety precautions<br>**PE6GS-Ib-h-4**.recognizes the value of participation in physical activities<br>**PE6PF-Ib-h-19**<br>assesses regularly participation in physical activities based on the | | |

| | | | | | |
|---|---|---|---|---|---|
| | | | Philippines physical activity pyramid<br>**PE6PF-Ib-h-18**<br>**5.**displays joy of effort, respect for others and fair play during participation in physical activities<br>**PE6PF-Ib-h-20**<br>**6.**identifies areas for improvement<br>**PE6PF-Ib-h-22** | | |
| **II. CONTENT** | **RHYTHM**<br>**Musical Symbols and Concepts:**<br>**1. Notes and Rests**<br>**2. Meters**<br>**3. Rhythmic Patterns** | **Process:**<br>**8. DRAWING – NEW TECHNOLOGIES**<br>**8.1 logo**<br>**8.2 cartoon character** | **Assessment of physical activities and physical fitness**<br>**Target games**<br>**(Striking/ fielding game )** | | |
| **III. LEARNING RESOURCES** | | | | | |
| **A. References** | | | | | |
| **1. TG/CG pages** | | | | | |
| **2. Learner's Materials pages** | | | | | |
| **3. Textbook pages** | MISOSA5-module6 Musika at Sining 6. Sunico, Raul M. et al, 2000. Projector, laptop, musical scale of the songs HaranasaBukid, or any folk songs in three-four time signature<br>pp.8-10<br>*Umawit at Gumuhit 6.Valdecantos, Emelita C. 1999. pp.5-20 | Original File Submitted and Formatted by DepEd Club Member - visit depedclub.com for more | **ASE P.E Module 2 pp.6-7,12-13**<br><br>**21st Century MAPEH in Action Gerardo C. Lacia pp. Copyright 2016,pp126** | | |
| **4. Materials downloaded from LRMDS** | | | | | |
| **B. Other Learning Materials** | Projector,laptop,musical scores or the song HimigPasko | **Laptop, computer, cellphone, tablet** | | | |
| **IV. PROCEDURES** | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **A.** | **Reviewing previous lesson and presenting new lesson** | Have a game: Peel the cabbage game.<br>Mechanics:<br>While singing / listening to the song “Do re mi, ask the pupils to pass the cabbage. If the music stops the pupil who will be holding the cabbage will peel it,reveal the kind of note /rest written in it and tell the name of the note/rest and the value of it. | **Review the previous lesson** | **Review the previous lesson** | | |
| **B.** | **Establishing a purpose for the lesson** | Establish the purpose of the lesson | **Differentiated activities**<br>**Group the class into:**<br>**1. Visual artist**<br>**2. Museum officer or curator**<br>**3. Local arts director**<br>**4. Participants in an art exhibit** | **We are going to assess our participation in physical activities based on the Philippines physical activity pyramid through a game Striking/ fielding game** | | |
| **C.** | **Presenting examples/instances of the lesson** | Present the song “HimigPasko“ or any folk song in 6/8 time signature.<br>Ask the pupils to sing the song with the music | **1. Create a logo**<br>**2. Put up a mini art exhibit using the artworks of your classmates**<br>**3. Give talk to a group participating in a seminar on culture. Talk about your community and its uniqueness as shown in its art forms**<br>**4. Each of you will exhibit your artwork in class. A place in your classroom will be designated as an art gallery. Partcipate willingly in this activity. Use this activity as a way to** | **.Do you know this game? Do you play it ? Who can tell about the mechanics of the game ? Call one pupil to teach the mechanic of the game** | | |

| | | | | | |
|---|---|---|---|---|---|
| | | **make your classmates know you better. Likewise, be observant. Learn from the works of your classmates. Observing and appreciating your classmates' work will help you understand them better** | | | |
| **D. Discussing new concepts and practicing new skills #1** | Help the pupils analyze the song<br>What is the time signature of the song ?WHAT is meant by the upper 6 ?, the lower 8?What are the notes and rests used in the song? What is the value of the quarter note/rest, eight note/rest , half note/rest ? How many beats are there in each measure of the song ? | " | **Feel the pride of being a Filipino with striking/fielding game . This game promote healthful lifestyle. Furthermore,they promote: patriotism( to feel the pride of being Filipino) Bonding( to build bridge of fun and closeness among neighborhood to develop camaraderie with peers) and sportsmanship ( to build a positive outlook on acceptance of winning and being defeated** | | |
| | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **E. Discussing new concepts and practicing new skills #2** | Using the rhythmic syllables, help the pupils clap/tap the rhythmic pattern of the song | | **What should we remember before we play ?** | | |
| **F. Developing mastery (lead to formative assessment 3)** | | | **PLAY THE GAME** | | |
| **G. Finding practical application of concepts and skills in daily living** | Present another song in 6/8 time signature<br>Ask the following questions:<br>1. What is the time signature of the song ?<br>2. What are the notes and rests in a song ?<br>3. What is the value of eight note/rest? Sixteenth note /rest? Half note/rest<br>4. How many beats are there in each measure ? | | | | |

| | | | | | |
|---|---|---|---|---|---|
| | Tap the rhythm of the song | | | | |
| **H. Making generalization and abstractions about the lesson** | How would you describe 6<br>8<br>Time signature | | **What are the skills develop in the game ?**<br>**Can you assess your physical fitness through this game ?** | | |
| **I. Evaluating learning** | 1. What is meant by 6 in 6<br>8 time signature ?<br>2. 8?<br>3. What note receives one beat?<br>4. What is the value of sixteenth note in 5/8 time signature ?<br>5. How would you describe the six-eight time signature ? | **Use Rubrics in assessing students' participation to the activity** | **1. Did you enjoy the game ?**<br>**2. Describe the skills involved in the game ?**<br>**3.Did you observe safety precautions ?**<br>**4. Did you display joy of effort, respect for others and fair play during your participation to the game ?**<br>**5.Do you feel proud being Filipino while playing the game?** | | |
| **J. Additional activities for application or remediation** | | | | | |
| **V. REMARKS** | | | | | |
| **VI. REFLECTION** | **Assessing yourself as a teacher and analyzing the students' progress this week.** | | | | |
| **A. No. of learners who earned 80% in the evaluation** | | | | | |
| **B. No. of learners who acquired 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 encountered which my principal can help me solve?** | |
| **G. What innovation or localized materials did I used/discover which I wish to share with other teachers?** | |

**File Submitted by DepEd Club Member - depedclub.com**
**File created by Ma'am EVELYN M. CABAHUG, MT-I**