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| NPS Logo.png  **Daily Lesson Log** | **School** |  | **Grade Level** | **VI** |
| **Teacher** |  | **Learning Area** | **MAPEH** |
| **Teaching Week & Dates/Time** |  | **Quarter** | **I** |

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| **DATE:** |  |  |  |  |  |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| **I. OBJECTIVE/S** |  |  |  |  |  |
| 1. **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** | **The learner…Demonstrates**  **understanding of personal health issues and**  **concerns and the importance of health appraisal procedures and community resources in**  **preventing or managing them** |
| 1. **Performance Standard** |  | **responds to beats in**  **music heard with**  **appropriate**  **conducting patterns of**  **2 3 4 and 6**  **4 4 4 8** | **creates concepts through art**  **processes, elements, and**  **principles using new**  **technologies (hardware and**  **software) to create personal**  **or class logo.**  **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**  **concern** |
| 1. **Learning Competencies**   **(write the LC Code)** |  | Differentiates among 2 3 4  4 4 4  And 6 time signatures  8  •Describes the4  4 time signature  **MU6RH-Id-e-2** | creates personal or class  logo as visual  representation that can be  used as a product, brand,  ortrademark  **A6PR-Id** | **1`**explains thenature/background of the games  **PE6GS-Ib-1**  2.describes the skills involved in the games  **PE6GS-Ib-2**  3.observes safety precautions  **PE6GS-Ib-h-**  4.recognizes the value of  participation in physical  activities  **PE6PF-Ib-h-19**  assesses regularly  participation in physical activities based on the  Philippines physical activity pyramid  **PE6PF-Ib-h-18**  5.displays joy of effort, respect for others and fair play during  participation in physical  activities  **PE6PF-Ib-h-20**  6.identifies areas for improvement  **PE6PF-Ib-h-22** | explains the importance of  undergoing health appraisal procedure  **H6PH-Idf-21**  regularly undergoes  health appraisal  procedures  **H6PH-Idf-22** |
| **II. CONTENT** |  | **RHYTHM**  **Musical Symbols and**  **Concepts:**  **1. Notes and Rests**  **2. Meters**  **3. Rhythmic Patterns** | **Process:**  **8. DRAWING – NEW**  **TECHNOLOGIES**  **8.1 logo**  **8.2 cartoon characters**  **LOGO DESIGN**  **Software: Inkscape (Open**  **Source) for Laptop/Desktop PC** | **Assessment of**  **physical**  **activities and**  **physical fitness**  **Target games**  **(Tatsing)** | **Undergoing Health Appraisal**  **Procedures (height and weight**  **measurement, breast selfexamination for girls, hearing**  **test, vision screening, scoliosis**  **test and health and dental**  **examinations)** |
| **III. LEARNING RESOURCES** |  | | | | |
| 1. **References** |  |  |  |  |  |
| 1. **TG/CG pages** |  |  |  |  |  |
| 1. **Learner’s Materials pages** |  |  |  |  |  |
| 1. **Textbook pages** |  | **MISOSA5-module6 Musika at Sining 6. Sunico, Raul**  **M. et al, 2000** |  | **ASE P.E Module 2 pp.6-7,12-13**  **21st Century MAPEH in Action**  **Gerardo C. Lacia pp.**  **Copyright 2016,pp126** | **OHSP Health 1Q1 Module 1 Reading 2 pp.**  **8-9 Screening test**  **2. EdukasyongPangkatawan,Kalusugan,at**  **Musika I. DepED. Abejo, Mary Placid Sr. et.**  **al. 1991. pp.49-50;54-59;69-71.** |
| 1. **Materials downloaded from LRMDS** |  |  |  |  |  |
| 1. **Other Learning Materials** |  | **Projector, laptop, musical scale of the songs HaranasaBukid, or any folk songs in three-four time signature**  **pp.8-10**  **\*Umawit at Gumuhit 6.Valdecantos,**  **Emelita C. 1999. pp.5-20** | **Desk top, laptop , graphing paper (alternative )** |  |  |
| **IV. PROCEDURES** |  | | | | |
| 1. **Reviewing previous lesson and presenting new lesson** |  | **Let the pupils sing the song “HARANA SA bUKID“. Ask the pupils to pass the ball following the rhythm of the song** | **Review the concepts on the use of software**  **Commands, menu etc..** | **Review the previous lesson** |  |
| 1. **Establishing a purpose for the lesson** |  | **Today, we are going to describe the 4**  **4 time signature** | **Are you familiar with this art?**    **Today, we are going to create your own logo, using pixel art** | **Today you are going to play tatsing. Why Tatsing ?** |  |
| 1. **Presenting examples/instances of the lesson** |  | **Present the song Bumalaka ay Buwan**    **What is the time signature of the song ?WHAT is meant by the upper 4 ?, the lower 4 ?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 ?** | **Have a short discussion on the history and processes of pixel art** | **Feel the pride of being a Filipino with Tatsing. 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** |  |
| 1. **Discussing new concepts and practicing new skills #1** |  | **Help the students clap/ tap the rhythmic pattern of the song “Bumalaka ay Buwan “** | **Remind the pupils of thw Dos and DONTs while making an art work.**  **Provide the class with graphing paper, in the absence of laptop or computer. Demonstrate to the pupils how to use the graphing paper in creating a logo** | **Make sure to remind the class of the precautionary measures while playing before you let them play the game. ( Those who cannot perform the game may serve as scorer or can play as sport journalist who will cover the game )** |  |
|  | **MONDAY** | **TUESDAY** | **WEDNESDAY** | **THURSDAY** | **FRIDAY** |
| 1. **Discussing new concepts and practicing new skills #2** |  | **( May use the rhythmic syllables to represent each note in the rhythmic pattern )** | **Group activity**  **Help the pupils to do the art process. Students who are good in pixel art may assist their peers** | **Call a pupil to discuss the Mechanics of the game** |  |
| 1. **Developing mastery (lead to formative assessment 3)** |  | **Present the song** | **ART PRODUCTION** | **Give emphasis on the value of the game. Make sure that the pupils will bear in mind that the game is never a way of teaching them to gamble but for them to be able to take pride of their culture while enjoying the game** |  |
| 1. **Finding practical application of concepts and skills in daily living** |  | **Group activity**   1. **What is the time signature of the song?** 2. **What are notes and rests used in the song?** 3. **What is the value of notes/rests in the song?** 4. **How many beats are there in each measure**   **Clap the rhythmic pattern of the song** |  | **?** |  |
| 1. **Making generalization and abstractions about the lesson** |  | **How would you describe the 4**  **4**  **Time signature** | **What should we remember in making a logo using pixel art ?** | **What skills are develop in the game ?How would you assess your physical fitness after playing the game ?** |  |
| 1. **Evaluating learning** |  | **Use rubrics to assess the performance of the pupils** | **Rubrics**  **Process 50%**  **Product 50%** | **1.Did you enjoy the game ?**  **2. Describe the skills involved in the game ?**  **3.Did you observe safety precautions ?**  **4. Did you display joy of effort, respect for others and**  **fair play during your participation to the game ?**  **5.Do you feel proud being Filipino while playing the game?** |  |
| 1. **Additional activities for application or remediation** |  |  |  |  |  |
| **V. REMARKS** |  | | | | |
| **VI. REFLECTION** | **Assessing yourself as a teacher and analyzing the students’ progress this week.** | | | | |
| 1. **No. of learners who earned 80% in the evaluation** |  | | | | |
| 1. **No. of learners who acquired additional activities for remediation who scored below 80%** |  | | | | |
| 1. **Did the remedial lessons work? No. of learners who have caught up with the lesson.** |  | | | | |
| 1. **No. of learners who continue to require remediation.** |  | | | | |
| 1. **Which of my teaching strategies worked well? Why did these work?** |  | | | | |
| 1. **What difficulties did I encountered which my principal can help me solve?** |  | | | | |
| 1. **What innovation or localized materials did I used/discover which I wish to share with other teachers?** |  | | | | |

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