MundiTek 1

Appreciating Music, Arts, Physical Education, and Health

EDITION 1

Author Jo-ann C. Lanza



This book belongs to:

MundiTek 1

Appreciating Music, Arts, Physical Education, and Health

Jo-ann C. Lanza

Author

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Fourth printing of the first edition, 2024
ISBN 978-621-425-200-8

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FOREWORD

Being able to express oneself through different activities such as singing, creating artwork, or simply playing a game means a lot to people. It gives them an avenue to relax and live an active healthy lifestyle.

Music, Arts, Physical Education, and Health (MAPEH) aims to teach our learners the value and richness of our culture within and beyond our borders through songs, dances, artworks, and different physical activities.

Music and Arts aims to provide knowledge and skills on the rich culture and traditions of the Philippines and other countries across the globe, providing an opportunity for our learners to show their ingeniousness through creative performances and artworks.

Physical Education aims to give each learner a chance to live a healthy lifestyle through different physical fitness activities which focus on the development of the learner's abilities, competence, and confidence.

Health Education will help our learners gain knowledge and skills needed in obtaining a positive attitude towards life. It aims to educate our learners about emotional, mental, and social health issues and concerns pertaining to relatable circumstances in their daily lives.

We wish to impart knowledge and skills using this MundiTek: Appreciating Music, Arts, Physical Education, and Health Series.

About the Author

Jo-ann C. Lanza

JO-ANN C. LANZA earned her Bachelor's Degree in Secondary Education in Pamantasan ng Lungsod ng Pasig. She earned her units in Master of Arts in Teaching (MAT) at Marikina Polytechnic College. She is currently teaching at Sta. Lucia High School and handling Grade 9 students.

She shared her expertise in the MAPEH Subject as she handled intermediate MAPEH subjects and later Junior High School.

Although she is a mathematician by profession, her love of Music, Arts and Designs, Philippine Culture, and Traditions remained valued and proved that she could teach both subjects by heart.

HOW TO USE THIS RESOURCE



OUTCOMES

Each lesson has its own set of learning goals. This informs the readers on what is expected to be learned by the end of the lesson.



CHECK

This is a brief and fun activity that is related to the topic that can help in attracting the attention of the students.



EXPLAIN

This is where the main content of the lesson is found.



PRACTICE

This contains exercises after the discussion.



EVALUATE

This will measure how much you have learned.

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UNIT 1

Lesson 01



MUSIC EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Define sound and silence.
- Classify whether the given picture shows sound or silence.

CHECK

Directions: Let us check if you can determine which of the following can make sounds. Encircle the picture/s that can create sounds.







EXPLAIN

Sound and silence are very important in music. Their combination can create a great song.

Sound is something that we can hear. It came from different sources such as people, animals, nature, and things around us.









Silence is the absence of sound. It means you do not hear anything.







PRACTICE

Directions: Identify the following pictures below. Write **YEHEY** if the picture makes sound and **SHHH** if the picture makes silence.

1. 

_____

2. 
_____

3. 
_____

4. 
_____

5. 
_____

EVALUATE

Directions: Look at the pictures below. Tell whether the picture makes sound or silence. Place the letter under the correct column.

a. 

b. 

c. 

d. 

e. 

SOUND	SILENCE

ARTS EDUCATION

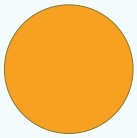
OUTCOMES

At the end of this module, you are expected to:

- Explain that art is all around and is created by different people.

CHECK

Directions: Match **Column A** to **Column B**. Write the letter of the correct answer on the blanks provided.

	COLUMN A	COLUMN B
_____ 1.		a. Star
_____ 2.		b. Rectangle
_____ 3.		c. Square
_____ 4.		d. Circle
_____ 5.		e. Triangle

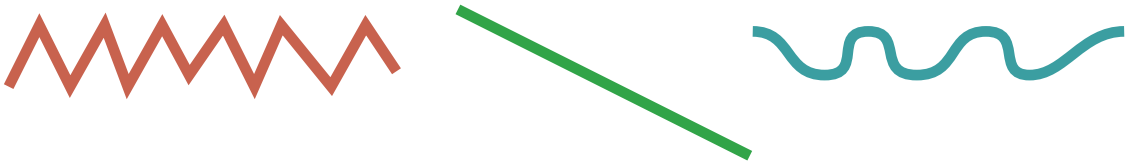
EXPLAIN

Arts is any work that can be found in our environment. It is also a way of expressing how we feel about our surroundings.

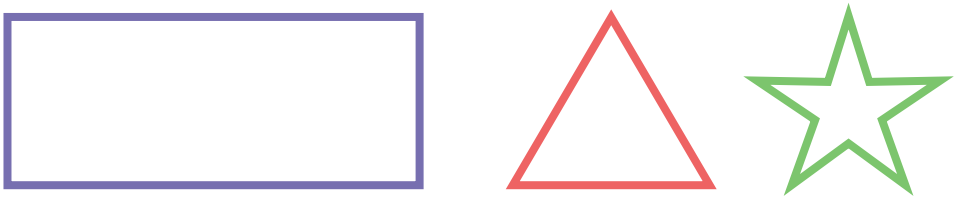
Elements of Arts

These are the components that make up a work of art.

1. **Line** – It is formed by connecting the dots.



2. **Shapes** – It is formed when the end of the lines meet.



3. **Color** – It is produced when light, striking an object, is reflected to the eye.



4. **Texture** – It is the surface quality of an object.



5. **Artist** – The person who makes the works of arts.



PRACTICE

Directions: Choose a part of your house. Then, draw it on the space below.



EVALUATE

Directions: Write the word **TRUE** if the statement is correct and **FALSE** if the statement is not correct.

_____ 1. Artists is the one who makes the works of arts.

_____ 2. There are 6 elements of arts.

_____ 3. Arts can be seen around us.

_____ 4. Lines are formed by connecting the dots.

_____ 5. Shapes refer to the surface quality of an object.

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Name the different parts of the body.
- Perform body shapes and actions properly.

CHECK

Directions: Let us check if you still remember the following body parts.



CHOICES:

NOSE EYES HANDS MOUTH FEET

EXPLAIN

Movement is essential in our daily lives. Even a small movement can be a great help for us to grow strong and healthy. Proper body movements can help us improve our posture and develop our muscles and bones as we grow.

Do you know the song "Head, Shoulders, Knees, and Toes"? The song has something to do with the different parts of our body.

In exercising, our body is divided into 4 parts:

a. Head (hair, eyes, nose, mouth, ears)
b. Trunk (neck, back, shoulders, chest)
c. Upper Limb (hands, elbows, wrist, fingers, nails)
d. Lower Limb (knee, toes, feet, ankle)

Let us now create shapes using our body!

ACTIVITY 1:

1. Stand straight.
2. Put your hands on your waist.
3. Form a circle using your hips. 8 counts going to the right and 8 counts going to the left.

ACTIVITY 2:

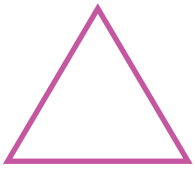
1. Stand straight.
2. Raise both arms side by side.
3. Place both hands over the head.
4. Repeat step 2.
5. Arms down.

You can also make other movements using the different body parts to create shapes.

ELBOW



FEET



HEAD



FINGERS





PRACTICE

Directions: Watch a video on YouTube and try to copy their movements.

The Dancing Shapes by Pinkfong

https://www.youtube.com/watch?v=VGDiUaku3bQ

CRITERIA FOR GRADING:

Stage Presence	7 POINTS
Gracefulness	3 POINTS
TOTAL	**10 POINTS**



EVALUATE

Directions: Where do you think these body parts belong? Choose your answers from the box and write them on the blanks provided.

head	trunk	upper limb	lower limb

_____ 1. feet

_____ 2. shoulders

_____ 3. wrist

_____ 4. mouth

_____ 5. chest



HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Differentiate healthy food from unhealthy food.

CHECK

Directions: Let us check if you can determine which of the following foods are healthy and which are not. Write the word **YUMMY** for healthy foods and **OOOPS** for unhealthy foods.

_____ 1. Cheeseburgers

_____ 2. Milk

_____ 3. Soft Drinks

_____ 4. Fruits

_____ 5. Chips

EXPLAIN

Eating great foods with family and friends makes us happy. We all know that food is essential in our everyday life. They provide nutrients for us to grow and be active all throughout the day. We should also focus on the quality of the food that we eat. There are some foods that can give us more nutrients, and there are also foods that are less nutritional.

Healthy Foods

These are the foods that help us grow, give strength, and energy to our body.

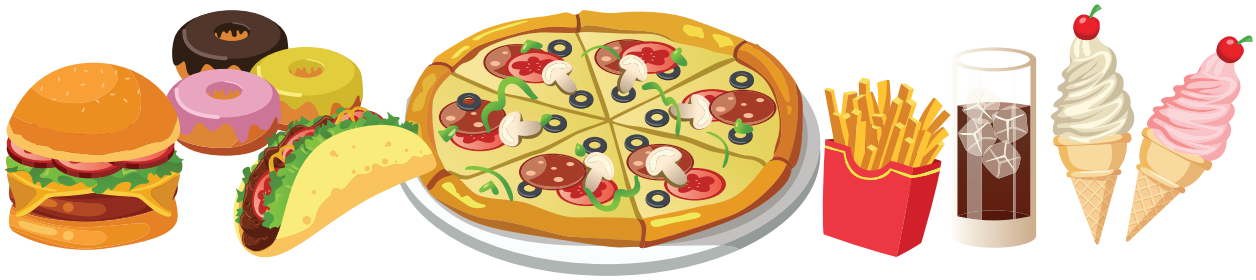
Here are examples of healthy foods:



Unhealthy Foods

These are the foods that are low in vitamins and minerals.

Here are examples of unhealthy foods:

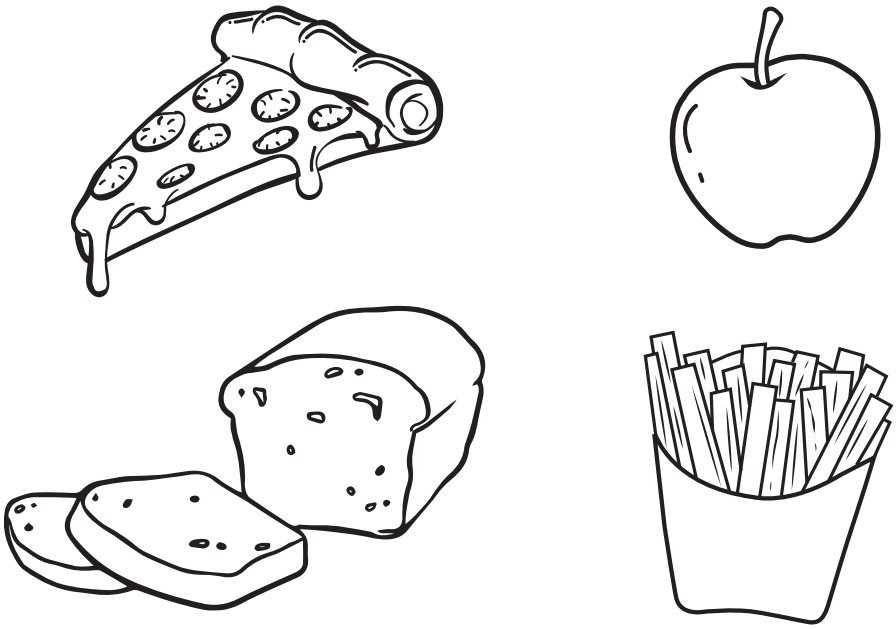


HEALTHY FOODS VS. UNHEALTHY FOODS

Healthy Foods	Unhealthy Foods
Healthy foods are good for our body. They make us feel good and give us a lot of energy.	Unhealthy foods are not good for our body. They give us too much fat and sugar.

PRACTICE

Directions: Color all the healthy foods and leave the unhealthy foods uncolored.



EVALUATE

Directions: Create a video presentation. Gather 5 different foods available at your home, then identify which of them are considered as healthy foods and which of them are not. (Ask your parent or guardian to assist you in doing this activity.)

CRITERIA FOR GRADING:

Accuracy of Information	7 POINTS
Creativity	3 POINTS
TOTAL	**10 POINTS**

Lesson 02

MUSIC EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Classify whether the given picture shows sound or silence.

CHECK

Directions: Let us check if you can determine which of the following can make sounds. Encircle the picture/s that can create sounds.











EXPLAIN

Music is made up of sounds and silences. It also has rhythms. Sound is something that we can hear. It comes from different sources such as people, animals, nature, and things around us. On the other hand, silence is the absence of sound. It means you do not hear anything. There are sounds that are pleasant and unpleasant.

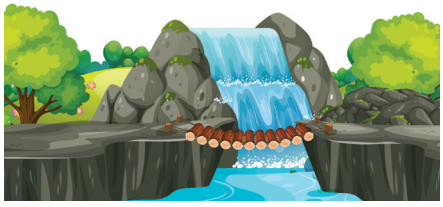
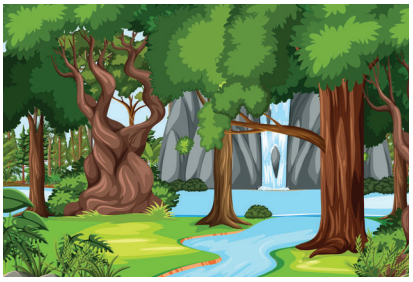
Here are some pictures that produce sounds:





Pleasant sounds are sounds that are nice to our ears.

Here are some pictures that produce pleasant sounds:

Unpleasant sounds are sounds that can hurt our ears.

Here are some pictures that produce unpleasant sounds:





Here are some pictures that show silence:







PRACTICE

Directions: Look at the given picture and name 2 activities that produce sounds and 2 activities that show silence. Write your answers on the space provided.



SOUND

1. _____

2. _____

SILENCE

1. _____

2. _____

EVALUATE

Directions: Encircle the word **SOUND** if the picture create sounds and **SILENCE** if the picture shows silence.

1. 

SOUND OR **SILENCE**

2. 

SOUND OR **SILENCE**

3. 

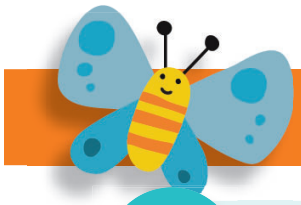
SOUND OR **SILENCE**

4. 

SOUND OR **SILENCE**

5. 

SOUND OR **SILENCE**



ARTS EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Define lines and shapes.
- Identify the different types of lines and shapes.

CHECK

Directions: Let us check if you can name the four elements of arts.

1. _____ 3. _____

2. _____ 4. _____

EXPLAIN

Lines are formed by connecting dots, while shapes are created by connecting lines. There are different kinds of lines depending on their positions and shapes.

Kinds of Lines

Horizontal Lines – straight lines that move from left to right.

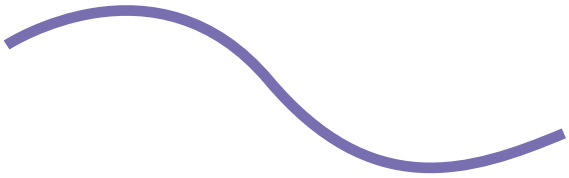
Vertical Lines – straight up and down lines.



Wave Lines – lines with up and down lines that form waves.



Curve Lines – lines that bend and change direction gradually.



Zigzag Lines – are series of joined diagonal lines.



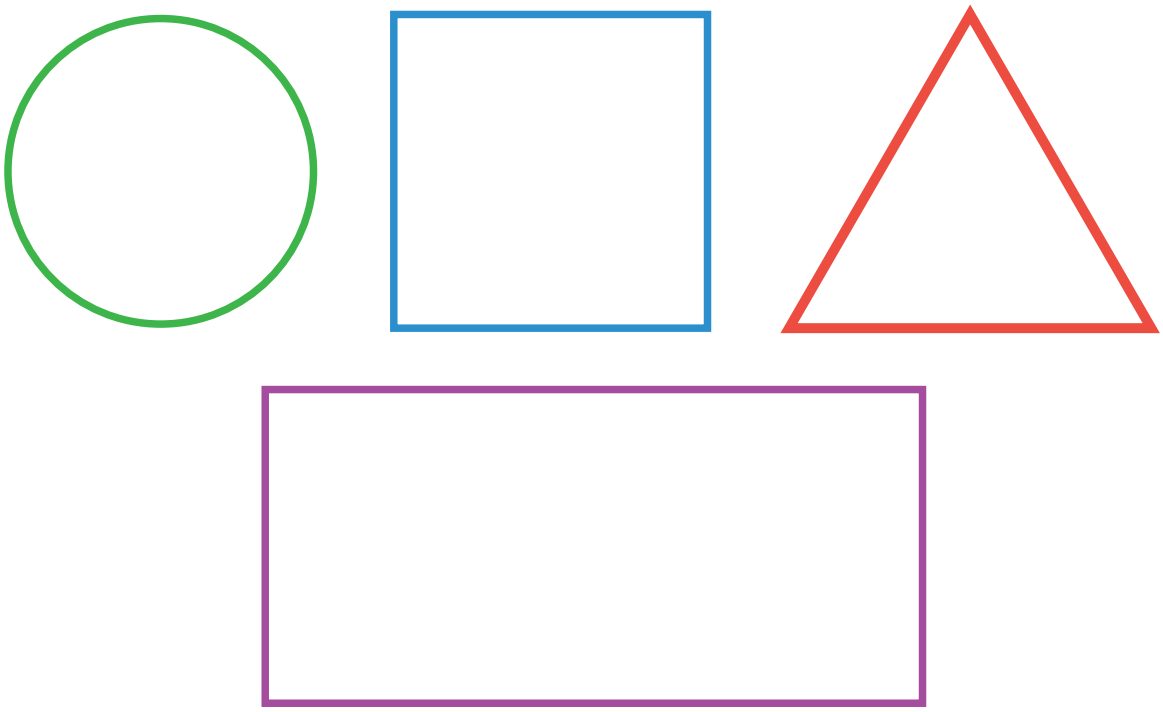
Diagonal Lines – lines that are straight that slant in any direction except horizontal or vertical.



Broken Lines – are lines made up of series of dashes with spaces between them.

Shapes are formed when the end of the lines meet.

Kinds of Shapes



Circle – is a round shaped figure that has no corners or edges.

Square – it has four equal sides.

Triangle – it has three sides and angles.

Rectangle – is almost similar with square but with longer width.

PRACTICE

Directions: Draw different kinds of lines and shapes on the space below.

EVALUATE

Directions: Draw a ★ if the statement is correct and draw a ◆ if the statement is not correct.

_____ 1. Lines and shapes are important elements of arts.

_____ 2. Circle has four sides.

_____ 3. Shapes are formed by connecting dots.

_____ 4. Curve lines are series of joined diagonal lines.

_____ 5. Horizontal lines are straight lines that move from left to right.

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Show balance on one, two, three, four, and five body parts.

CHECK

Directions: Let us check if you can group them correctly.

hair		knee
	neck	
fingers		chest

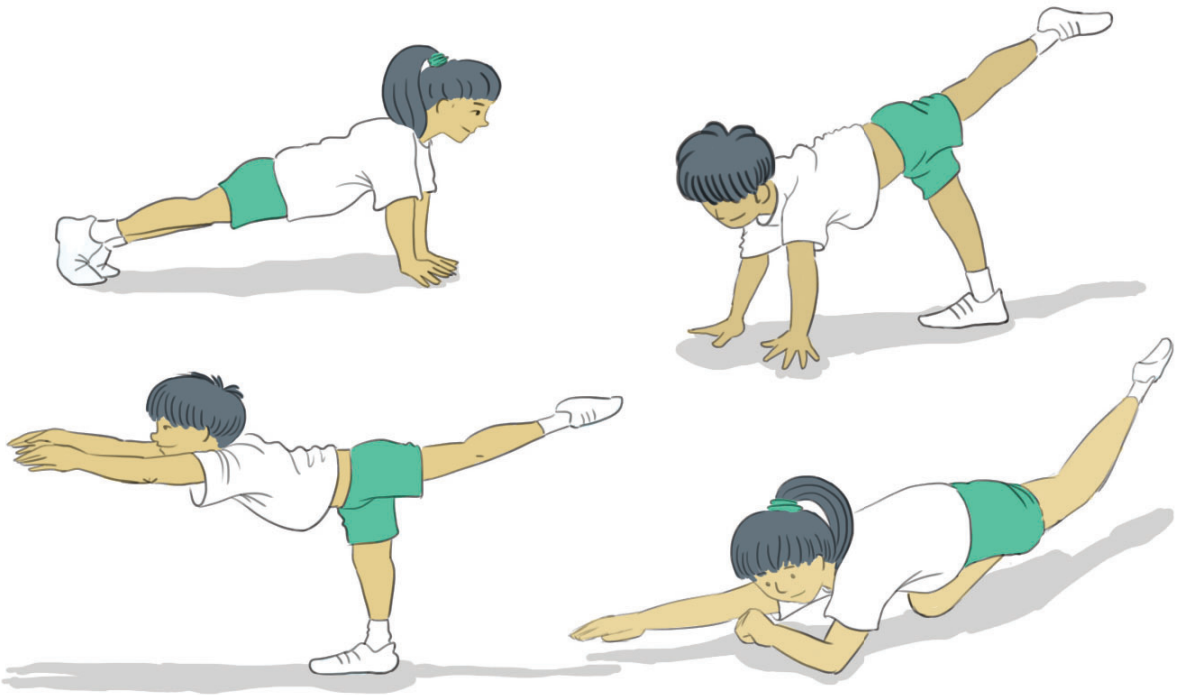
Head	Trunk	Upper Limbs	Lower Limbs

EXPLAIN

Balance is the ability to maintain a self-controlled body position during task performance, whether it is sitting, standing, or walking. It is important to balance our bodies so that we can use them to warm up our energy. It also helps in strengthening our muscles.

There are different positions to show balance on one, two, three, four, and five parts of the body.

- **Use four parts** – two hands and two feet.
- **Use three parts** – two hands and one foot.
- **Use two parts** – one knee and one elbow.
- **Use one part** – one foot.





PRACTICE

Directions: Put a check ✓ on the box if you can do the following positions correctly and a cross ✗ on the box if you cannot do it. Ask your parents or guardian to help you in this activity.

1. Balancing using one foot.
2. Balancing using one knee and one below.
3. Balancing using two hands and one foot.
4. Balancing using two hands and two feet.



EVALUATE

Directions: Create a video presentation. Perform all the balancing positions and ask someone to help you in doing this activity.

CRITERIA FOR GRADING:

Accuracy of Information	7 POINTS
Creativity	3 POINTS
TOTAL	**10 POINTS**

HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Determine the consequences of eating unhealthy food.

CHECK

Directions: Identify which of the following foods are healthy and which are unhealthy. Encircle the picture/s of healthy foods and cross out foods that are unhealthy.



EXPLAIN

Always eating unhealthy foods is not good for our body. They are low in vitamins and minerals. They are bad for our body because they are lots of fats and sugar.

What are the effects of eating unhealthy food?

1. Unhealthy foods can make you sick.





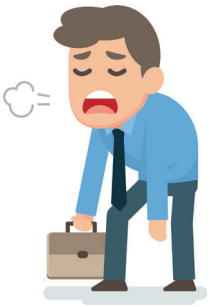
2. Unhealthy foods can make you weak.



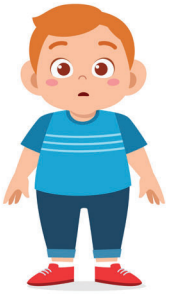


3. Unhealthy foods can make you sleepy and tired.

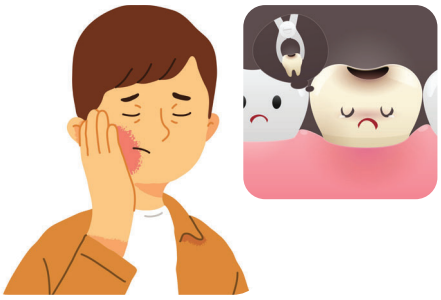




4. Unhealthy foods can make you fat.



5. Unhealthy foods can damage your teeth.



PRACTICE

Directions: Put a check ✓ on the blank if it shows the effect of eating unhealthy food.

_____ 1. Unhealthy foods can make you weak.

_____ 2. Unhealthy foods can make you strong.

_____ 3. Unhealthy foods can keep you away from sickness.

_____ 4. Unhealthy foods can make you fat.

_____ 5. Unhealthy foods can make you happier.



EVALUATE

Directions: Draw a star on the box if the statement is true and circle if the statement is false.

1. Unhealthy foods can make your muscles strong.
2. Unhealthy foods can damage your teeth.
3. Unhealthy foods can give you enough nutrients.
4. Unhealthy foods can make you feel tired.
5. Unhealthy foods can make you weak.

Lesson 03

MUSIC EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Define rhythmic patterns.
- Perform simple rhythmic patterns.

CHECK

Directions: Let us check if you can identify which of the following pictures show silence. Encircle the picture/s that show/s silence.







EXPLAIN

In music we use different symbols to express sounds and silence.



Quarter Note

- It plays one beat of sound.
- It can be represented by a clap or a snap.



Quarter Rest

- It plays one beat of silence.
- It can be represented by an open hand.

What is Rythmic Pattern?

- Rhythmic pattern is a combination of sound and silence.

Examples:

					Musical Symbol
1st Pattern:	1	1	1	1	Number of beats
					Action that represents the beat
					
2nd Pattern:	1	1	1	1	
					

PRACTICE

Directions: Perform and follow the given rhythmic patterns.

1. 
2. 
3. 

EVALUATE

Directions: Perform and follow the given rhythmic patterns.

(Record a video of your performance with the help of your guardian)

1. 
2. 
3. 





ARTS EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Define colors and textures.
- Identify the different types of colors and textures.

CHECK

Directions: Let us check if you can name at least 2 types of **lines** and 2 types of **shapes**.

1. _____
2. _____

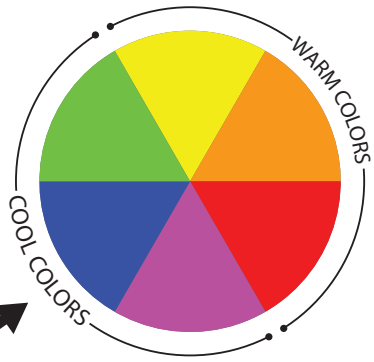
1. _____
2. _____

EXPLAIN

Lines, shapes, colors, and textures are the four elements of arts. The combination of these four elements can create a great piece of art.

Colors are produced when light, striking an object, is reflected to the eye.

COLOR WHEEL



The different types of colors

Warm colors appear energetic and vibrant. These colors are also inviting to our eyes. While cool colors appear soothing and cold.

Textures are the surface quality of an object. It is also anything that you feel when you touch the surface of an object.

Different types of Texture



Fuzzy



Hard



Fluffy



Squishy



Woven



Rough



Slimy



Pointy



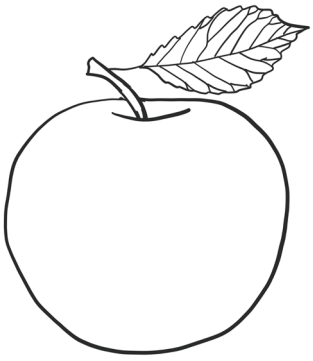
Smooth

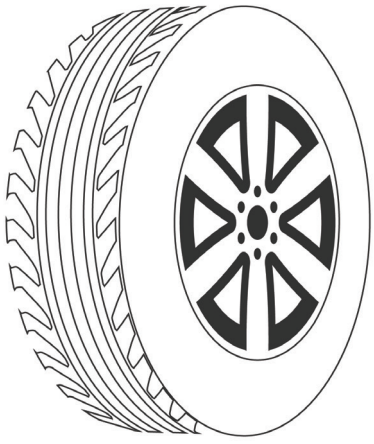


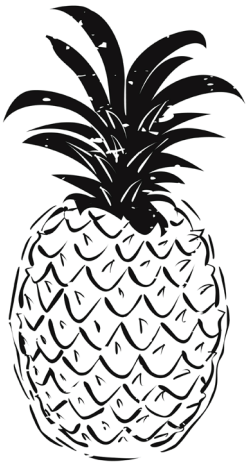
Hairy

PRACTICE

Directions: Color the following using warm colors if the texture of the object is **smooth**, and color them using cool colors if their texture is **rough**.







EVALUATE

Directions: Match each picture with their texture. Draw a line to connect them.

	COLUMN A	COLUMN B
1.		Hard
2.		Smooth
3.		Fluffy
4.		Squishy
5.		Slimy

PHYSICAL EDUCATION

OUTCOMES

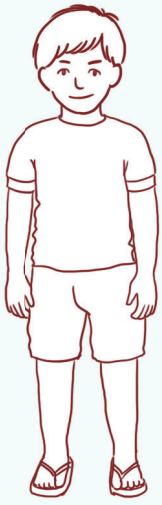
At the end of this module, you are expected to:

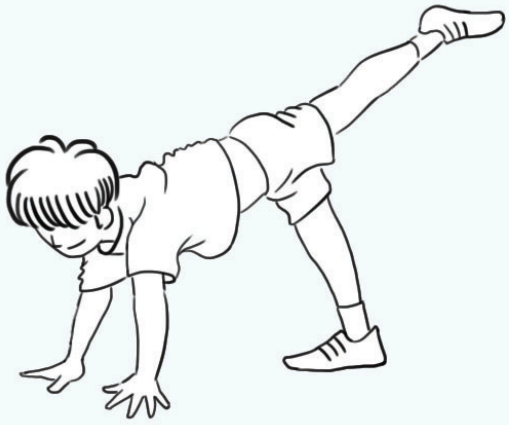
- Exhibit transfer of weight.

CHECK

Directions: Color the picture/s that show/s balancing.







EXPLAIN

Transfer of weight can be done by transferring the weight of the body from one part to another part that is why you should be in a balanced position before you start.

ACTIVITIES THAT SHOW TRANSFER OF WEIGHT



Walking



Running



Dancing





Catching



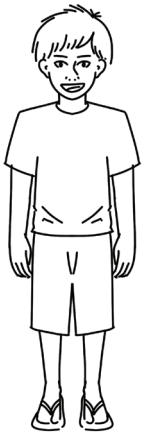
Kicking



Throwing

PRACTICE

Directions: Color the picture/s that show/s transfer of weight.







EVALUATE

Directions: Put a check ✔ on the box if you can do the given activity properly, while put a cross ✘ if you cannot.







☐ 1.

☐ 2.

☐ 3.

HEALTH EDUCATION

OUTCOMES

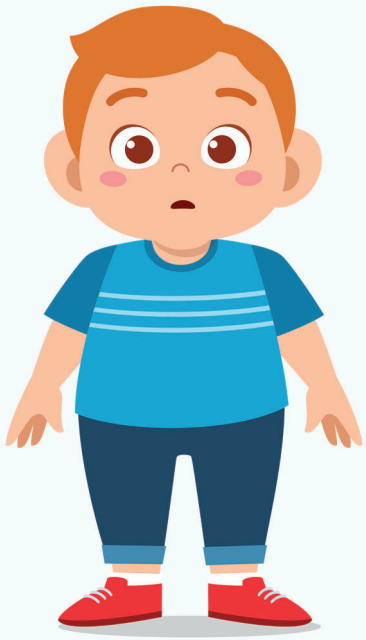
At the end of this module, you are expected to:

- Practice good decision making in eating habits.

CHECK

Directions: Let us check if you can still remember the last lesson about unhealthy foods. Color the picture/s that show/s the effects of eating unhealthy foods.







EXPLAIN

Food is the fuel of your body. That is why you must eat your breakfast, lunch, and dinner at a fixed time every day. Food contains all the nutrients that your body needs. Always choose to eat healthy foods rather than eating unhealthy foods.

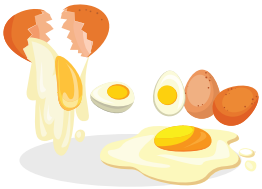
Foods that give us energy



Rice



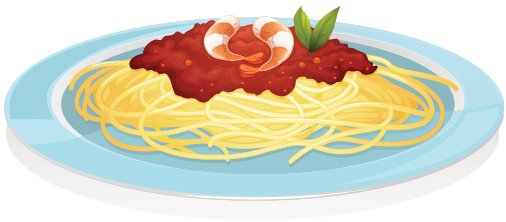
Sweet Potatoes



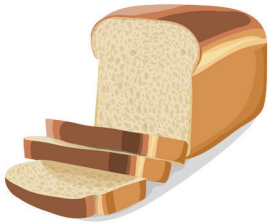
Eggs



Oatmeal



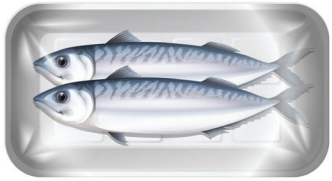
Pasta



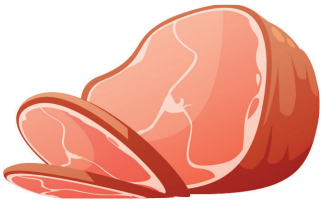
Bread



Cheese



Fish



Meat



Milk

Foods that keep us healthy



Fruits



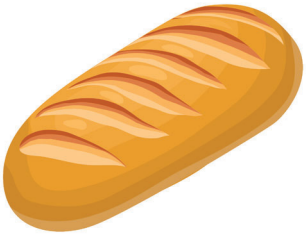
Vegetables



Nuts

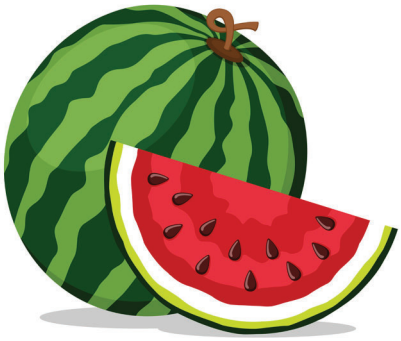
PRACTICE

Directions: Choose and encircle the foods that can give you enough nutrients.





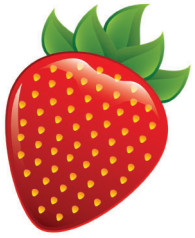




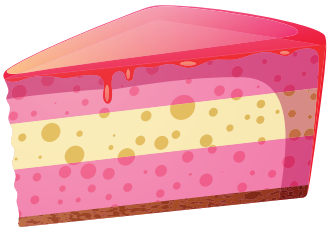
EVALUATE

Directions: Check all the foods that can help your body grow strong and healthy.











Lesson 04



MUSIC EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Define ostinato.
- Create their own ostinato pattern.

CHECK

Directions: Complete the statement below.

Rhythmic patterns are combinations of _____ and _____.

This musical symbol  is called _____ and this symbol  is called _____.

EXPLAIN

Ostinato is a short melodic or rhythmic phrase that is repeated by the same voice or instrument in a musical piece. You can also use body movements to accompany a song. It can also be created in groups of 2's, 3's, of 4's.

Let us sing Johny Johny Yes Papa!



→ Clap



→ Tap your legs



Johny Johny



yes papa



eating sugar?



no papa



telling lies?



no papa



open your mouth

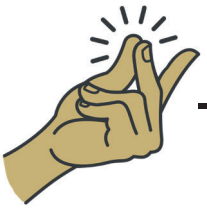


ha ha ha

Now let us sing Leron, Leron Sinta!

 → Clap

 → Tap your legs

 → Snap



Leron, leron sinta, buko ng papaya



Dala-dala'y buslo, sisidlan ng sinta



Pagdating sa dulo'y nabali ang sanga

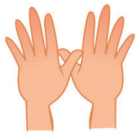


Kapos kapalaran, humanap ng iba.

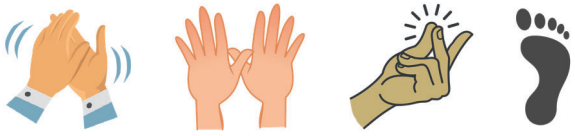
Now Let us sing Twinkle twinkle little star!

 → Clap

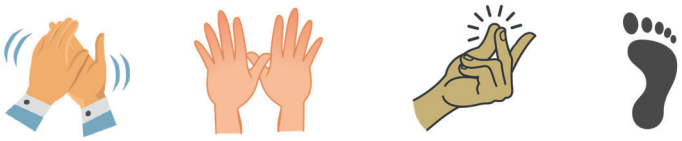
 → Snap your fingers

 → Tap your legs

 → Snap your fingers



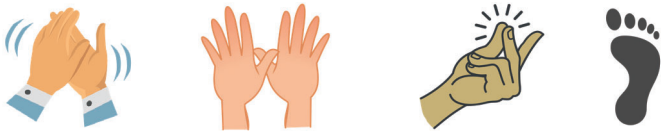
Twinkle, twinkle, little star,



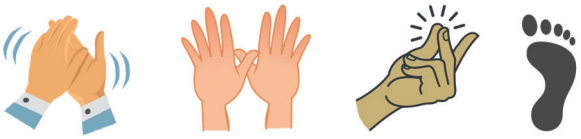
How I wonder what you are.



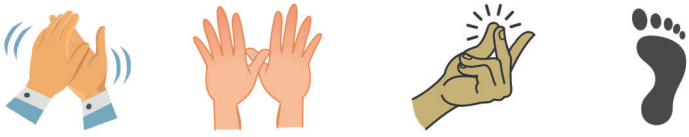
Up above the world so high,



Like a diamond in the sky,



Twinkle, twinkle, little star,



How I wonder what you are.



PRACTICE

Directions: Create your own pattern using the song of "This is the way" (2's).

CRITERIA FOR GRADING:

Originality of action	10 POINTS
Performance	10 POINTS
TOTAL	**20 POINTS**



EVALUATE

Directions: Create your own pattern using the song of "I'm a little teapot" (4's).

CRITERIA FOR GRADING:

Originality of action	10 POINTS
Performance	10 POINTS
TOTAL	**20 POINTS**



ARTS EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Define balance and proportion.
- Recognize the importance of balance and proportion in arts.

CHECK

Directions: Can you name at least 2 examples of the following?

a. Warm Colors

_____ and _____

b. Cool Colors

_____ and _____

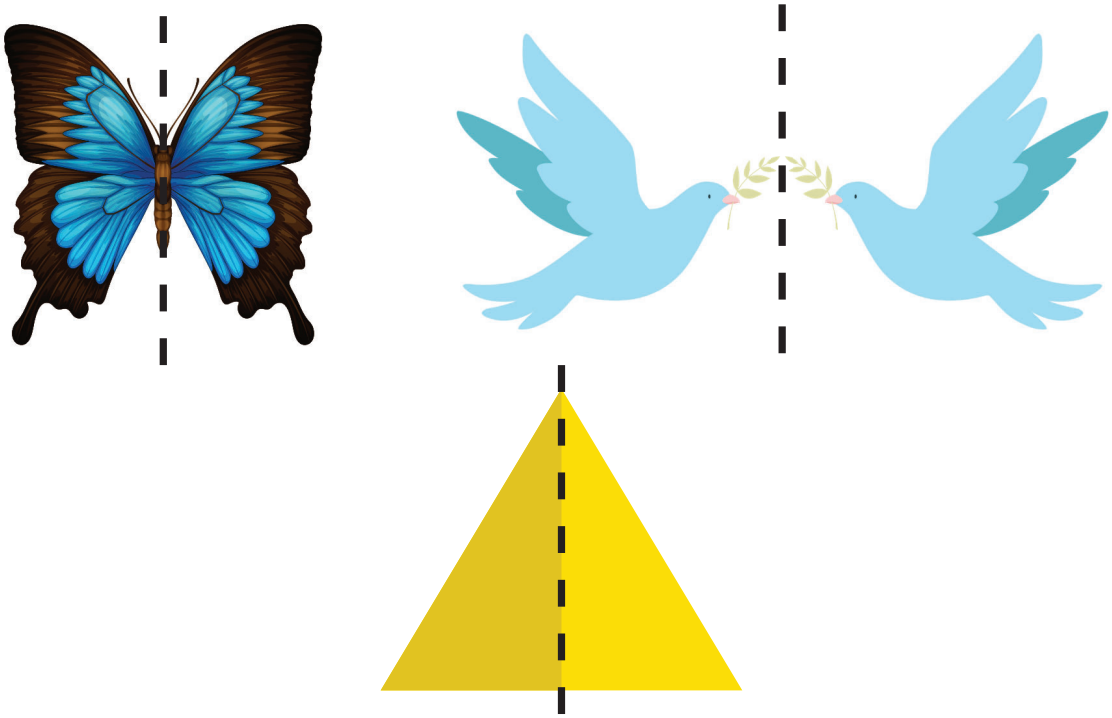
c. Types of textures

_____ and _____

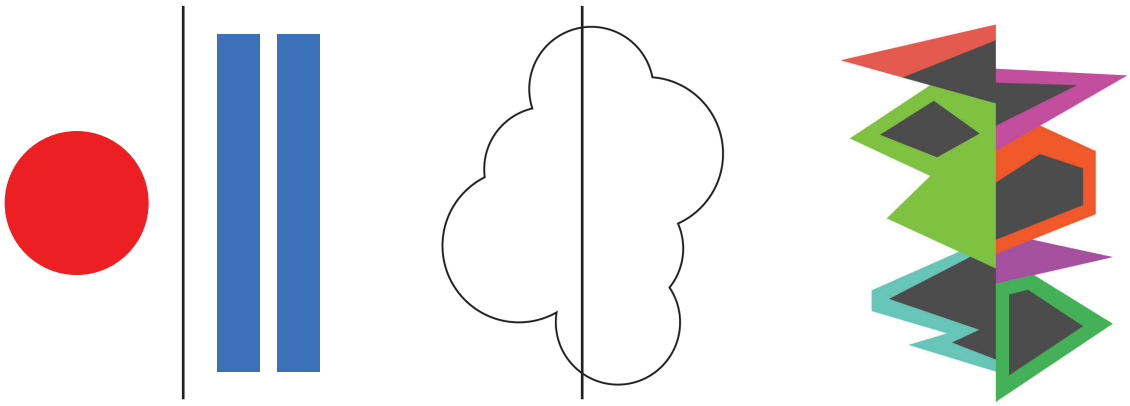
EXPLAIN

Balance in arts refers to the ways in which the elements (lines, shapes, colors, textures) of a piece arranged.

Symmetrical Balance is also known as formal balance. It is created by having a mirror image on the opposite sides.



Asymmetrical Balance is also known as informal balance. It is created by having different objects on opposite sides.



Proportion in arts refers to the measurement of the size and quantity of elements within a composition.

Bad Proportion



Equal division creates monotony.



Not equal division creates a lack of harmony.

Good Proportion





PRACTICE

Directions: Identify whether the following pictures shows symmetrical or asymmetrical balance. Write your answer on the space provided.

_____ 1. 

_____ 2. 

_____ 3. 

EVALUATE

Directions: Identify whether the following pictures show **balance** or **proportion**.

_____ 1. 

_____ 2 

_____ 3. 

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Engage in fun and enjoyable physical activities with coordination.

CHECK

Directions: Cross out the pictures that **DOES NOT** show activities on transfer of weight.



EXPLAIN

Coordination is the ability to execute smooth, accurate, and controlled motor responses. It is the ability to select the right muscle at the right time with proper intensity to achieve proper action.











PRACTICE

Directions: Watch and follow all the movements on the given action song.

Action Songs for kids | The Singing Walrus

YouTube: https://www.youtube.com/watch?v=dUXk8Nc5qQ8

CRITERIA FOR GRADING:

Body coordination	10 POINTS
Performance	5 POINTS
TOTAL	**15 POINTS**

EVALUATE

Directions: Box out all the activities that show coordination.









HEALTH EDUCATION

OUTCOMES

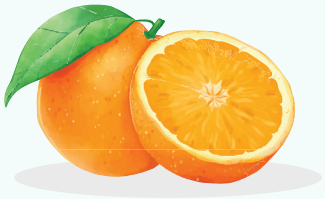
At the end of this module, you are expected to::

- Practice good decision making in eating habits.

CHECK

Directions: Choose and encircle foods that can give you enough nutrients.







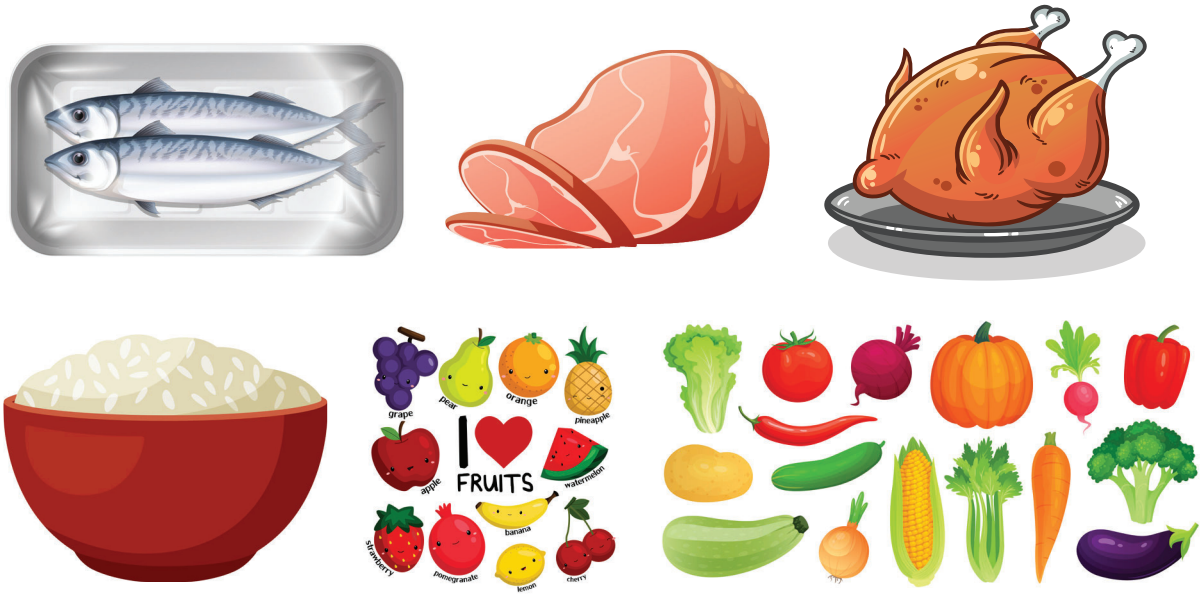
EXPLAIN

Our body needs energy and strength that is why we need to eat the right amount of food every day. You must eat proper food specially during breakfast, lunch, and dinner. The kind of food you eat is the kind of health you have. Good eating habits leads to good health.

Foods to eat during breakfast

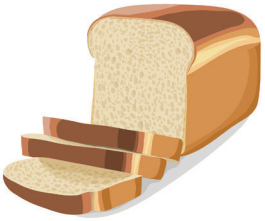


Foods to eat during lunch



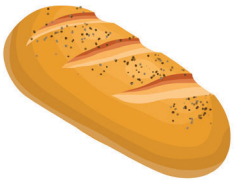
Foods to eat during dinner



PRACTICE

Directions: Choose and encircle which food are you going to eat.

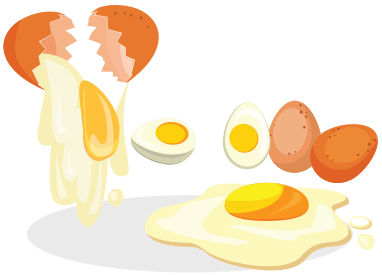
1.  or 

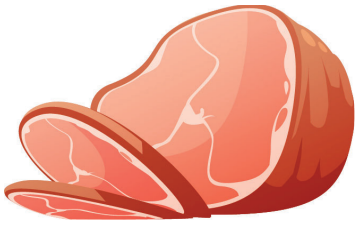
2.  or 

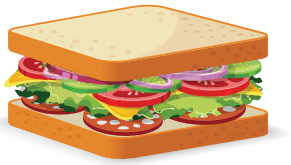
3.  or 

EVALUATE

Direction: From the given choices of food below, choose which will you eat for breakfast, lunch, and dinner. You may write your answer on the space provided.

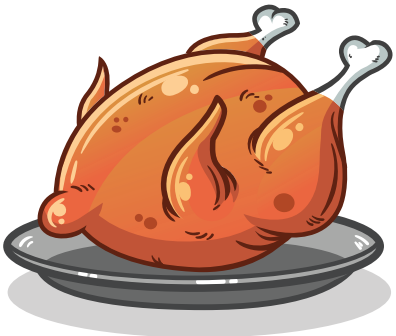














Breakfast	Lunch	Dinner

UNIT 2

Lesson 01



MUSIC EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Define high and low pitch.
- Identify things that have high and low pitch.

CHECK

Directions: Do you remember your past lesson? Fill in the words missing below. Write your answers on the space given.

Ostinato is a phrase or rhythm that you say _____ and

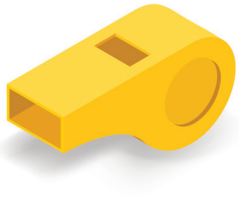
_____. You can make sounds using our _____

and _____.

EXPLAIN

Sounds are created by people, objects, and animals. **Pitch** is a part of music that tells how high or low the sound is. You can tell if it is a high or low pitch by how fast it vibrates. An object vibrates by moving left and right.

A **high pitch** happens when an object vibrates fast. Here are some things that make high pitch:



WHISTLE

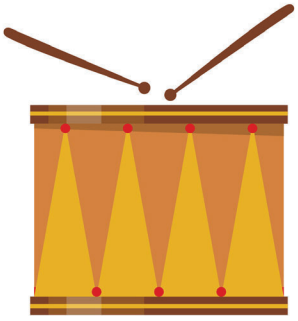


KETTLE



CHIRPING BIRD

A **low pitch** happens when an object vibrates slowly. Here are some things that make low pitch:



DRUM



MARACAS



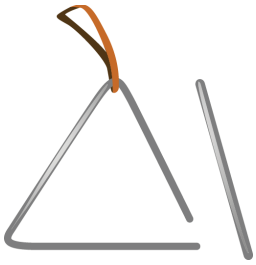
ROARING LION

PRACTICE

Directions: Write the word **HIGH** if the picture makes a high pitch sound. Write **LOW** if it makes a low pitch sound. Write your answer on the space before the number.

_____ 1. 

_____ 2. 

_____ 3. 



EVALUATE

Directions: Let us see what you have learned! Draw a thing that makes high pitch in the first box. Then, draw a thing that makes low pitch in the second box. Color your drawing and show it to the class.

HIGH PITCH

LOW PITCH



ARTS EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Identify different colors.

CHECK

Directions: Color the ☆ if the sentence is true. Leave it blank if it is false.

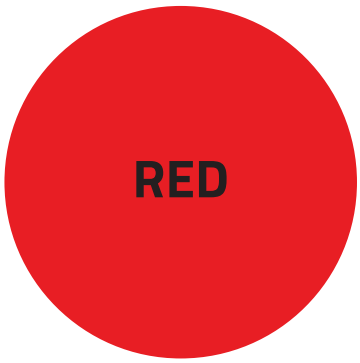
☆ 1. Balance means that the left side is full. But, the right side is empty.

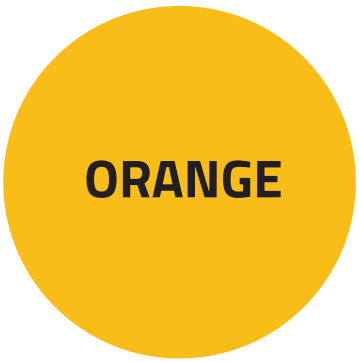
☆ 2. Balance means that dark and light colors are mixed well.

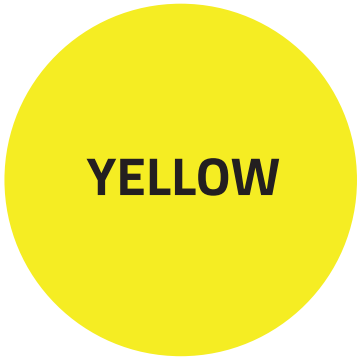
☆ 3. Balance means lines, shapes, and colors mix well together.

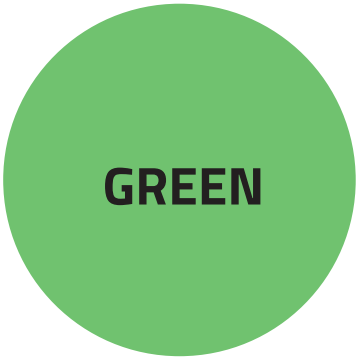
EXPLAIN

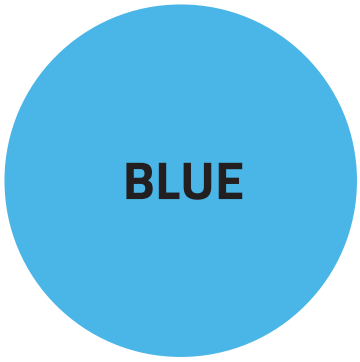
Everything you see has color. Color happens when something is thrown back with light. Adding colors to your drawing makes them livelier. But what are the different colors? Let us identify them together!

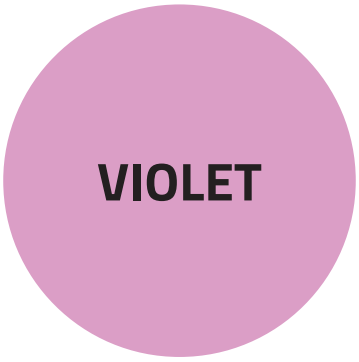








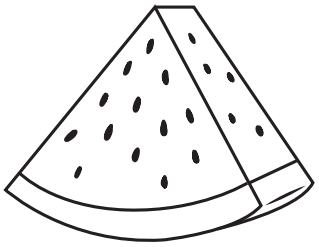


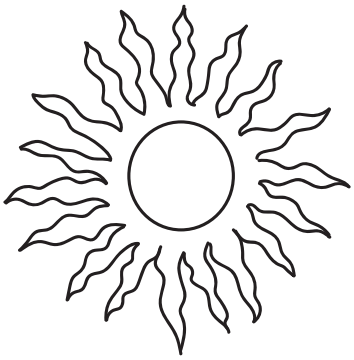


PRACTICE

Directions: What color do you think is best for each object. Color them properly.







EVALUATE

Directions: Match the object in **COLUMN A** to their color in **COLUMN B**. Write the letter of the correct answer on the space before the number.

COLUMN A		COLUMN B
_____ 1.		a. green
_____ 2.		b. yellow
_____ 3.		c. violet
_____ 4.		d. orange
_____ 5.		e. red



PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Discuss what is personal space from general space.
- Practice performing non-locomotor movements and locomotor movements.

CHECK

Directions: Draw two activities that need coordination.

EXPLAIN

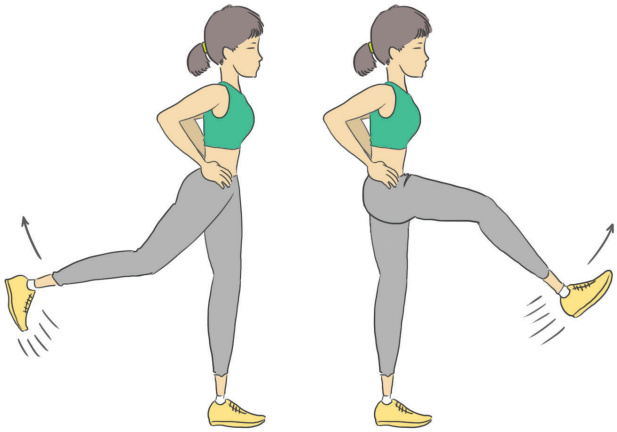
Movement is moving your body or body part. When you raise your arms, you create movement. When you walk, run, or jump, you also create movement. **Personal space** is the space where you are standing or sitting. It is the area around your body.

Here are some movements that can be done in your personal space.

Bending



Swinging



Swaying



General space is an area that is big enough for you to move freely. It is the whole space where you can move widely.

Here are some movements that can be done in a general space.

Walking



Running



Hopping



Leaping



Skipping





PRACTICE

Directions: Write **PERSONAL** if the given activity can be done in your personal space. Write **GENERAL** if it can be done in a general space.

_____ 1. Walking

_____ 2. Stretching

_____ 3. Swaying

_____ 4. Skipping

_____ 5. Hopping



EVALUATE

Directions: Let us see if you can do the following actions. Put a check ✓ on the box if you have done it properly. Leave it blank if you have not. Ask your parent/guardian to help you. Have fun!

PERSONAL SPACE	GENERAL SPACE
☐ Bending	☐ Walking
☐ Stretching	☐ Running
☐ Swinging	☐ Hopping

CRITERIA FOR GRADING:

15 points	12 points	10 points	5 points	No point
The student was able to do all the activities properly.	The student was not able to do 1-2 activities.	The student was not able to do 3-4 activities.	The student was not able to do 5 activities.	The student was not able to perform any activity.

HEALTH EDUCATION

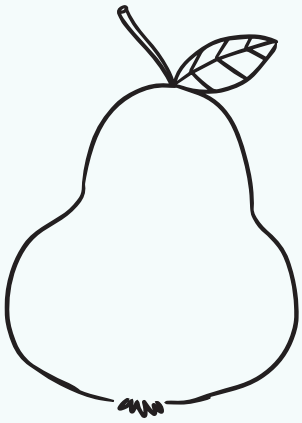
OUTCOMES

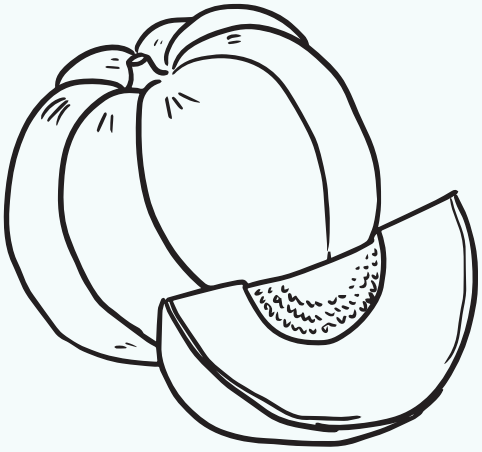
At the end of this module, you are expected to:

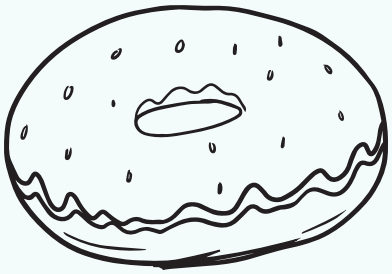
- Discuss how to act properly during meals.

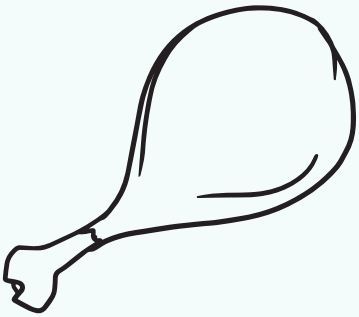
CHECK

Directions: Let us check if you can still remember. Choose the foods that are healthy for you. Color them well.









EXPLAIN

It is important to know some basic manners especially while eating. Showing respect to the food we eat and the people around us make our meals fun and happy.

Proper Behavior During Mealtime

1. Wash your hands before and after eating.



2. Sit properly.



3. Pray before and after eating.



4. Chew your food well.



5. Do not waste any food.



PRACTICE

Directions: Draw a 🙂 if the sentence is about good manners. Draw a 😕 if it is about bad manners. Write your answer before the number.

_____ 1. Throwing away food that you do not like.

_____ 2. Chewing food properly.

_____ 3. Washing hands before eating.

_____ 4. Putting too much food on the plate.

_____ 5. Praying before and after eating.

EVALUATE

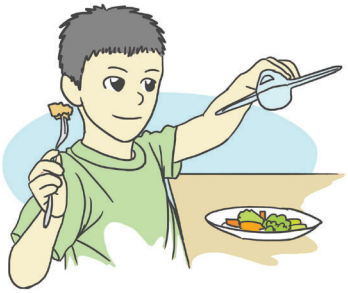
Directions: Look at the pictures below. Which of them are showing bad manners while eating? Cross them out.











Lesson 02



MUSIC EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Discuss simple melodic patterns.

CHECK

Directions: What is being asked? Write your answers before each number.

_____ 1. What part of music tells how high or low the sound is?

_____ 2. What happens when the object vibrates slowly?

_____ 3. What happens when the object vibrates fast?

EXPLAIN
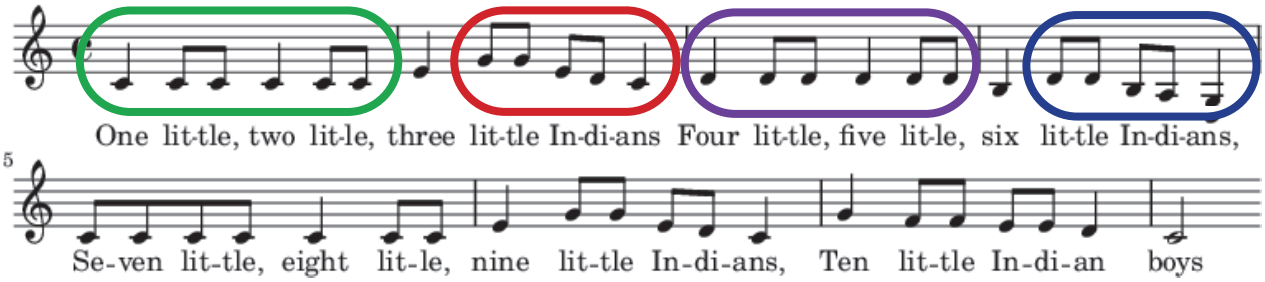
A **melody** is a group of notes played in an order to make a sound.

Let us analyze the movements of melodies in the song "Ten Little Indians". Let us see if the movement is **downward**, **upward**, or **steady**.

Here is the link so you can listen to the song "**Ten Little Indians**".

https://www.youtube.com/watch?v=V_UhnxIBf28

Ten Little Indians



The **GREEN PART** and the **PURPLE PART** show that the movement of the melodies is **steady**. The melodies are on the same line. So, they make the same sound.

The **RED PART** and the **BLUE PART** show that the movement of the melodies is downward. The melodies move in down from one line to another line below.

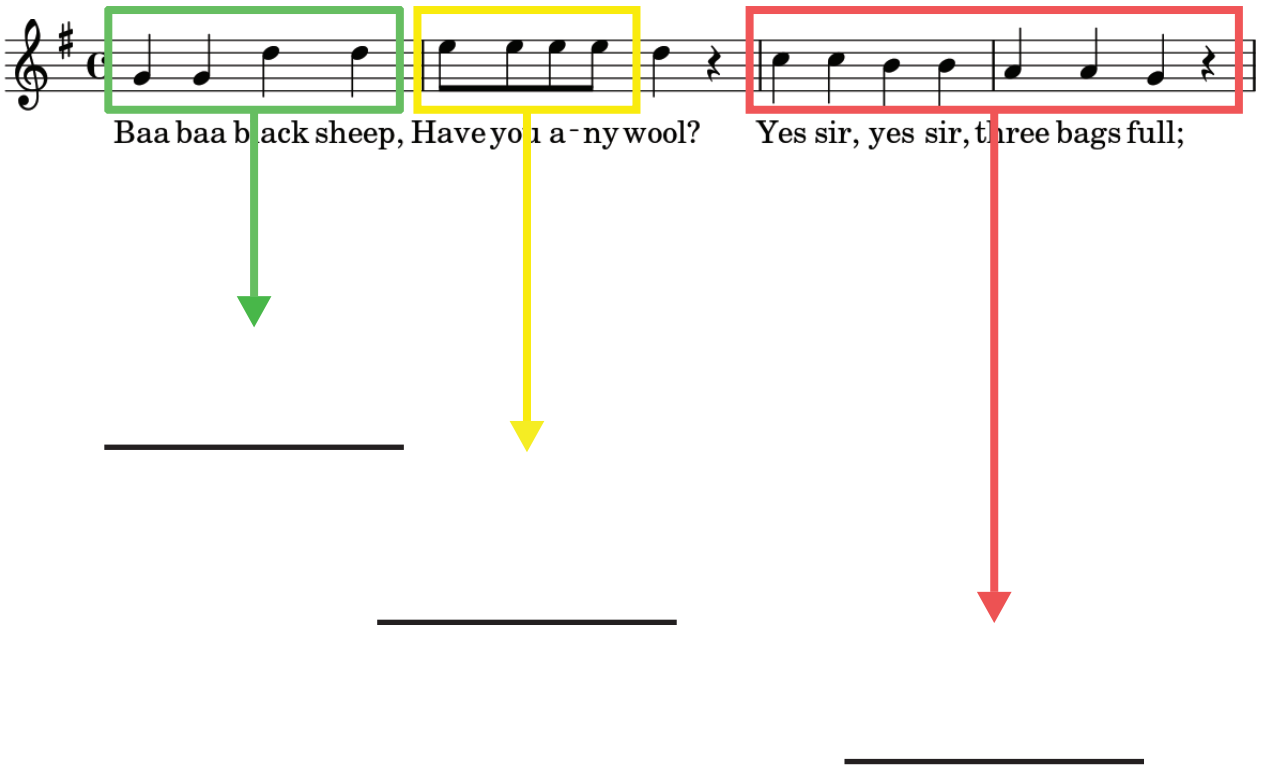
PRACTICE

Directions: Study the melodies of the song "Baa Baa Black Sheep". Tell whether the movement is **UPWARD**, **DOWNWARD**, or **STEADY**. Write your answer on the space below.

Here is the link of the song "**Ba Ba Black Sheep**".

https://www.youtube.com/watch?v=CRHvTTOR8Ns

Baa Baa Black Sheep

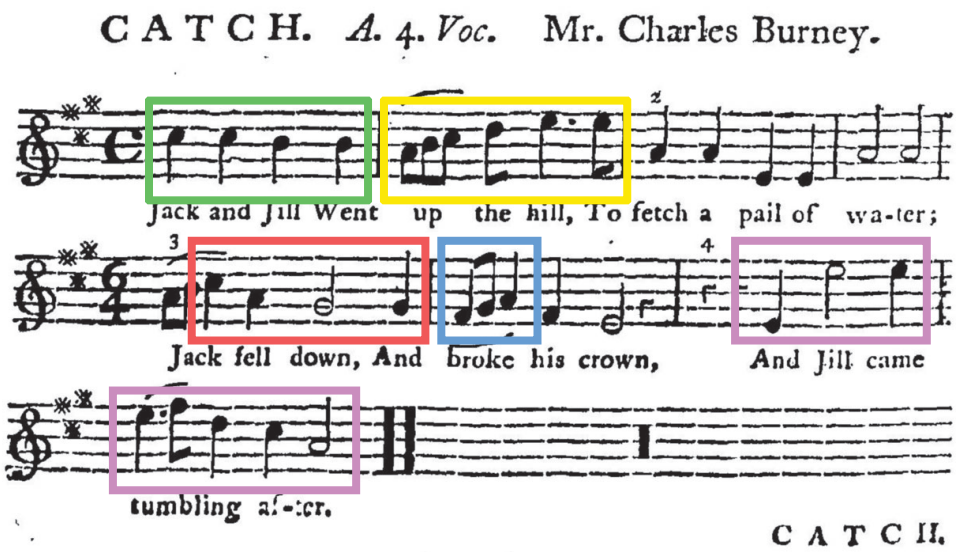


EVALUATE

Directions: Study the song "Jack and Jill". Tell whether the melody per color is **upward**, **downward**, or **steady**. Write your answer on the space after each number.

Here is the link of the song "**Jack and Jill**".

https://www.youtube.com/watch?v=XzhesUdAPNo



1. **Green Box** _____
2. **Yellow Box** _____
3. **Red Box** _____
4. **Blue Box** _____
5. **Violet Box** _____

ARTS EDUCATION

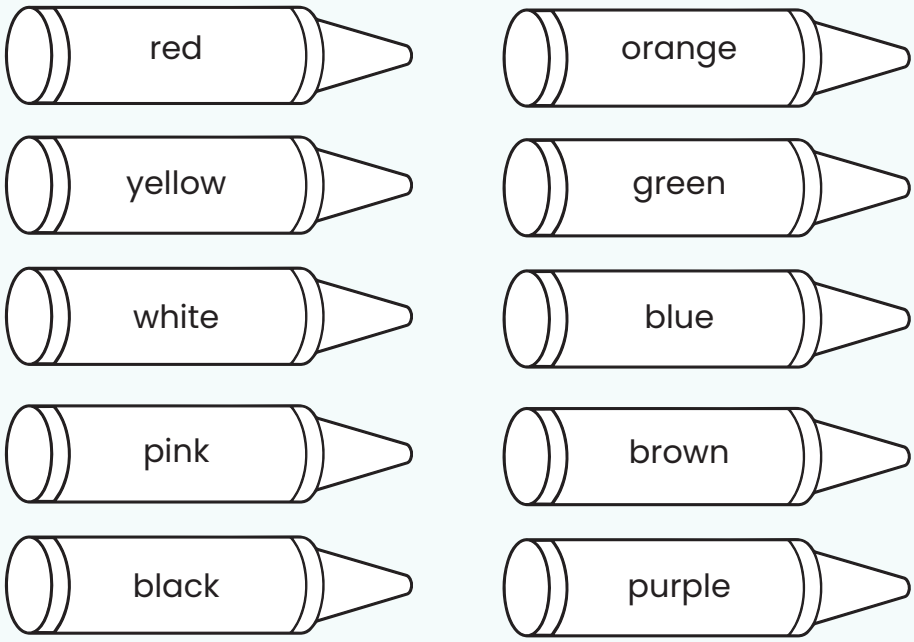
OUTCOMES

At the end of this module, you are expected to:

- Discuss primary, secondary, and tertiary colors.

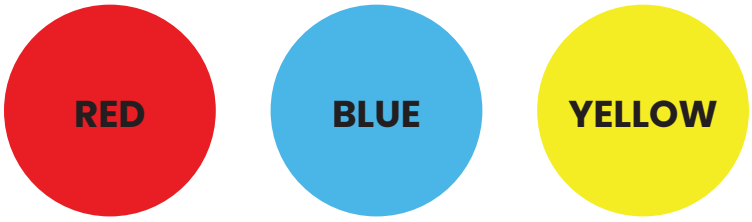
CHECK

Directions: Let us see if you remember your colors. Color each crayon with the color they are named with.



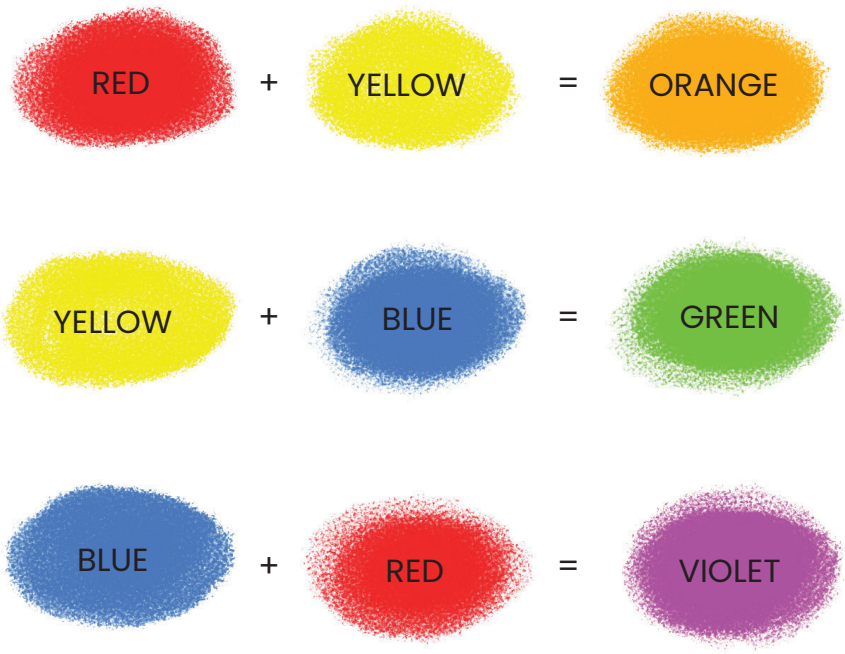
EXPLAIN

Primary Colors are the main colors. They are the most basic of colors. This means that by mixing them, we can make more colors.



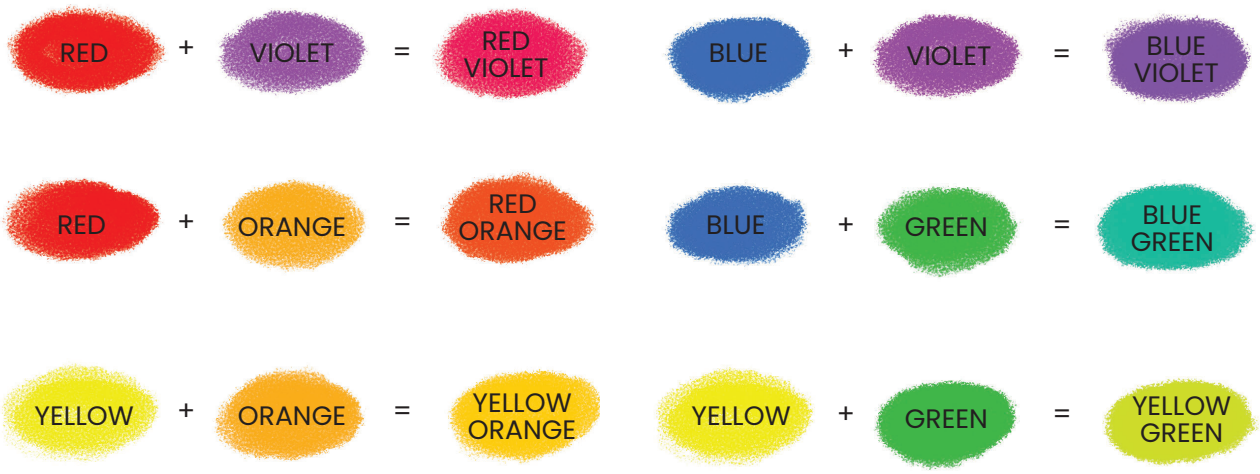
Secondary Colors are created by mixing two primary colors. Look at the pictures below.

COMBINATION OF	WILL RESULT TO
RED & YELLOW	ORANGE
YELLOW & BLUE	GREEN
RED & BLUE	VIOLET



Tertiary Colors are created by mixing <u>one primary color and one secondary color</u>.

COMBINATION OF	WILL RESULT TO
RED & VIOLET	RED VIOLET
RED & ORANGE	RED ORANGE
YELLOW & ORANGE	YELLOW ORANGE
BLUE & VIOLET	BLUE VIOLET
BLUE & GREEN	BLUE GREEN
YELLOW & GREEN	YELLOW GREEN



PRACTICE

Directions: Is the color **primary**, **secondary**, or **tertiary**? Write your answers before each number.

_____ 1. red

_____ 2. red orange

_____ 3. violet

_____ 4. yellow

_____ 5. green



EVALUATE

Directions: Place the colors under the correct group. Write it on the first column if it is a **primary color**. Write it on the second column if it is a **secondary color**. Finally, write it on the third if it is a **tertiary color**.

Violet	Blue Green
Blue	Orange
Yellow Orange	Yellow

PRIMARY COLORS	SECONDARY COLORS	TERTIARY COLORS

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Practice performing locomotor movements in basic directions.

CHECK

Directions: Perform two (2) activities that you can do within your personal space. Then, do two (2) activities that you can do on a general space. Ask your parent/guardian to help you with this activity.

EXPLAIN

Locomotor movement means moving your body from one place to another. Here are some examples of locomotor movements:



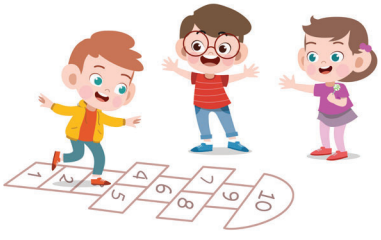


WALKING

- Walking is moving your feet one step to another.
- You can walk forward, backward, or sidewards.

RUNNING

- Running is moving your legs and feet faster than walking.



SKIPPING

- Skipping is lightly lifting your left foot then your right foot. It is like you are making small jumps.

JUMPING

- Jumping is lifting your entire body from the ground very quickly. You can jump in place. But you can also jump from one place to another.



PRACTICE

Direction: Let us see if you can do it. Check ✔ the box if you did it properly. Cross ✘ it out if you did not. Ask your parent/guardian to help you. Have fun!

- ☐ a. Jumping (forward)
- ☐ b. Skipping (forward)
- ☐ c. Running (forward)
- ☐ d. Jumping (backward)
- ☐ e. Walking (sideward)

EVALUATE

Directions: Play the game "PIKO" with your family. Ask someone to take a video while you are playing then share it with your teacher. Have fun!

NOTE: You can show different locomotor movements while playing the game.

CRITERIA FOR GRADING:

Completeness of the task	20 POINTS
Able to do task with others	10 POINTS
TOTAL	**30 POINTS**

HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Discuss the steps of properly washing your hands.

CHECK

Direction: Does the picture show good manners while eating? Put a check ✓ on the box. Leave it blank it does not.











EXPLAIN



Washing our hands properly helps us stay healthy. Germs will not easily spread to other parts of our body. By washing our hands, it helps us stay away from sickness.

How to Wash Your Hands Properly



STEP 1: Wet your hands with clean water.



STEP 2: Place enough soap in your palm.



STEP 3: Rub both your palms together.



STEP 4: Put one palm on top of the other and rub. Do this with your other hand too.



STEP 5: Put your palms and fingers together. Continue to rub your hands with soap.



STEP 6: Make a fist with one hand. Rub the back of your fingers with your free palm. Do this with your other hand too.



STEP 7: Make a fist around your thumb. Rub it left and right five times. Do this with your other thumb too.



STEP 8: Open your palm in one hand. Rub the fingers of your other hand. Make ten small circles on your palm. Do this with your other palm too.



STEP 9: Rub your wrist with your free hand. Do this with your other wrist too.



STEP 9: Wash your hands with clean water. Remember to dry your hands with a clean towel.

PRACTICE

Directions: Watch the video of proper handwashing. Follow the steps as you watch.

10 Steps to Washing Your Hands (Short Version) - Hygiene Habits for Kids

https://www.youtube.com/watch?v=Br4sQmiJ1jU

EVALUATE

Directions: Make your own video of washing your hands properly. Tell the steps that people need to follow. Ask your parent/guardian to help you with this activity.

CRITERIA FOR GRADING:

Completeness (steps)	10 POINTS
Accuracy	10 POINTS
TOTAL	**20 POINTS**

Lesson 03

MUSIC EDUCATION

OUTCOMES

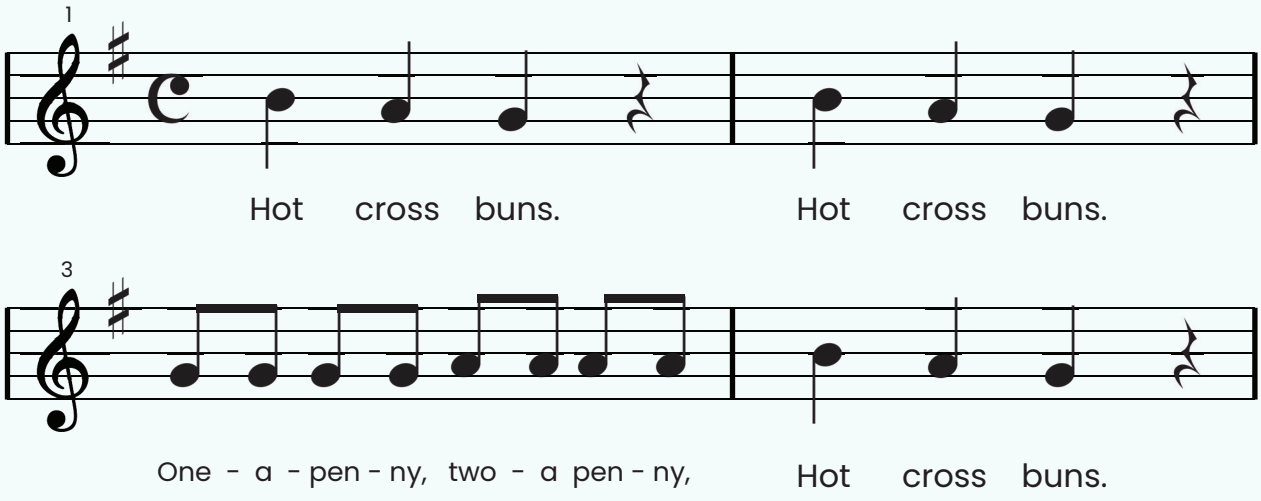
At the end of this module, you are expected to:

- Identify similar and dissimilar musical lines.

CHECK

Direction: Let us sing the song "Hot Cross Buns".

Hot Cross Buns



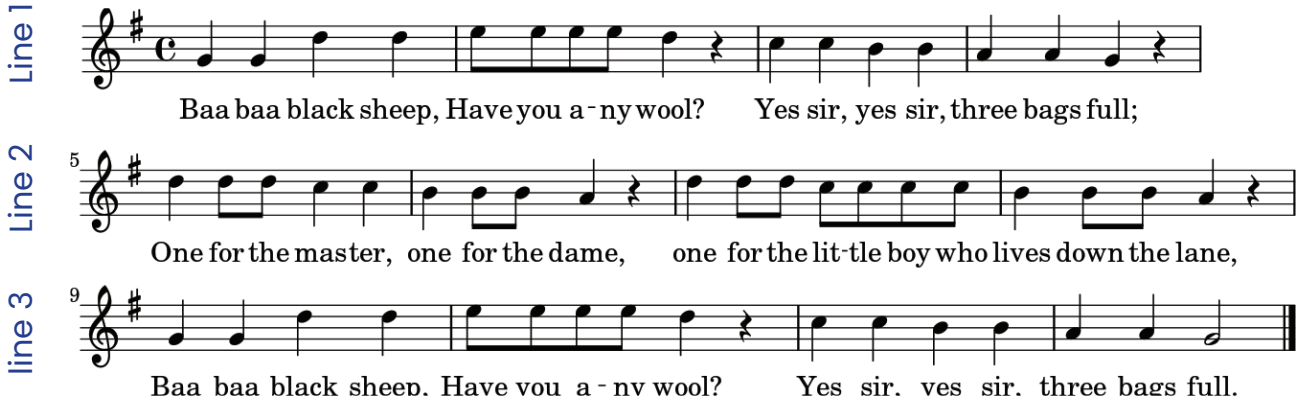
EXPLAIN

Similar musical lines are lines that have the same musical patterns. These are lines that have the same tones. Dissimilar musical lines are lines that have different musical patterns. These are lines that have different tones.

Let us sing the song "Baa Baa Black Sheep". You may check out this link: https://www.youtube.com/watch?v=CRHvTTOR8Ns&t=14s

Now let us try to observe the notes of the "Baa Baa Black Sheep" song.

Baa Baa Black Sheep



Line 1 and Line 2 are **dissimilar**. While Line 2 and Line 3 are also **dissimilar**. They are dissimilar because they have different patterns.

Line 1 and Line 3 are **similar**. This is because they have the same pattern. Their notes are placed on the same lines and spaces.



PRACTICE

Directions: Sing the song **"Lucy Locket"** in front of your parent/guardian. Ask them to take a video of you and share it to the class.

Lucy Locket

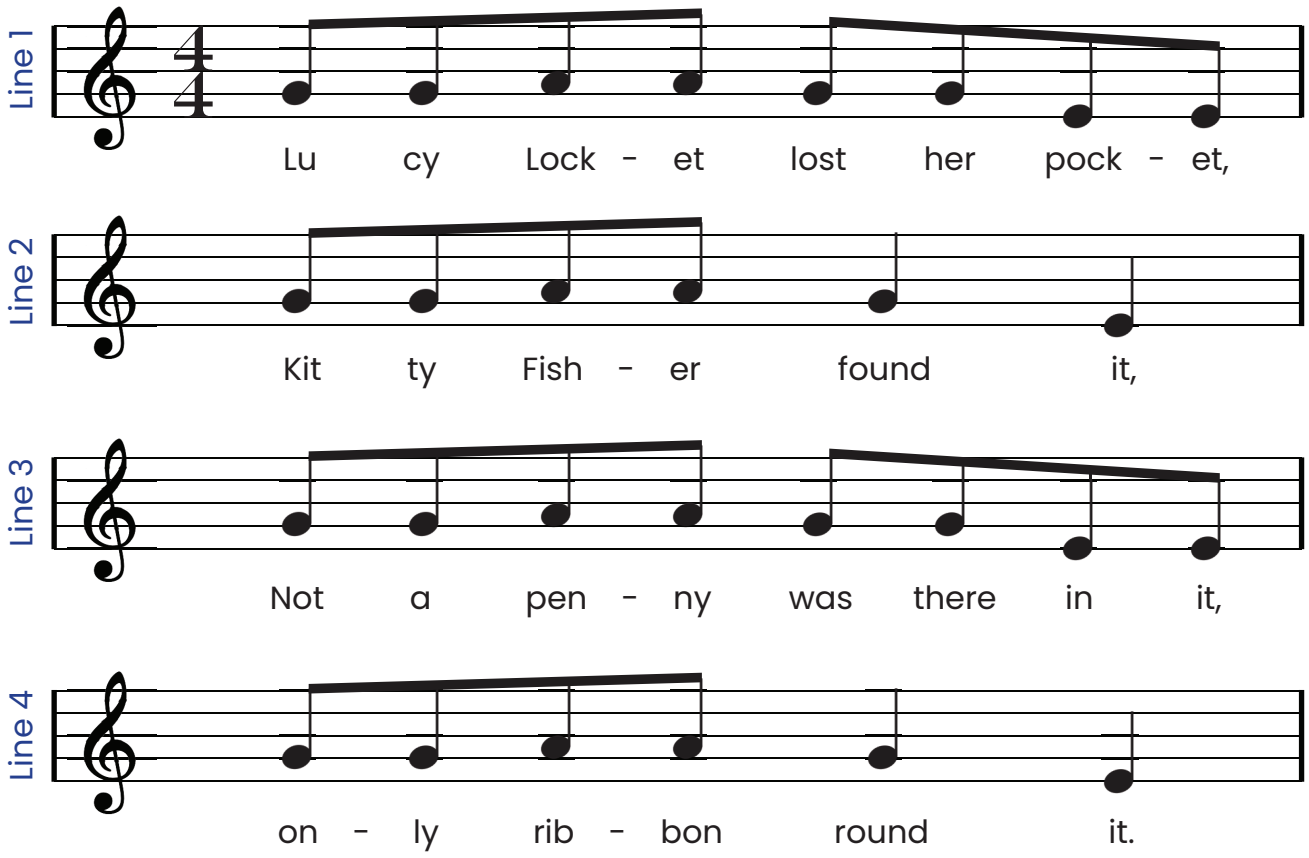
https://www.youtube.com/watch?v=8WGJZLVRDC0

CRITERIA FOR GRADING:

Proper Tune	15 POINTS
Enthusiasm	5 POINTS
TOTAL	**20 POINTS**

EVALUATE

Directions: Compare the notes of the song "Lucy Locket". Identify if the given pair of lines as similar or dissimilar. Write your answer in the space provided.



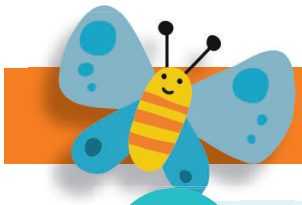
a. Line 1 and 2 _____

b. Line 2 and 3 _____

c. Line 1 and 3 _____

d. Line 3 and 4 _____

e. Line 2 and 4 _____



ARTS EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Recognize harmony of colors.

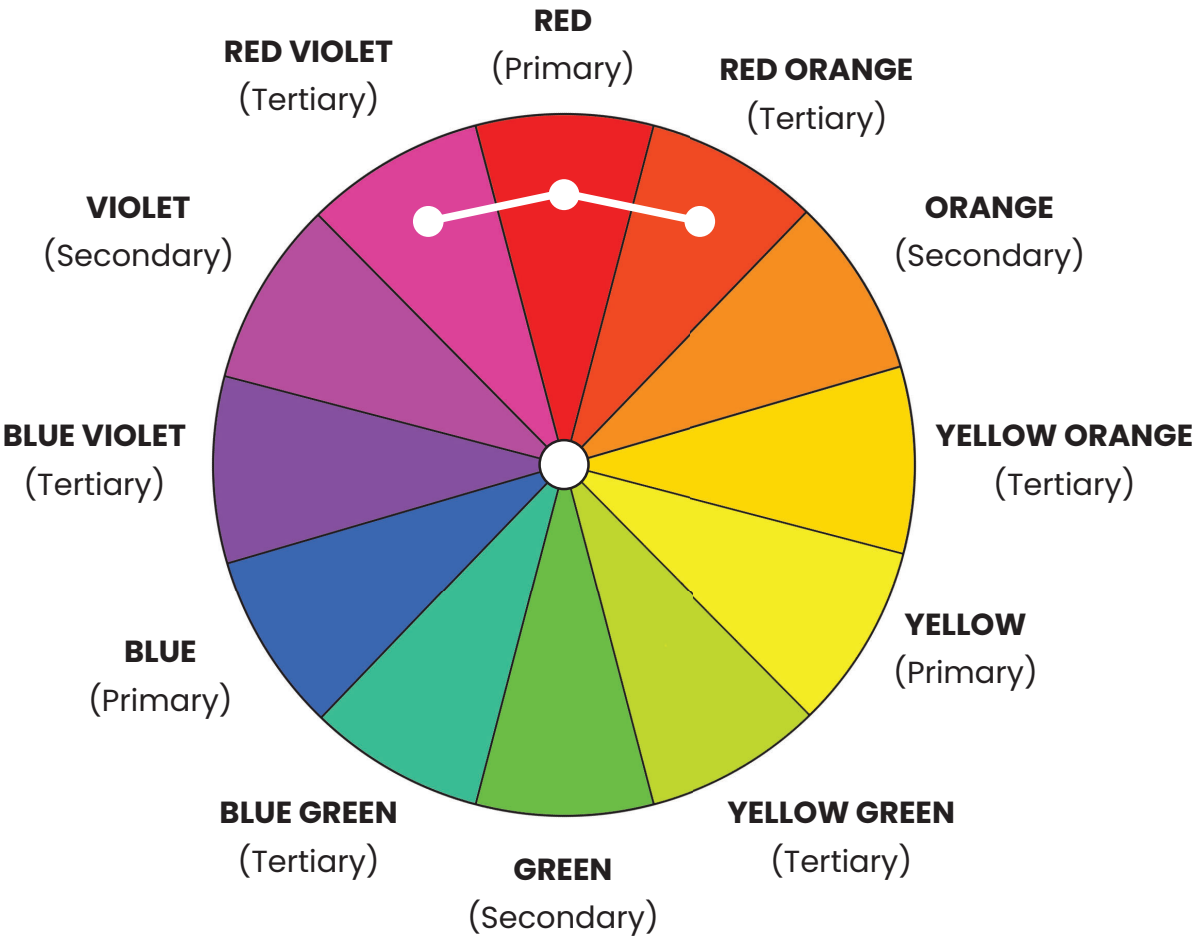
CHECK

Directions: Let us check if you still remember our past lesson in arts. Give 2 examples of the following:

Primary Colors	Secondary Colors	Tertiary Colors
_____	_____	_____
_____	_____	_____

EXPLAIN

Using a color wheel, you will clearly see the harmony of colors. **Harmony of colors** means that two or more colors can make things look good in our eyes.



Two Basic Ideas for Color Harmony

1. Complementary Colors are colors that are placed at the other side of each other.

   Examples:

   Red and Green

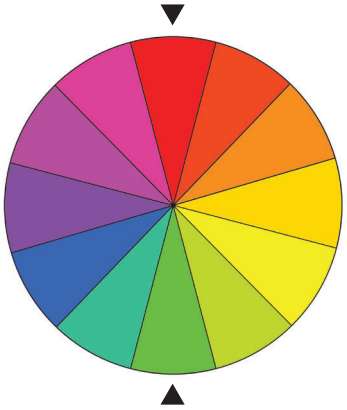
   

   Blue and Orange

   Yellow and Violet



2. Analogous Colors are the three (3) colors that are next to each other on the color wheel.

   Examples:

   Red Violet, Red, And Red Orange

   Red Orange, Orange, And Yellow Orange

   Yellow Orange, Yellow, And Yellow Green

   Yellow Green, Green, And Blue Green

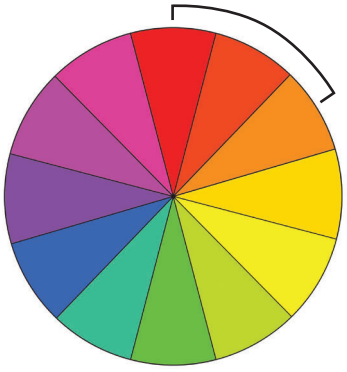
   

   Blue Green, Blue, And Blue Violet

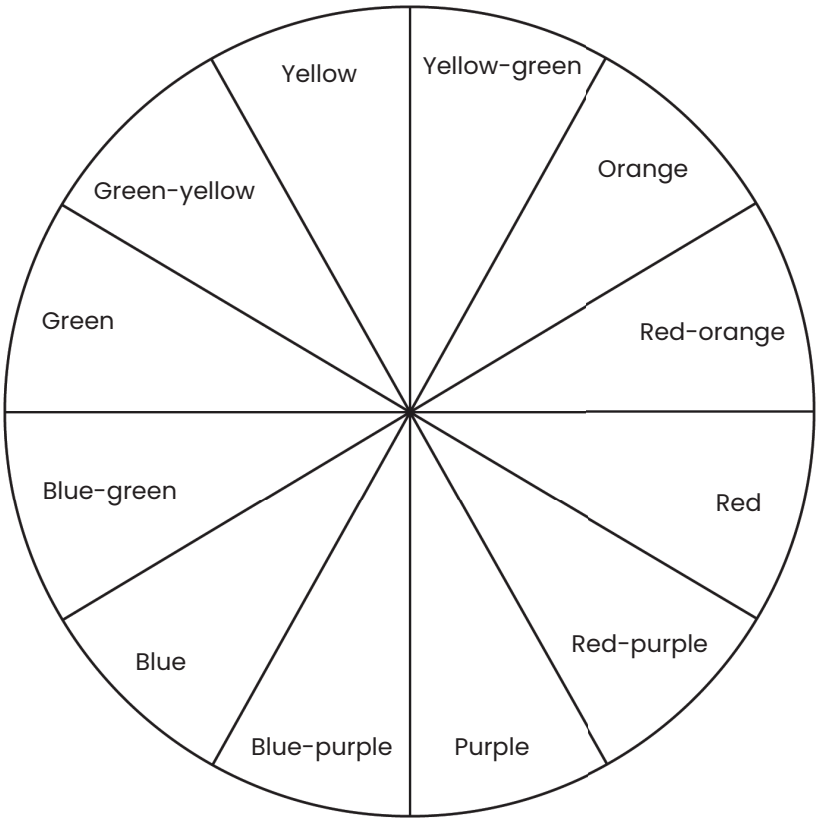
   Blue Violet, Violet, And Red Violet



PRACTICE

Directions: Color the given color wheel below. Use the names on each shape as your guide.



EVALUATE

Directions: Which of the following are **complementary** and **analogous**? Write your answer on the space before each number.

_____ 1. Blue and Orange 

_____ 2. Red Violet, Violet, and Blue Violet 

_____ 3. Red Violet, Red, and Red Orange 

_____ 4. Yellow and Violet 

_____ 5. Red and Green 

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Discuss actions that you can do in high, middle, and low level.

CHECK

Directions: Remember the four locomotor movements you have learned? Fill in the blanks to complete each word. Write your answers on the space given below.

1. W __ L __ ING
2. RU __ N __ NG
3. S __ IP__ ING
4. J __ M __ ING

EXPLAIN

You can do different actions in different levels. **Level** means how close you are to the ground. Low level means you are closest to the ground. While high level means you are farthest to the ground. There are three types of levels: **low**, **middle**, and **high**.

High Level Activities

Standing



Walking



Hopping



Running



Middle Level Activities

Half Kneeling



Sliding



Squatting



Low Level Activities

Hand/Foot



Cross Kicks



Side Lying



PRACTICE

Directions: Match the activity to its proper level. Draw a line to the word **LOW** if the action is low level. Draw a line to the word **MIDDLE** if it is middle level. Draw a line to the word **HIGH** if it is high level.

LOW

MIDDLE

HIGH













EVALUATE

Directions: Perform the following activities that show different levels. Ask your parent/guardian to take a video of you. Show your work to the class.

1. Walking
2. Hopping
3. Sliding
4. Squatting
5. Side Lying

CRITERIA FOR GRADING:

Proper Posture	15 POINTS
Completeness of the task	15 POINTS
TOTAL	**30 POINTS**

HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Discuss the importance of washing our hands.

CHECK

Directions: Do you remember our past lesson? Take a picture of you washing your hands. Make sure you do the right steps. Ask your parent/guardian to help you. Share it to the class.

EXPLAIN

Why do we need to **always** wash our hands? What can we get from washing our hands properly?

1. Washing our hands stops the spread of germs.
2. Washing our hands protects us from sickness.
3. Washing our hands keep our food clean and safe.



PRACTICE

Direction: Write **TRUE** if the statement is correct. Write **FALSE** if it is not. Write your answer in the space before each number.

_____ 1. Washing our hands is very important.

_____ 2. Washing of hands cannot stop spreading germs.

_____ 3. Washing our hands keep the germs away.

_____ 4. Washing of hands cannot keep us clean.

_____ 5. Washing our hands lets us stay healthy and safe.

EVALUATE

Directions: How do you show the importance of washing our hands? Make a poster telling people that they should wash their hands. Add what washing our hands can do to our health. Be creative with your work. Show it to the class!



CRITERIA FOR GRADING:

Content/Information	15 POINTS
Completeness of the task	15 POINTS
TOTAL	**30 POINTS**

Lesson 04

MUSIC EDUCATION

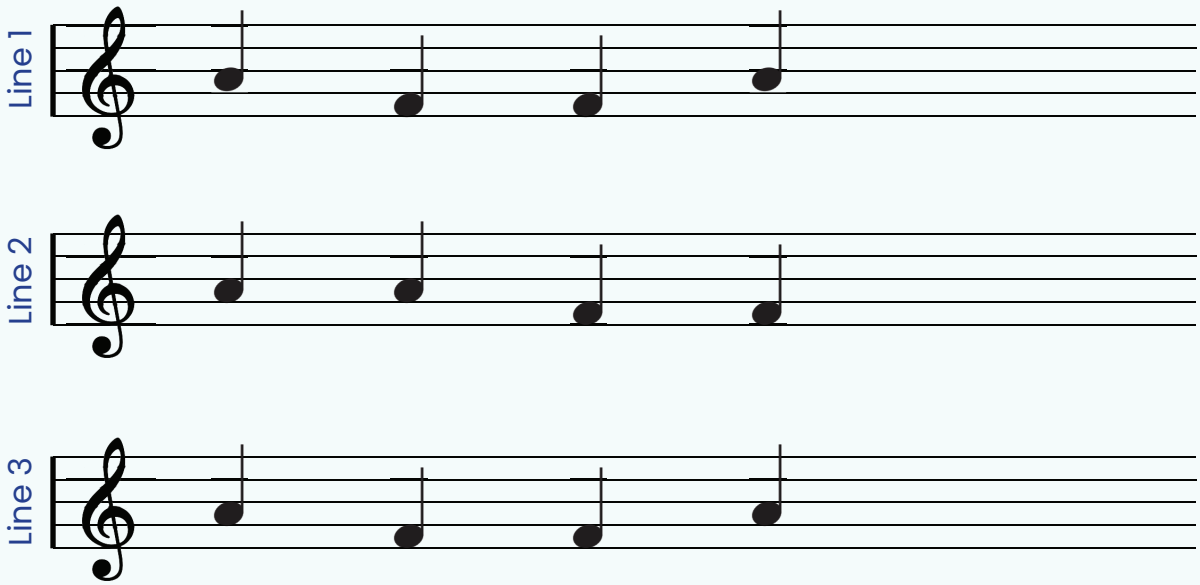
OUTCOMES

At the end of this module, you are expected to:

- Identify the parts of a song.

CHECK

Directions: Identify whether the pair of musical lines are similar or dissimilar. Write your answer in the space provided.



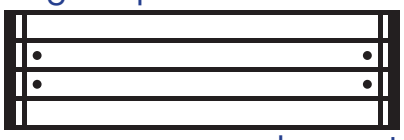
1. Line 1 and Line 2
2. Line 1 and Line 3
3. Line 2 and Line 3

EXPLAIN

The three parts of a song is the **beginning**, **ending**, and the **repeating part**. It is important for you to recognize each part of the song for you to follow and understand the symbols used by the composer. The composer is the one who created/composed the song.

The beginning part is located at the very start of the musical line.

begin repeat



end repeat

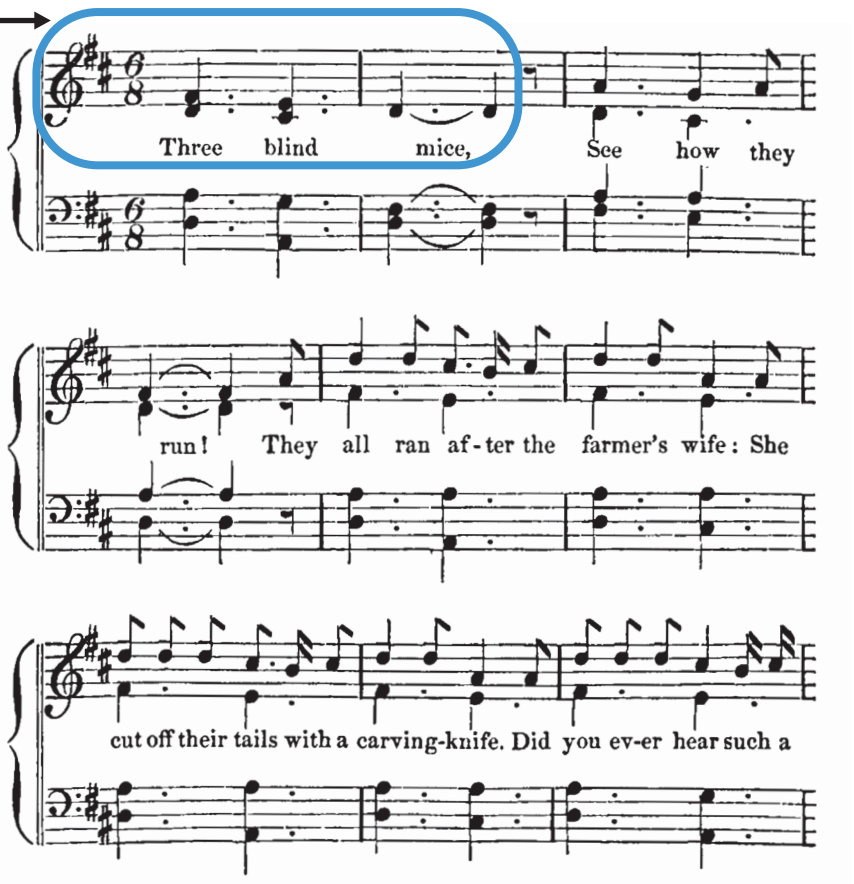
This symbol is called the repeating sign. It tells which part of the song must be sung again and again.
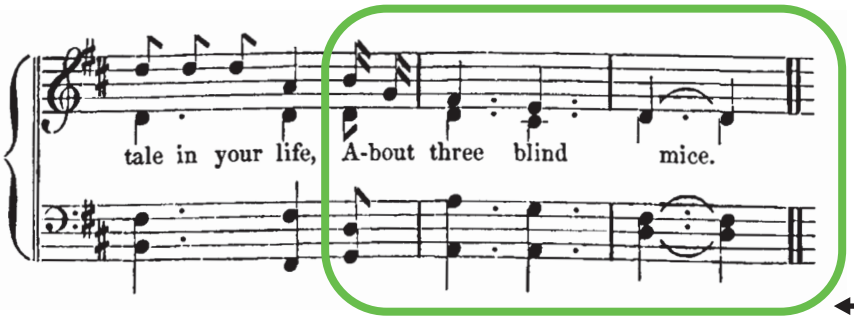
This symbol is called the **double bar sign**. If you see this sign, it means that it is the end of the song.



Three Blind Mice

Beginning →
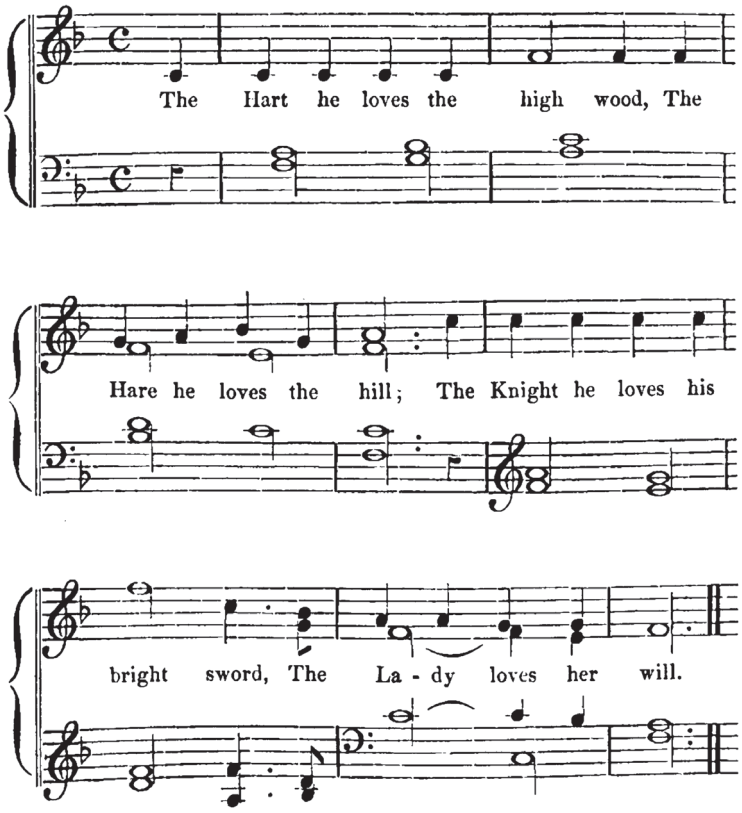




https://www.youtube.com/watch?v=MfaChKSV8kg&t=20s

PRACTICE

Directions: Let us see what you have learned. Encircle the beginning part of the song. Box out the ending part of the song.

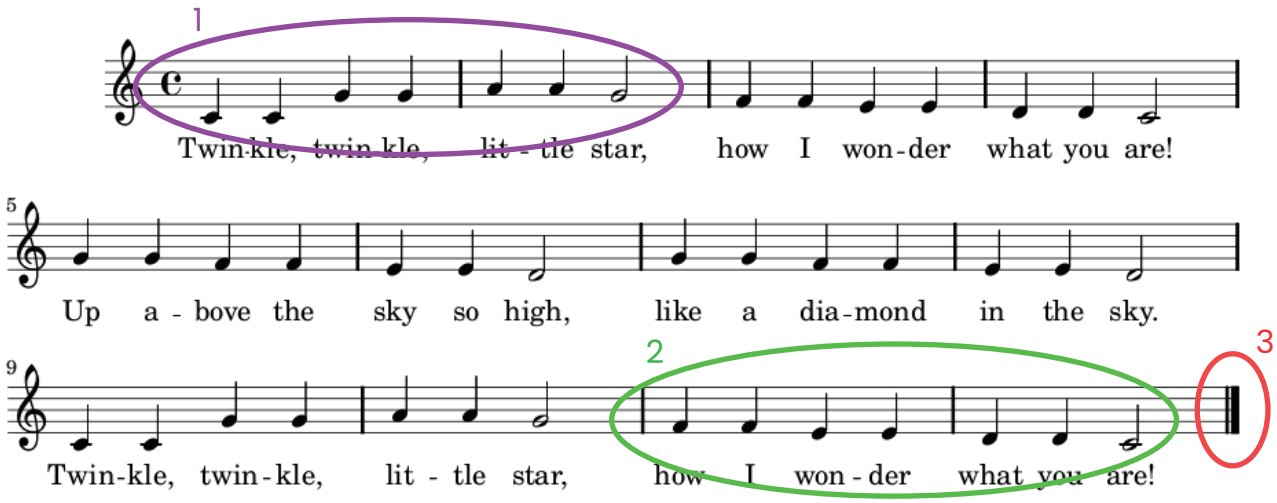
The Four Loves



EVALUATE

Directions: Identify what part of the song is encircled. Write your answer in the space provided.

Twinkle, Twinkle, Little Star

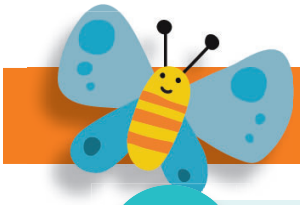


https://www.youtube.com/watch?v=-JRJibhgwUQ

1. _____

2. _____

3. _____



ARTS EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Discuss the importance of rhythm and balance in arts.

CHECK

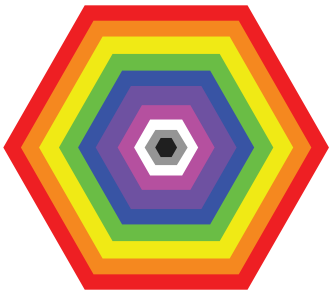
Directions: Let us check what you remember. Draw an object in the first box. Color it with a complementary color. Then, draw another object in the second box. Color it with an analogous color.

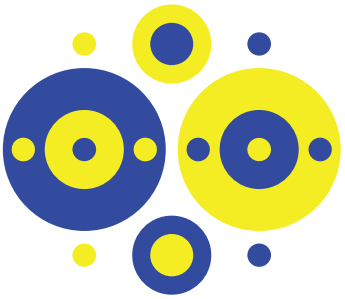
Complementary Color	Analogous Color

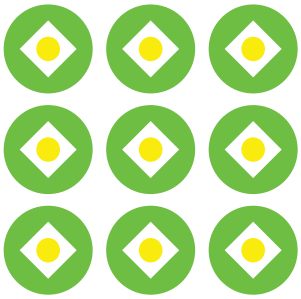
EXPLAIN

Rhythm in art means that something is used again and again. You can do this with any element of art (lines, shapes, colors, and textures). Creating a rhythm can be done by either using it one time or as many times as you like.

Remember balance? **Balance** in art can still mean a lot of things. It can mean that both the left and right side are even. It can also mean that dark and light colors mix well. And finally, the elements (lines, shapes, colors, and textures) used work well together.

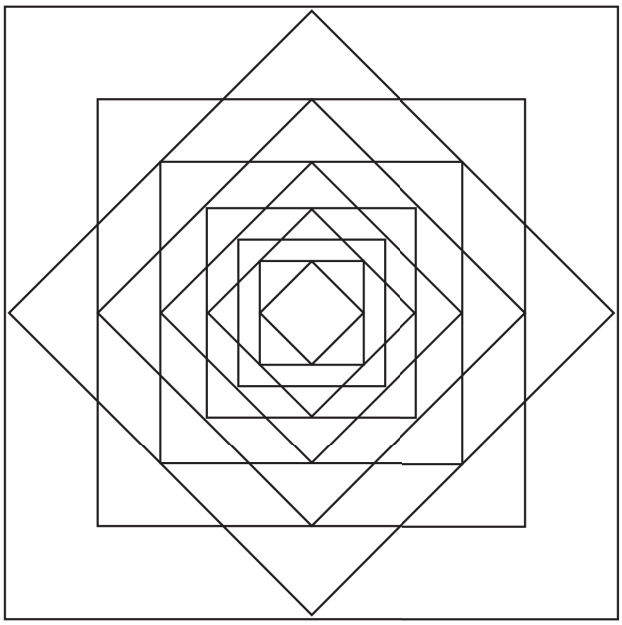






PRACTICE

Directions: Color the given artwork that shows rhythm and balance below.





EVALUATE

Directions: Create your own artwork that shows both rhythm and balance. Be creative!

CRITERIA FOR GRADING:

Creativity	20 POINTS
Neatness of lines and colors	10 POINTS
TOTAL	**30 POINTS**

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Practice performing actions on different pathways.

CHECK

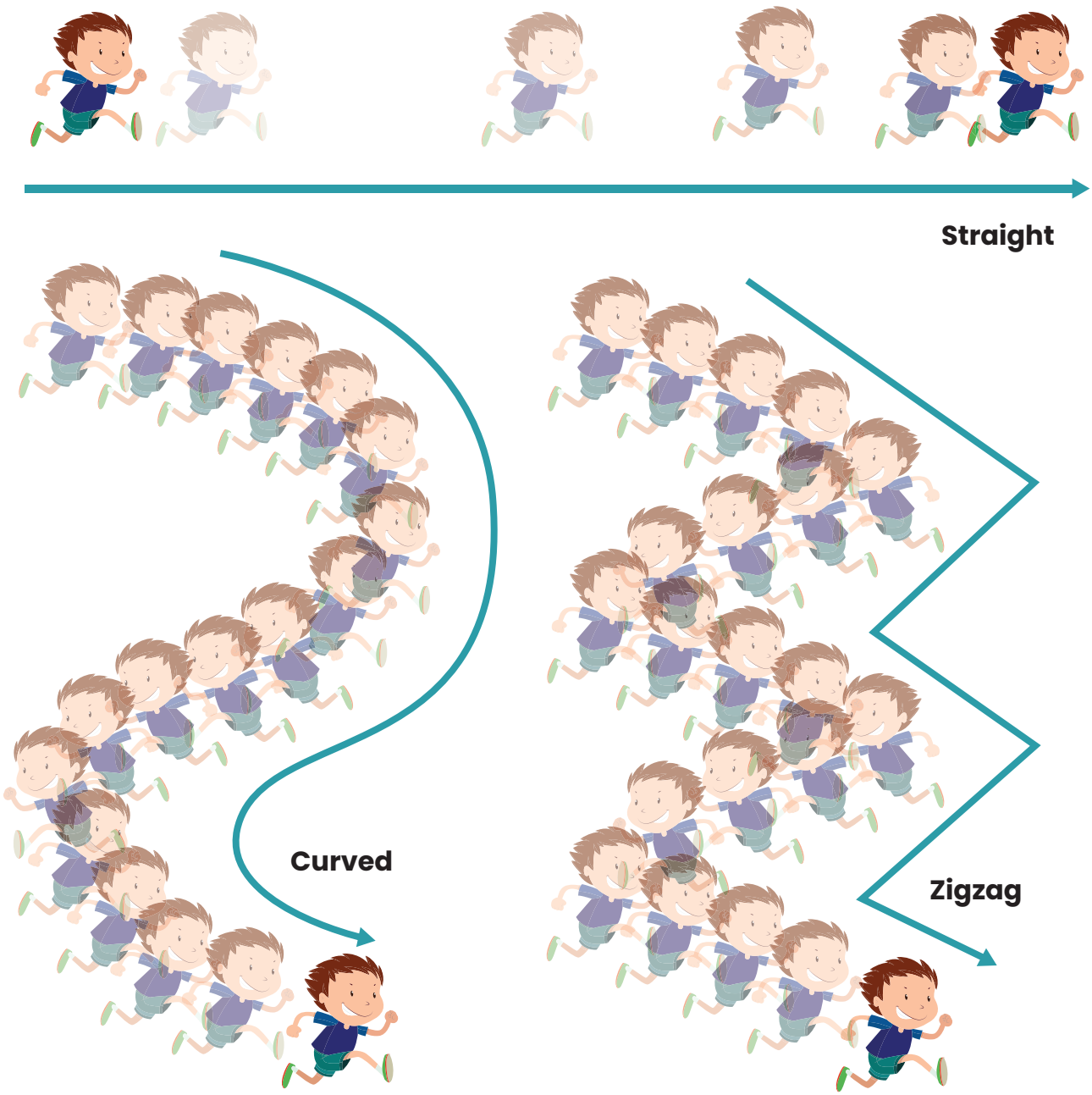
Directions: Remember our past lesson? Name one activity for each level. Write a **HIGH-LEVEL** activity under the first column. Write a **MIDDLE LEVEL** activity under the second. Then, write a **LOW-LEVEL** activity under the third.

HIGH LEVEL	MIDDLE LEVEL	LOW LEVEL
_____	_____	_____

EXPLAIN

There are different actions that you can do in different pathways. **Pathways** tell the path of your movement. They can be straight, curved, or zigzag.

Different Pathways



PRACTICE

Directions: Name the given type of pathways and planes. Write your answer in the space provided.

1. _____

2. _____ 

3. _____ 

CHOICES:

Curved

Horizontal

Zigzag

EVALUATE

Directions: Perform the following activities on different pathways and planes. Ask your parent to record a video of your performance then submit it to your teacher.

Movements	Pathways
Walking	Zigzag
Running	Curve
Hopping	Straight

CRITERIA FOR GRADING:

Proper posture	15 POINTS
Completeness of the task	15 POINTS
TOTAL	**30 POINTS**



HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Discuss how to keep your body clean and healthy.

CHECK

Directions: Let us check if you remember. List two reasons why it is important for us to wash our hands.

1. _____

2. _____

EXPLAIN

Personal hygiene is how you keep every part of your body clean. Every day, you come across a lot of germs. So, to keep your body clean and healthy, you have to practice proper hygiene.

Practices and Habits in Keeping the Body Clean and Healthy

Wash your hands properly.



Brush your teeth three times a day.



Take a bath daily.



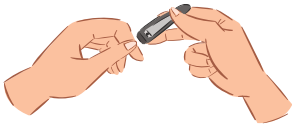
Wear clean and fresh clothes.



Comb your hair with a clean comb.



Trim your nails regularly.



Sleep for eight to ten hours every day.



Eat lots of fruits and vegetables.



Drink 6–8 glasses of water every day.



Exercise daily.



PRACTICE

Directions: Color the circle **BLUE** if the sentence tells how to keep your body clean and healthy. Color the circle **GREEN** if it is not.

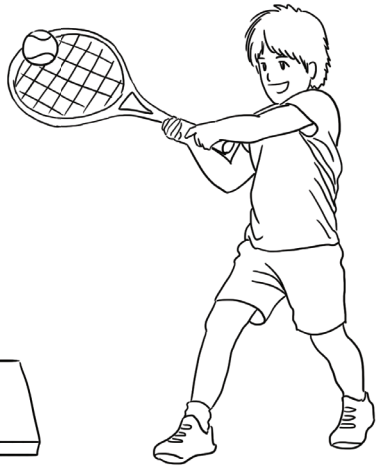
1. Brushing your teeth twice a week.
2. Taking a bath daily.
3. Eating pizza, fries, or burger as a every day.
4. Wearing dirty clothes.
5. Drinking 6-8 glasses of water every day.

EVALUATE

Directions: Color the picture that shows how to keep your body clean and healthy. Leave it blank if not.







UNIT 3

Lesson 01



MUSIC EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Associate sounds to its sources.

CHECK

Directions: Let us check if you still remember our past lesson in music.

Name the three (3) parts of a song.

1. _____

2. _____

3. _____

EXPLAIN

Sound is anything that you can hear.






Guide Questions:

Which of them can create sounds? _____

Which of them does not create sounds? _____

SOURCES OF SOUNDS			
PEOPLE	**ANIMALS**	**OBJECTS**	**NATURE**
			
			

PRACTICE

Directions: Match **Column A** to **Column B**. Write the letter of the correct answer in the space provided.

	COLUMN A	COLUMN B
_____	1. 	a. tick-tock!
_____	2. 	b. boom boom!
_____	3. 	c. ring ring!
_____	4. 	d. cling cling!
_____	5. 	e. click click!



EVALUATE

Directions: Draw an object that produces sound and describe the sound it creates.

ARTS EDUCATION

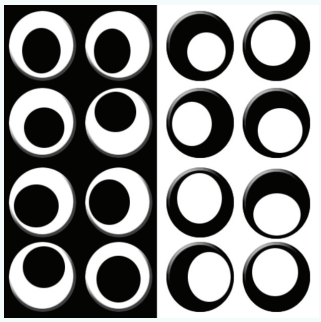
OUTCOMES

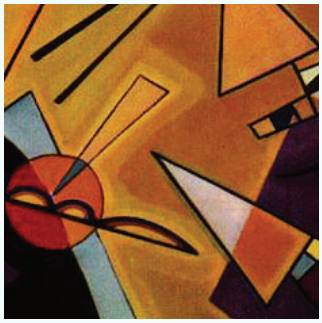
At the end of this module, you are expected to:

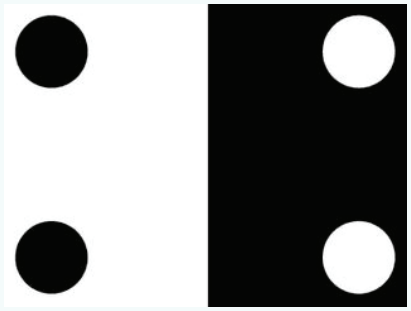
- Differentiate paintings from drawings.

CHECK

Directions: Let us check if you still remember our past lesson in arts. Put a check ✓ on the box if the picture shows rhythm and balance. Cross ✗ out if not.

☐ 

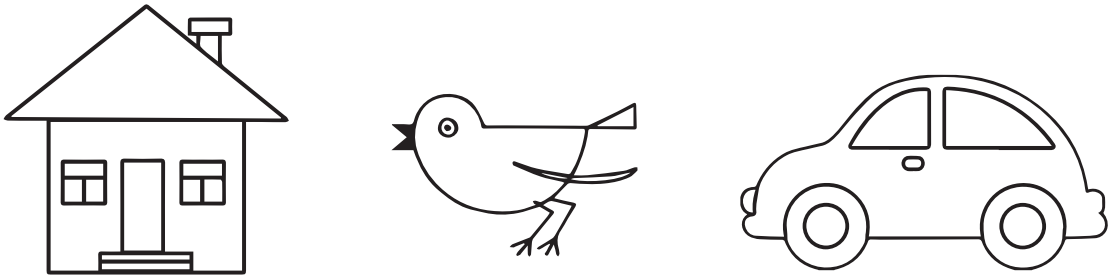
☐ 

☐ 

EXPLAIN

There are different styles of forming an image. **Drawing** is an art or technique of sketching using different kinds of lines. You can draw an image with a pencil or a pen on paper. **Painting** is where you apply colors through paint to create an artwork.

Here are some examples of drawings:



Here are some examples of paintings:





PRACTICE

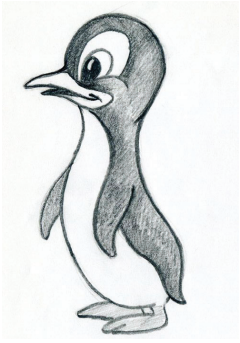
Directions: Color the circle **GREEN** if the picture is an example of a drawing, **ORANGE** if it is a painting.













EVALUATE

Directions: Do you have your favorite cartoon character? Draw it on the box below.

CRITERIA FOR GRADING:

Clarity of lines	10 POINTS
Creativity	10 POINTS
TOTAL	**20 POINTS**



PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Perform locomotor skills in slow and fast movements.

CHECK

Directions: Enumerate the following:

a. Name three (3) types of pathways

_____

_____

_____

b. Name three (3) types of planes

_____

_____

_____

EXPLAIN

Both humans and animals can do slow and fast movements. Slow movements require less effort or less force, while fast motion movements require more effort to increase speed.

MOVEMENTS	
SLOW	**FAST**
Walking	Walking
Galloping	Galloping
Skipping	Skipping
Tiptoe	Tiptoe
Hopping	Hopping
Crawling	Running

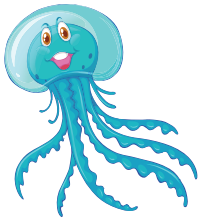
Here are some animals that move slowly:






Here are some animals that move fast:





PRACTICE

Directions: Perform at least five (5) locomotor movements that can be done slowly. Ask your parent to take a video of your performance and show it to your teacher.

CRITERIA FOR GRADING:

Completeness of task	10 POINTS
Proper posture	10 POINTS
TOTAL	**20 POINTS**



EVALUATE

Directions: Perform at least five (5) locomotor skills in a fast motion. Ask your parent to take a video of your performance and share it with your teacher.

CRITERIA FOR GRADING:

Completeness of task	10 POINTS
Proper posture	10 POINTS
TOTAL	**20 POINTS**



HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Identify the different characteristics of a healthy home environment.

CHECK

Directions: Draw a 🙂 inside the circle if the situation shows the proper way of keeping your body clean and healthy and ☹ if it is not.

1. Taking a bath everyday.
2. Exercising once a month.
3. Eating fruits and vegetables.
4. Have enough sleep.
5. Brushing your teeth twice a week.

EXPLAIN

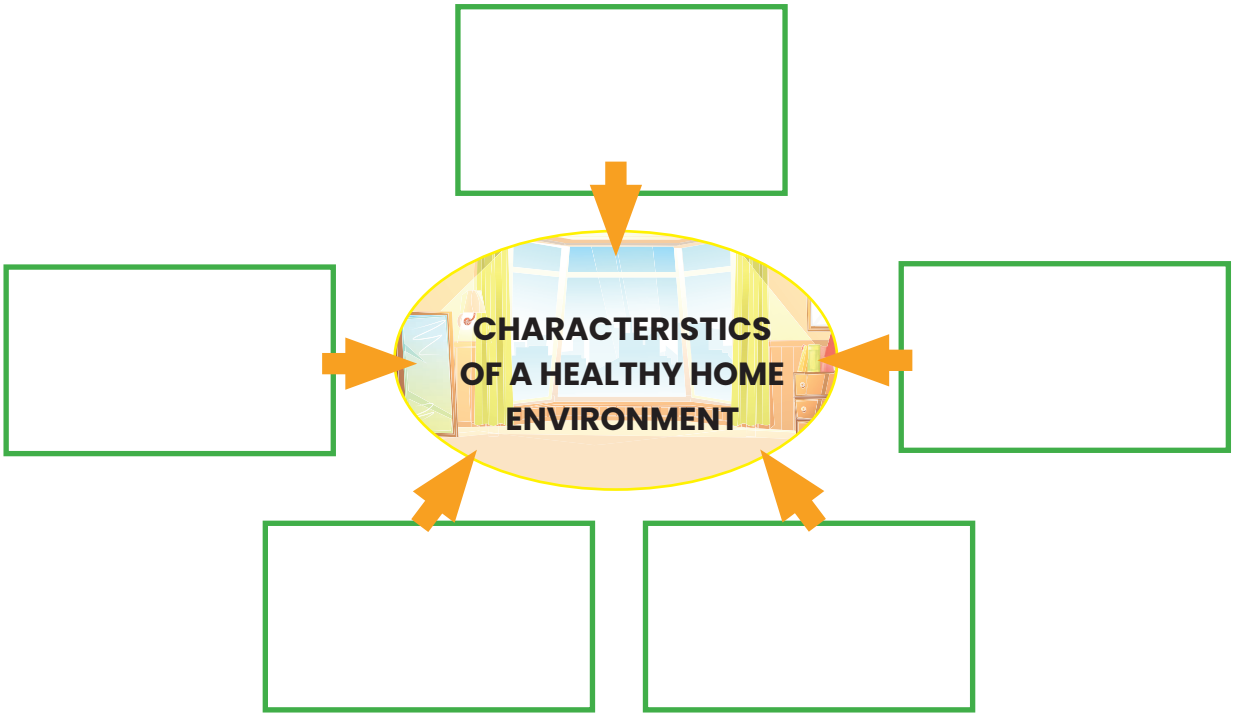
The basic needs of humans are food, air, water, and shelter. You must help in keeping your house clean. A clean house is a safe and healthy home.

CHARACTERISTICS OF A HEALTHY HOME ENVIRONMENT

1. Your house should be kept clean and tidy.
2. Your house should be free from flies.
3. Your house should be free from dirt and germs.
4. Your house should be safe.
5. Your house should be well ventilated.

PRACTICE

Directions: Name the different characteristics of a healthy home environment. Write your answer on the space provided.



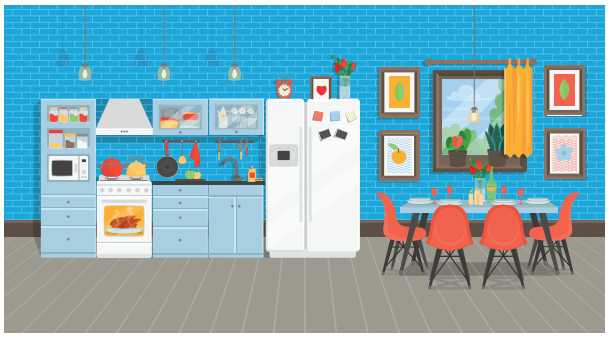
EVALUATE

Directions: Observe the following house carefully. Answer the questions that follow.

HOUSE A



HOUSE B



_____ 1. Which of the two houses do you choose to live in?

a. House A
b. House B

_____ 2. Which of the two houses look safer to live in?

a. House A
b. House B

_____ 3. Which of the two houses look free from flies?

a. House A
b. House B

_____ 4. Which of the two houses does not look like a healthy home?

a. House A
b. House B

_____ 5. Which of the two houses does not look clean?

a. House A
b. House B

Lesson 02

MUSIC EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Define timbre.
- Identify the importance of timbre in music.

CHECK

Directions: Write the appropriate sound produced by the following. Write your answer in the space provided.

_____ 1. 

_____ 2. 

_____ 3. 

EXPLAIN

Look at the following pictures:









What have you noticed with the pictures above? Do they have something in common?

All of them can create sounds. They create different sounds. Sounds that whenever you hear you can already determine where it came from. In music, we call it Timbre. **Timbre** gives each sound a unique quality and characteristics that can help us differentiate one sound from another. Try to observe the voice of your mother and father. Are they the same as yours?

Our world is full of strange and interesting sounds. Everything has its own sound. That is why your voice is different from the voice of anyone.



PRACTICE

Directions: You are going to choose a spot in your house. And from that spot, you close your eyes and let your ears work. Listen to different sounds that you may hear and list them on the blanks below.

1. _____
2. _____
3. _____
4. _____
5. _____



EVALUATE

Directions: Draw 2 things that can be seen inside your house that can create sounds, then describe the sounds that it creates. Write it on the blank below.

_____ _____

_____ _____

ARTS EDUCATION

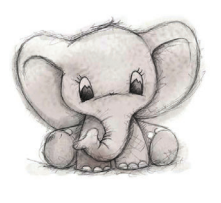
OUTCOMES

At the end of this module, you are expected to:

- Describe the shape and texture of a repeated print pattern.

CHECK

Directions: Encircle the word **DRAWING** or **PAINTING** if the picture shows is an example of a drawing or painting.

1. 

DRAWING **PAINTING**

2. 

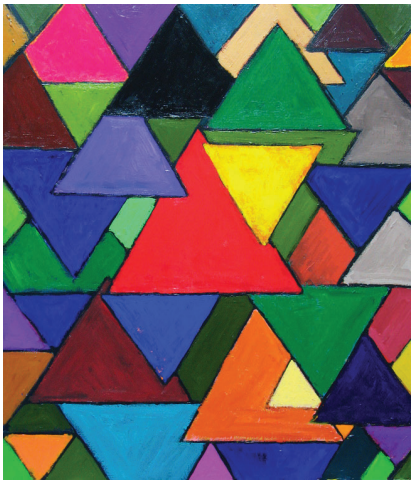
DRAWING **PAINTING**

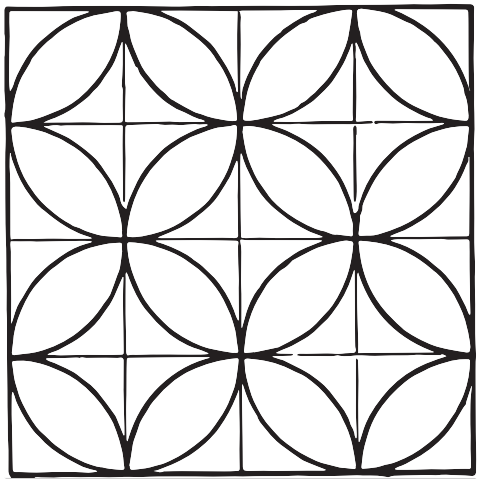
3. 

DRAWING **PAINTING**

EXPLAIN

Look at the following art works!





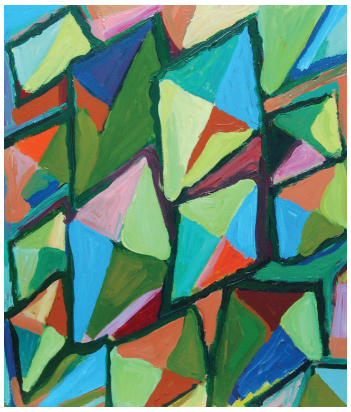
Guide Questions:

1. What have you observed on those pictures?
2. What shape/s do you see on the first picture? Second picture?
3. What can you say about the texture of the first picture? Second picture?

Those pictures are examples of a repetitive print pattern. **Repetitive print** patterns are patterns that use the same print repeatedly. You will see different kinds of shapes on a pattern. It can be a circle, triangle, square, rectangle, heart, and many more. The texture is the quality of the surface on a given artwork. It is something that you can feel whenever you touch the surface of an artwork. It can be smooth, rough, bumpy, and many more.

PRACTICE

Directions: Describe the shape and texture of the following patterns. Write your answer in the space provided.

		SHAPE	TEXTURE
1.		_____	_____
2.		_____	_____



EVALUATE

Directions: Create your own repeated print design. You may use any art material. Describe the shape and texture of your artwork.

_____

_____

_____

_____

CRITERIA FOR GRADING:

Clarity of the pattern	20 POINTS
Creativity	10 POINTS
TOTAL	**30 POINTS**

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Demonstrate the difference between light and heavy movements.

CHECK

Directions: Write the word **FAST** if the given activity is done in a fast pace, **SLOW** if the given activity is done in a slow pace. Write your answer in the space provided.

_____ 1. running

_____ 2. climbing

_____ 3. crawling

_____ 4. walking

_____ 5. swimming

EXPLAIN

You can compare different movements according to the time and effort that you are going to exert on each movement. **Light movements** are movement that does not require extra effort to be able to perform the task successfully. **Heavy movements** are movements that require extra effort on your part to be able to perform physical tasks over a period. For example, the weight of the object being carried has a great impact on the way you move.

LIGHT MOVEMENTS







HEAVY MOVEMENTS

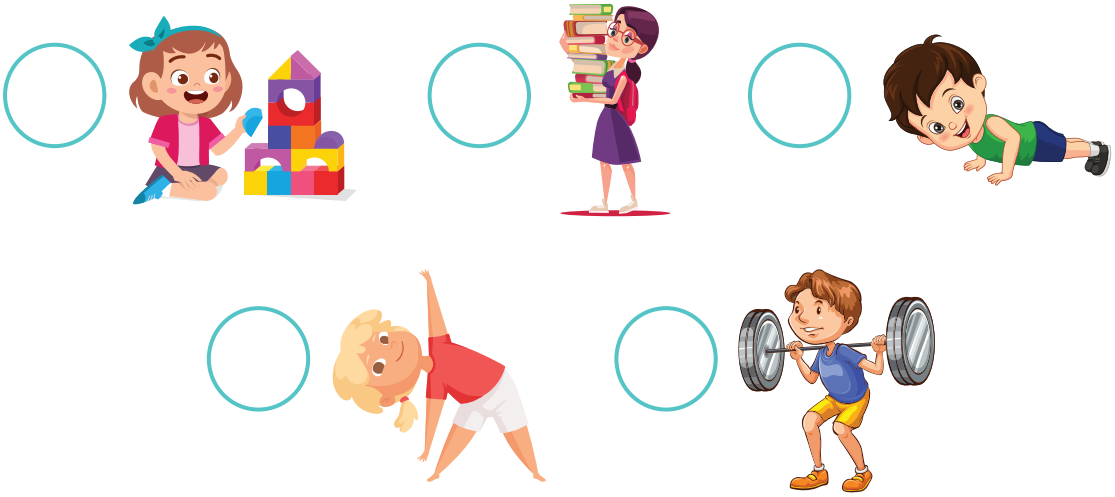






PRACTICE

Directions: Color the circle **GREEN** if the movement is light, **BLUE** if the movement is heavy.



EVALUATE

Directions: Encircle the picture that shows light movements and box out the picture that shows heavy movements.





HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Recognize the effects of clean water, keeping our water clean, and water conservation.

CHECK

Directions: Name three (3) characteristics of a healthy home environment. Write your answer in the space provided.

1. _____
2. _____
3. _____

EXPLAIN

Water is one of your basic needs. You can survive without food, but you cannot survive without water. The absence or lack of clean and safe water has a huge impact on our daily lives.

EFFECTS OF CLEAN WATER

1. Water keeps you hydrated every day.
2. You can avoid diseases coming from contaminated water.
3. You can keep your food clean.

4. Eliminates toxic waste from your body.
5. It can help you digest your food intake.

You are encouraged to conserve water, especially during El Niño so that there is enough water for daily needs.

WATER CONSERVATION

1. Make sure that the faucet is not leaking.
2. Use glass whenever you brush your teeth.
3. Encourage your family members to reuse water.
4. Make sure to turn the faucet off while not in use.
5. Collect rainwater for house use and cover it properly.



PRACTICE

Directions: Write **TRUE** if the statement below shows effects on clean water, **FALSE** if it is not. Write your answer in the space provided.

_____ 1. Clean water can make you sick.

_____ 2. It can help you digest your food intake.

_____ 3. Clean water can prevent you from any diseases may come from water.

_____ 4. It can weaken your immune system.

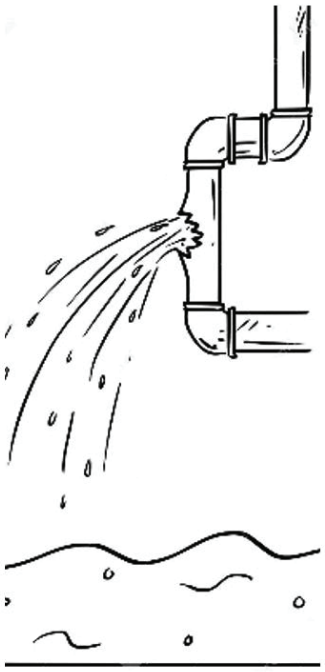
_____ 5. Clean water can eliminate all the toxic waste inside your body.

EVALUATE

Directions: Color the picture that shows water conservation.









Lesson 03



MUSIC EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Define dynamics.
- Identify the importance of dynamics in music.

CHECK

Directions: Put a check ✓ on the box if the given object produces sound. Cross ✗ out if it is not.

1. bell
2. radio
3. newspaper
4. rug
5. cellphone

EXPLAIN

Dynamics, in music, it is the softness or loudness of sounds. Some sounds are soft and loud. There are song and music that are loud and soft when it played and sung. A lullaby is an example of a soft song that is usually sung or played by parents to put a baby into sleep. A happy birthday song is a song that must be sung loudly to show your enthusiasm and happiness for

the celebrant. Sometimes when we're sad our voice sounds soft, and when we're angry or surprised, our voice becomes louder. Those are examples of dynamics.

Loud Sounds

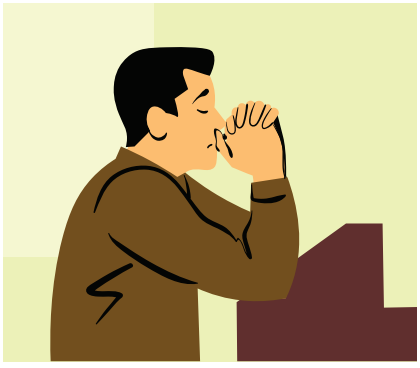
- High in Volume
- Sometimes unpleasant to hear





Soft Sounds

- Low in Volume
- Pleasant to hear





PRACTICE

Directions: Encircle all the pictures that produce loud sounds and box all the pictures that produce soft sounds.

1. Alarm clock



2. Snake



3. Fire works



4. Chirping bird



5. Barking dog



EVALUATE

Directions: Choose a song that must be sung loudly. Sing it in front of your parent and ask them to take a video of your performance and share it with your teacher.

CRITERIA FOR GRADING:

Voice quality	10 POINTS
Completion of task	10 POINTS
TOTAL	**20 POINTS**

ARTS EDUCATION

OUTCOMES

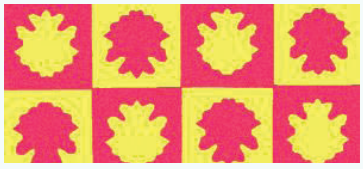
At the end of this module, you are expected to:

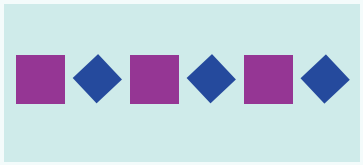
- Describe the shape and texture of alternated print patterns.

CHECK

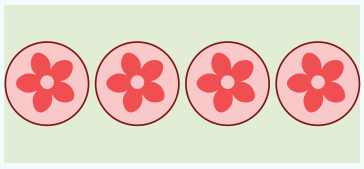
Directions: Encircle the pictures that show a repeated print pattern.

1. 

2. 

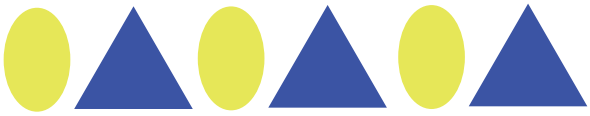
3. 

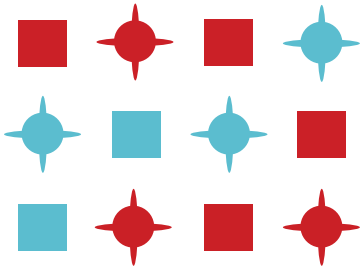
4. 

5. 

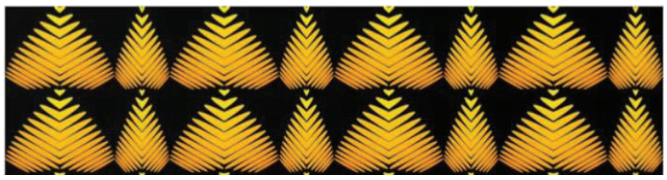
EXPLAIN

An **alternate pattern** is a pattern that has an alternating patterns or designs. Pattern that has 2 or more designs that are used repeatedly but in an alternating designs. There are some patterns that alternated in shape or in color.
Here are some examples of alternate print patterns:





The first two examples show alternate designs of shapes. They both have smooth texture. Texture is the surface quality of an object.

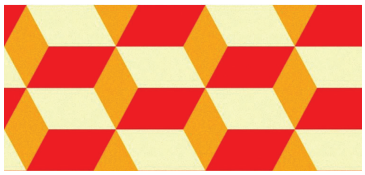




The next two examples show alternative designs. The picture on the left shows a bumpy texture while the picture on the right has rough texture.

PRACTICE

Directions: Describe the shapes and textures of the following alternated print patterns. Write your answer in the space provided.

		SHAPE	TEXTURE
1.		_____	_____
2.		_____	_____

EVALUATE

Directions: Draw your own alternating pattern.

CRITERIA FOR GRADING:

Creativity	20 POINTS
Resourcefulness	20 POINTS
TOTAL	**40 POINTS**

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Demonstrate the difference between free and bound movements.

CHECK

Directions: Put a check ✓ on the box if the given activity is a light movement. Cross ✗ if it is a heavy movement.

1. walking
2. running
3. sit up
4. push up
5. climbing

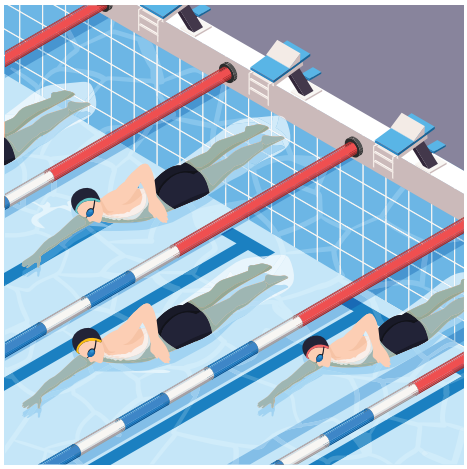
EXPLAIN

Free movements are movements that are limitless. It is also known as uncontrolled movements. You are free to move wherever you want. Make sure that there is enough space for you to move freely.





Bound movements are also known as controlled movements. This type of movement has limitations. You can only move according to the given space assigned to you. There are certain steps and rules that must be followed.







PRACTICE

Directions: Write the word **FREE** if the given activity shows free flow movement, **BOUND** if it is a bound flow movement. Write your answer in the space provided.

_____ 1. gymnastics

_____ 2. robot dance

_____ 3. running in a park

_____ 4. playing hula hoop

_____ 5. playing basketball



EVALUATE

Directions: Create a short video showing the difference between free and bound flow movements. You may ask your parent to assist you on this activity.

CRITERIA FOR GRADING:

Clarity of Information	20 POINTS
Performance	20 POINTS
TOTAL	**40 POINTS**



HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Recognize the effects of indoor air.

CHECK

Directions: Let us check if you still remember our previous lesson. Give two (2) examples of effects of clean water and two (2) ways on how to conserve it. Write your answer in the space provided.

EFFECTS OF CLEAN WATER

1. _____

2. _____

WAYS OF CONSERVING WATER

1. _____

2. _____



EXPLAIN

You've learned the benefits of having clean water and the effects on health. . To ensure safety at home, it is not only the cleanliness of the water you must guarantee but the quality of indoor air as well.

Indoor air is the quality of the air within and around your home. It can also be inside your school, mall, and other structural buildings. It is important for you to learn the effects of indoor air to your health.

EFFECTS OF GOOD INDOOR AIR QUALITY

1. It makes you breathe easier.
2. It helps you to have a good sleep.
3. It can help your body to relax.
4. It can help you move more comfortably.
5. It can help you to strengthen your immune system.
6. It can keep you away from any respiratory illnesses.

EFFECTS OF POOR INDOOR AIR QUALITY

1. It makes it hard for you to breathe.
2. It can make you feel tired and restless.
3. It can cause irritation into your eyes and nose.
4. It weakens your immune system.
5. It can give you respiratory illnesses.
6. Other airborne disease can spread quickly.



PRACTICE

Directions: Write the word **GOOD** if the statement shows the effects of good indoor air quality, and **BAD** if the statement shows the effects of poor indoor air quality. Write your answer in the space provided.

_____ 1. It can help you move more comfortably.

_____ 2. It can create irritation in your eyes and nose.

_____ 3. It makes it easier for you to breathe.

_____ 4. It can give you respiratory illnesses.

_____ 5. It can help you strengthen your immune system.



EVALUATE

Directions: Give two (2) examples each of good and poor indoor air quality. Write your answer in the space provided.

EFFECTS OF A GOOD INDOOR AIR QUALITY

1. _____

2. _____

EFFECTS OF A POOR INDOOR AIR QUALITY

1. _____

2. _____

Lesson 04

MUSIC EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Recognize dynamic association.

CHECK

Directions: Let us check if you still remember our past lesson in music.

What is Dynamics? _____

EXPLAIN

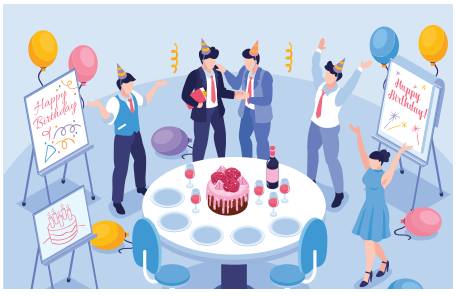
You learned that Dynamics is the softness and loudness of sound. Today, you will focus on the dynamic association. You have to familiarize yourself with the different sources of loud and soft sounds. When do we need to soften our voice and when do we need to make our voice loud.

You will hear **loud voices** whenever your are on the following places:

PUBLIC MARKET



PARTY



ENTERTAINMENT ROOM



MUSIC CONCERT



You will hear **soft voices** whenever your are on the following places:

RELIGIOUS PLACES



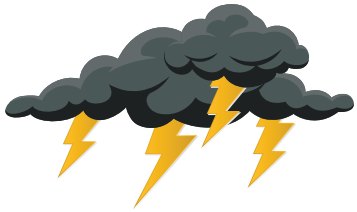
HOSPITAL



LIBRARY



SOURCES OF LOUD SOUNDS







SOURCES OF SOFT SOUNDS









PRACTICE

Directions: Classify whether the following words produces soft or loud sounds. Write **LOUD** if the given object/animal/nature produces loud sound and **SOFT** if it produces soft sound.

_____ 1. bee

_____ 2. barking dog

_____ 3. bell from the Church

_____ 4. thunderstorm

_____ 5. wind



EVALUATE

Directions: Write **TRUE** if the statement is correct and **FALSE** if it is not.

_____ 1. Dynamic is the softness and loudness of sound.

_____ 2. A snake can produce loud sounds.

_____ 3. The buzzing of bees is very loud.

_____ 4. You must lower your voice when entering a religious place.

_____ 5. Dynamics make a song sounds more interesting to the ears.

ARTS EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Recognize the different printmaking procedures.

CHECK

Directions: Encircle the pictures that show alternated print patterns.

1. 

2. 

3. 

4. 

EXPLAIN

Printmaking is the process of creating designs by printing them from special prepared materials.

DIFFERENT WAYS OF MAKING PRINTS

1. Printmaking using different coloring materials such as watercolors, crayons, and paint.



2. Printmaking using different parts of your body as a stamp.



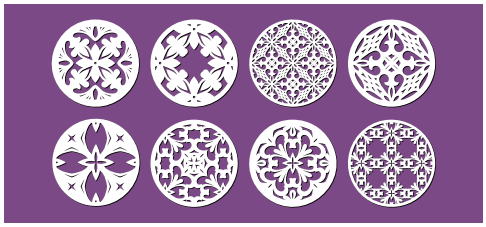
3. Printmaking by drawing using pencil and crayons.



4. Printmaking using different fruits and vegetables.



5. Printmaking using stencils.



PRACTICE

Directions: Prepare the following materials for our print making activity.
Materials: dry leaves, crayon, paper, scissor, cardboard.



Procedures:

1. Prepare leaves with different sizes.
2. Put it on a cardboard.
3. Then put a paper on top of the leaves.
4. Color the paper. Let the leaves be your guide for your artwork.
5. Color the paper properly until the details of the leaves mark on the paper.
6. Remove the leaves.

EVALUATE

Directions: Create your own printmaking design. Ask your parent to take pictures while you are doing the task and then show it to your teacher.

CRITERIA FOR GRADING:

Quality of artwork	20 POINTS
Creativity	20 POINTS
TOTAL	**40 POINTS**

PHYSICAL EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Identify the difference between slow and fast, light and heavy, and free and bound movements.

CHECK

Directions: Write the word **FREE** if the given activity shows free movements, **BOUND** if it shows bound movements.

_____ 1. basketball

_____ 2. volleyball

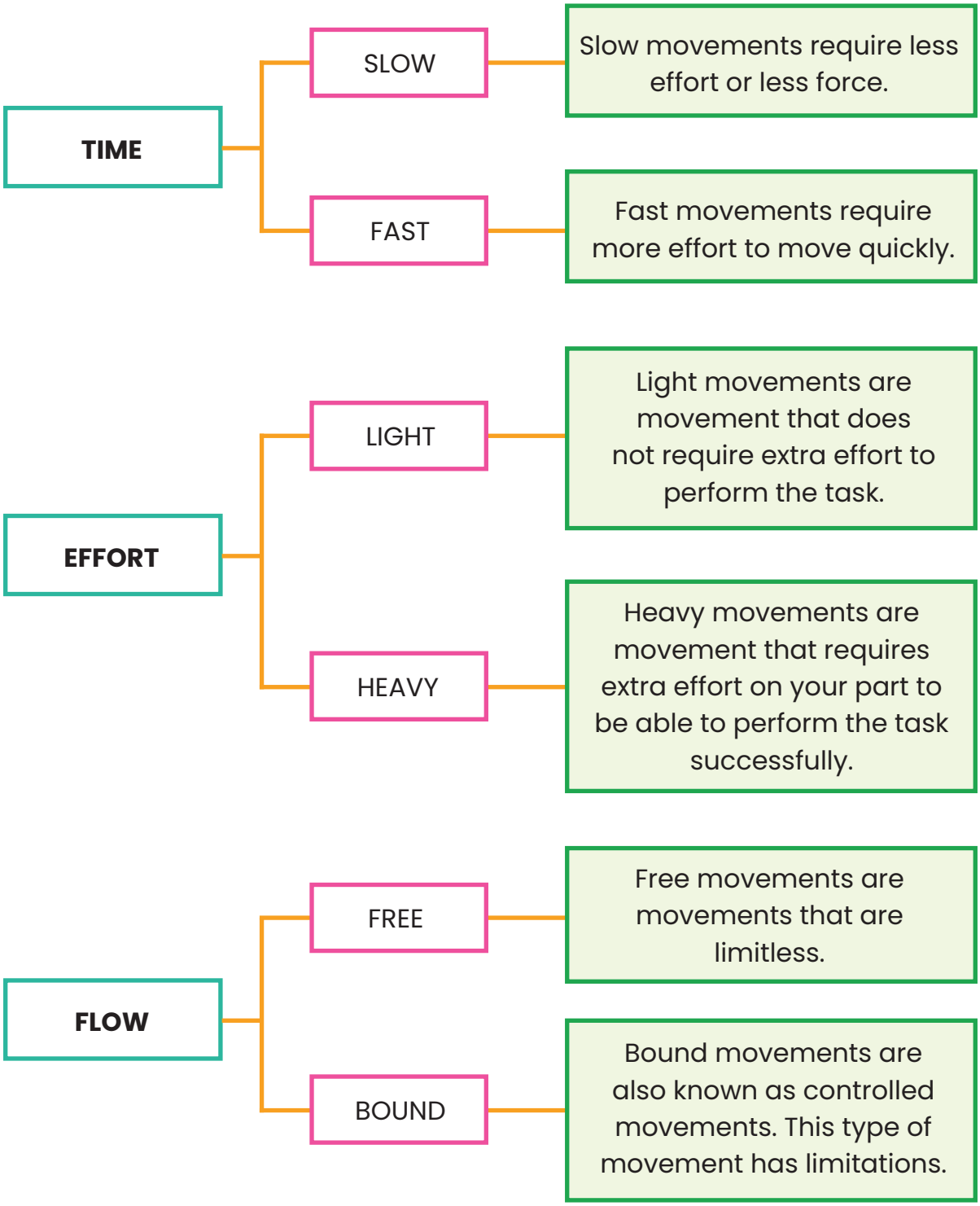
_____ 3. dancing

_____ 4. swimming competition

_____ 5. running competition

EXPLAIN

There are three factors of movements: time, effort, and flow.





PRACTICE

Directions: Write **TRUE** if the statement is correct, **FALSE** if it is not. Write your answer in the space provided.

_____ 1. There are only two factors of movements.

_____ 2. Free movements are also known as uncontrolled movements.

_____ 3. Heavy movements are movement does not require much effort.

_____ 4. Fast pace requires much effort to increase speed.

_____ 5. Bound movements are controlled movements.



EVALUATE

Directions: Choose the letter of the correct answer. Write the correct answer in the space provided.

1. Which of the following is an example of fast movement?

   a. walking b. crawling c. running d. sitting

2. Which of the following is an example of slow movement?

   a. running b. swimming c. crawling d. jumping

3. Which of the following is an example of light movement?

   a. lifting b. walking c. push Up d. sit up

4. Which of the following is an example of heavy movement?

   a. running b. walking c. push Up d. bending

5. Which of the following is an example of bound movement?

   a. badminton b. basketball c. soccer d. robot dancing



HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Identify the different sources of indoor air pollution.

CHECK

Directions: Write **TRUE** if the statement is correct and **FALSE** if it is not. Write your answer in the space provided.

_____ 1. A poor indoor air quality is good for your health.

_____ 2. You will get respiratory illnesses if your indoor air quality is poor.

_____ 3. It is easier for you to breathe if your indoor air quality is good.

_____ 4. You must give attention to the quality of the indoor air you have at home.

_____ 5. Indoor air refers to the quality of air in our country.

EXPLAIN

Indoor air pollution occurs when the air inside your home is mixed with undesirable chemicals, gases, and particles that are harmful to your health.

SOURCES OF INDOOR AIR POLLUTION

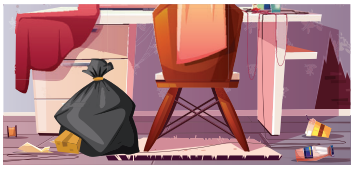
1. Kitchen smoke.



2. Harmful chemicals that can be found inside your house.



3. Dust and germs that stayed in some parts of your house those are uncleaned.



4. Smell of paint.



5. Smoke from burning dry leaves and papers.



6. Smoke from cigarettes.



7. Smoke from vehicles.



PRACTICE

Directions: Encircle all sources of indoor air pollution.

1. 

2. 

3. 

4. 

5. 

EVALUATE

Directions: Give six (6) sources of indoor air pollution. Write your answer in the box below.

SOURCES OF INDOOR AIR POLLUTION

UNIT 4

Lesson 01

MUSIC EDUCATION

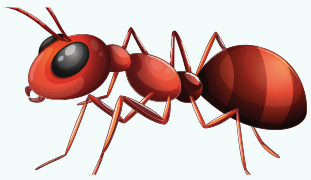
OUTCOMES

At the end of this module, you are expected to:

- Recognize the basic concepts of tempo.

CHECK

Directions: Encircle the animal/object that produces loud sound and box the animal/object that produces soft sound.





EXPLAIN









Guide Questions:

1. Can you name each animal above? _____
2. How do they move? _____
3. Which of them move fast? _____
4. Which of them move slow? _____

There are animals that move slowly, and some move faster than others. They move at different speed. In music, we call this tempo. **Tempo** is the speed of music. It tells how the music should be played, whether it is fast or slow.

PRACTICE

Directions: Listen to the song of "Things That Go Slow" by Little Baby Bum. Write down four animals/objects that move slowly according to the song.

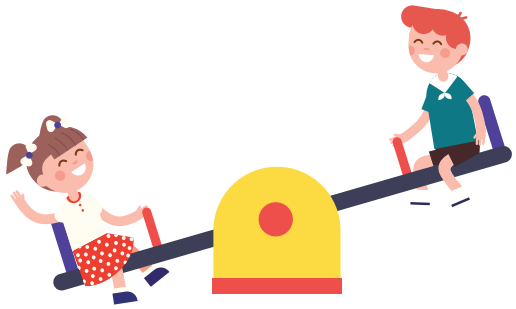
https://www.youtube.com/watch?v=9VMkPEXXzIs

1. _____
2. _____
3. _____
4. _____

EVALUATE

Directions: Write the word **SLOW** if the given animal/object moves slowly and **FAST** if it moves fast. Write your answer in the space provided.

_____ 1.



_____ 2.



_____ 3. 

_____ 4. 

_____ 5. 

ARTS EDUCATION

OUTCOMES

At the end of the module, you are expected to:

- Recognize the texture of different objects.

CHECK

Directions: Let us remember your previous lesson by identifying the repeated shapes and objects. Write your answer in the space provided.





1. _____

2. _____

EXPLAIN

Texture is the smoothness and roughness of an object.

These are examples of rough objects:

1. Coin



2. Leaf

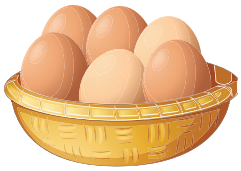


These are examples of smooth objects:

1. Mirror



2. Brown eggs



PRACTICE

Directions: Prepare a clean sheet of paper and a coin. Place the coin under the paper and gently rub the crayon over the coin until the design appears. Be creative!

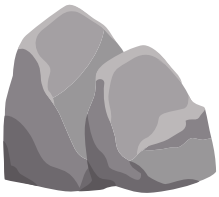
CRITERIA FOR GRADING:

CREATIVITY	25 POINTS
HARMONY	25 POINTS
TEXTURE	25 POINTS
EFFORT	25 POINTS
TOTAL	**100 POINTS**

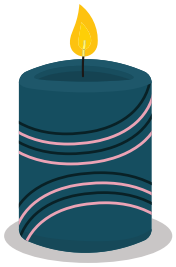
EVALUATE

Directions: Analyze the photos carefully and identify its texture. Draw a heart ❤ if the picture is rough or star ★ if it is smooth.

_____ 1. Stone



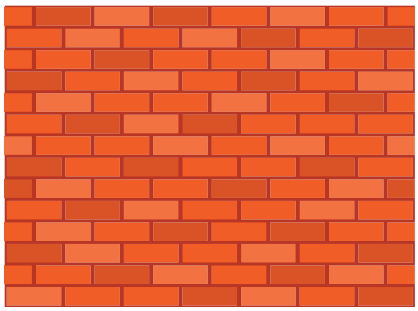
_____ 2. Candle



_____ 3. Pineapple



_____ 4. Brick wall



_____ 5. Drinking straw



PHYSICAL EDUCATION

OUTCOMES

At the end of the module, you are expected to:

- Identify the relationship of movements.

CHECK

Directions: Identify what is being asked on each number. Write your answer in the space provided.

_____ 1. It refers to the movements that are limitless and not restricted.

_____ 2. It refers to the movement that needs more effort to speed up.

_____ 3. It refers to the movements that do not require extra effort to perform the task successfully.

_____ 4. It refers to the movements that are effortless.

_____ 5. It refers to the movements that are limited and restricted.

EXPLAIN

Relationship movement tells the position of your body that connects you to the objects and people around you.

These movements are done through:

1. **Under** *a child playing under the table.



2. **Over** *jump over an object.



3. **In** *swimming in the pool or inflatable pool.



4. **On** *sitting on the chair/bench or standing on the floor.



5. **In Front** *dancing in front of the television.



6. **Behind** *hide at the back of the tree.



PRACTICE

Directions: Do this simple movement at home with your parent/guardian. Take a video and send a copy to your teacher.

1. Hop three times behind the chair.
2. Spin around in front of the mirror.
3. Read your favorite book on the sofa/chair.

EVALUATE

Directions: Analyze how each photo is done and how does it relate to relationship movement. Write the letter of the correct answer on the space provided.

_____ 1. hiding



a. Behind b. On

_____ 2. sleeping



a. On b. Behind

_____ 3. reading



a. Over b. Under

_____ 4. praying



a. In b. Over

_____ 5. standing



a. Behind b. In front



HEALTH EDUCATION

OUTCOMES

At the end of the module, you are expected to:

- Identify situation when is it appropriate to ask for help from strangers.
- Identify situations when to give personal information to appropriate persons.
- Identify an appropriate person to ask for assistance.

CHECK

Directions: Encircle all the sources of indoor pollution.

KITCHEN SMOKE	PLANTS	WATER
TISSUE	SMOKE FROM CIGARETTES	DUST
SMELL OF PAINT	PAPER	FLOWERS

EXPLAIN

When is it appropriate to ask for assistance from strangers?





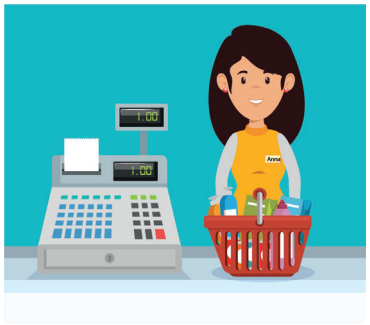


It is appropriate to ask for assistance when you get lost somewhere you are not familiar with, when crossing the street, and when you saw fire coming out from something. Those are examples of scenarios that need your full attention and cooperation.

There are situations that sometimes we do not expect to happen. Some things might cause you harm for which you will need help from other people, whether you know them or not. You must be aware of whom you are going to ask. Always remember to observe and stay focus. Look for authorized persons that can help you.







It is important for you as a child to always wear or bring something that can prove your personal information. It includes your full name, address, birth date, name of your parents, and their contact numbers.



PRACTICE

Directions: Write the word **ASK** if the given situation needs you to ask for assistance from others and **NO** if you do not need assistance. Write your answer in the space provided.

_____ 1. You are doing your homework which can you answer on your own.

_____ 2. You saw smoke coming from the iron left by your parent.

_____ 3. You suddenly lost out of sight of your mom at a supermarket.

_____ 4. You are sweeping the floor inside your house.

_____ 5. You have to cross to the other side of the street to buy food.



EVALUATE

Directions: As a responsible kid, you should always bring your identification card. Write down five informations about your identity.

1. _____

2. _____

3. _____

4. _____

5. _____

Lesson 02

MUSIC EDUCATION

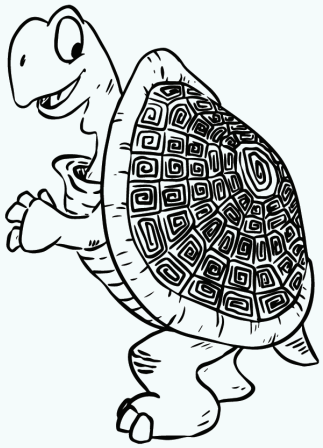
OUTCOMES

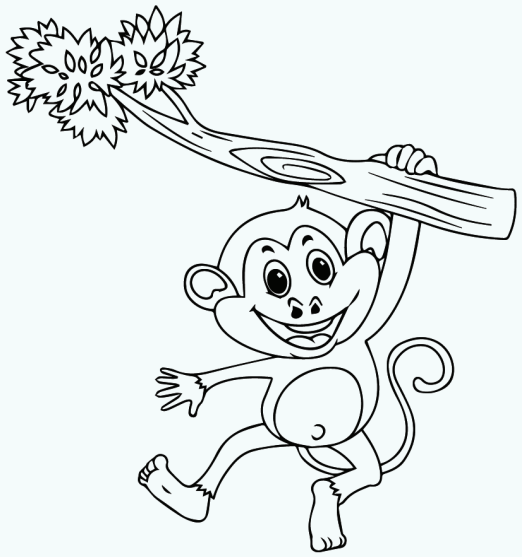
At the end of this module, you are expected to:

- Identify the different kinds of tempo.

CHECK

Directions: Color the picture of the animals that moves fast and leave the animal that moves slow uncolored.







EXPLAIN

Tempo is the speed of music. It tells how the music should be played, whether it is fast or slow.

Watch and listen to this video.

https://www.youtube.com/watch?v=I-tADg7IFUw&t=57s

Guide Questions:

1. What have you noticed with the song?

2. Did you see how they move when the beat is slow? Fast?

When the beat of the song is fast, your body movement moves faster too. On the other hand, when the beat of the song is slow, your body movement moves slowly as well. Your movement depends on the beat of the sound.

KINDS OF TEMPO

1. **Andante** – means slow
2. **Moderato** – means medium slow
3. **Allegro** – means fast



PRACTICE

Directions: Watch the "Body Part Dance" and move along with the guy on the video. Follow the steps shown in the video and have a video recording of your performance with the help of your parents then share it with your teacher.

BODY PART DANCE

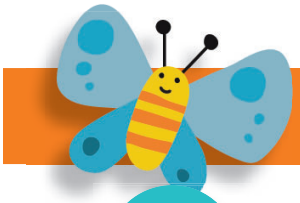
https://www.youtube.com/watch?v=EWWM9zQ2YG4



EVALUATE

Directions: Match the description in **COLUMN A** with the corresponding answer in **COLUMN B**. Write the letter of the correct answer in the space provided.

COLUMN A	COLUMN B
_____ 1. Medium slow	a. Andante
_____ 2. Speed of music	b. Allegro
_____ 3. Fast	c. Moderato
_____ 4. Slow	d. Tempo



ARTS EDUCATION

OUTCOMES

At the end of the module, you are expected to:

- Recognize the two-dimensional art forms.
- Create a two-dimensional artwork.

CHECK

Directions: Let us remember your past lesson in Arts by listing three (3) each of rough and smooth objects that can be seen at home.

ROUGH	SMOOTH

EXPLAIN

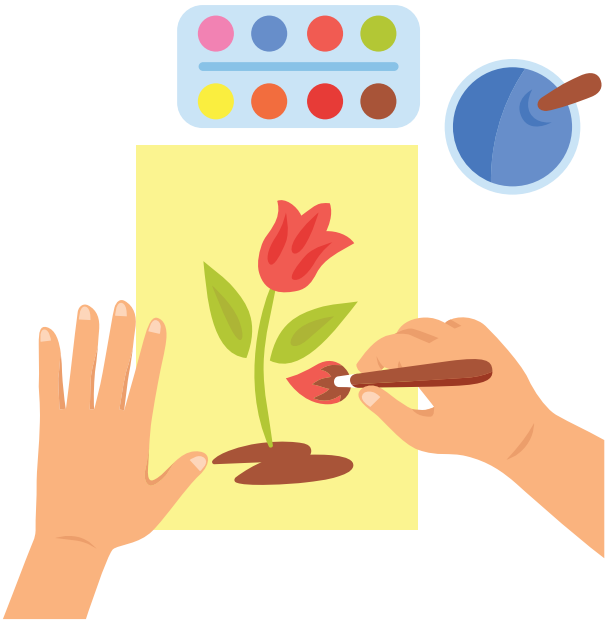
Two-Dimensional Art is an artwork that has length and width. Shape is one of the characteristics of two-dimensional art.

Two-dimensional art is consisting of:

Drawing – is done by using paper and pencil. Coloring can be added too.



Painting – is done by using a canvas and paint.



PRACTICE

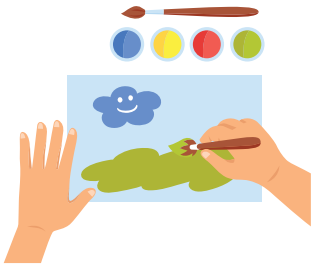
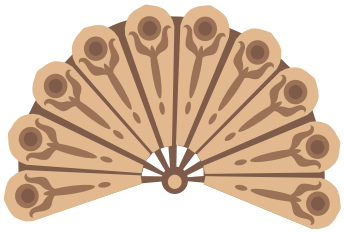
Directions: Paint an object using canvas and paint.

CRITERIA FOR GRADING:

CREATIVITY	25 POINTS
HARMONY	25 POINTS
TEXTURE	25 POINTS
EFFORT	25 POINTS
TOTAL	**100 POINTS**

EVALUATE

Directions: Encircle the photos that show a two-dimensional art.




PHYSICAL EDUCATION

OUTCOMES

At the end of the module, you are expected to:

- Perform forward and backward jump.
- Recognize the benefits of jumping.

CHECK

Directions: Let us see if you remember your past lesson in Physical Education. Draw a ball to show how the relationship movement is done.

	1. Under		3. Over
	2. In Front		4. Behind

EXPLAIN

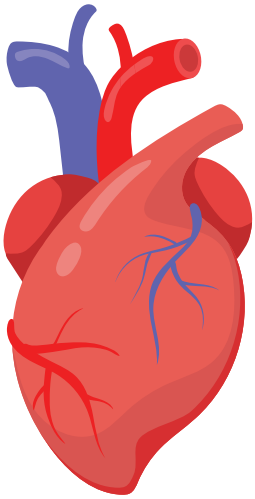
Jumping is a locomotor movement that is performed by taking off of your feet on the ground and landing on the other point. Jumping forward and backward will help you strengthen your leg muscles.

BENEFITS OF JUMPING

Strengthens the muscles.



Makes our heart healthier.



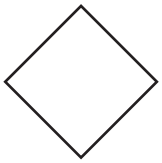
Helps burn excess fats in the body.

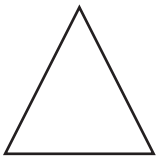


PRACTICE

Directions: Jump on shapes! Have your parent/guardian print different shapes and tape them on the floor. Jump forward and backward on the shapes twice. The red star represents you.

1. 

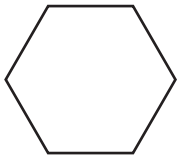
2. 

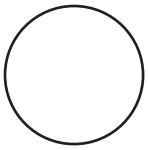
3. 













CRITERIA:

FOLLOW INSTRUCTIONS	20 POINTS
PERFORM SAFELY	20 POINTS
EFFORT	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Read each item carefully. Draw a heart ❤ if the statement tell fact about jumping and circle ● if not.

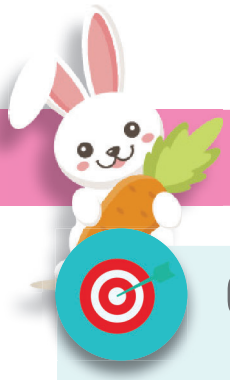
_____ 1. Jumping can be done sideways.

_____ 2. Jumping makes our bodies weak.

_____ 3. Jumping backward can be done only.

_____ 4. Jumping can be performed repeatedly.

_____ 5. Jumping strengthens our hearts and muscles.



HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Recognize the rules in schools and at home.
- Recognize rules during fire and other drills.

CHECK

Directions: Write down three (3) strangers whom you can ask for help in case you get lost in a supermarket. Write it on the space provided.

1. _____
2. _____
3. _____

EXPLAIN

There are rules in schools and at home. Why do you need to follow those rules? Why is it important for you as a child to follow these? What will happen if you don't follow them?

Rules are made to keep peace and order. They are made for you to be safe all the time.

RULES AT HOME

1. Fix your bed.
2. Eat your meals on time.
3. Limit the use of gadgets.
4. Help in household chores.
5. Be respectful at all times.
6. Observe study time strictly.

RULES IN SCHOOL

1. Always be on time.
2. Be respectful at all times.
3. Listen when someone is talking.
4. Be responsible and always do your task.
5. Listen to the given instructions by your teachers.
6. Come prepared for class and be attentive.

Aside of having rules at home and in school, there are also rules to follow during fire drills and other drills. These rules are made so that no one will get hurt in case something happened. You must know the right things to do and stay calm.

RULES FOR A FIRE DRILL

1. Stop whatever you are doing.
2. Start moving out of the house/building.
3. Look for the nearest exit point from your area.

RULES FOR EARTHQUAKE DRILL

1. Stop whatever you are doing.
2. Drop, Cover, and Hold when the earthquake starts.
3. Start moving out of the house/building once the shaking stops.
4. Stay in an open space.



PRACTICE

Directions: Color the circle **RED** if the statement shows the importance of following rules and color it **BLUE** if it is not.

1. Rules are made to keep peace and order.
2. Rules are made to be broken.
3. Rules are just a waste of time and energy to follow.
4. Rules can keep you safe if you follow them.
5. Rules can make you more responsible if you follow them strictly.



EVALUATE

Directions: List down at least five (5) rules you have at home. Write them on the space provided.

1. _____
2. _____
3. _____
4. _____
5. _____

Lesson 03



MUSIC EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Define Texture.

CHECK

Directions: Let us check if you still remember your past lesson in music. Write the three (3) kinds of tempo.

1. _____
2. _____
3. _____

EXPLAIN

The element of music that determines the thickness and thinness of sound is called **texture**.



In music, melodies may be a single voice; it can also be a single voice but with musical instruments, or group of different voices that sung together with a musical instrument. The more layers of sounds we hear, the more we listen to the melody.

PRACTICE

Directions: Choose a song and sing it in two versions. The first one is you are going to sing your chosen song without any musical instrument. The second version is you are going to sing the same song with a musical instrument. Have a record of your performance and send a copy to your teacher.

CRITERIA FOR GRADING:

COMPLETION OF THE TASK	20 POINTS
VOICE	15 POINTS
TOTAL PERFORMANCE	15 POINTS
TOTAL	**50 POINTS**

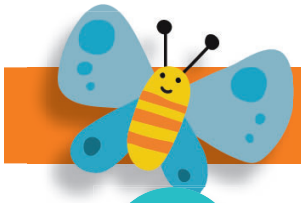


EVALUATE

Directions: Choose another song and sing it with 2–3 of your family members with any musical instrument and use it in your group performance. Have a record of your performance and send a copy to your teacher.

CRITERIA FOR GRADING:

COMPLETION OF THE TASK	20 POINTS
COORDINATION	15 POINTS
TOTAL PERFORMANCE	15 POINTS
TOTAL	**50 POINTS**



ARTS EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Recognize texture of different objects.

CHECK

Directions: Put a check ✓ if it is an example of a two-dimensional art and cross ✗ if it is not. Write your answer in the space provided.

_____ 1. drawing

_____ 2. sculpture

_____ 3. painting

_____ 4. molding clay

_____ 5. coloring

EXPLAIN

Three-Dimensional Art is an art that has length, width, and height and occupies space too.

These are examples of three-dimensional artforms:

Pots



Molding



Paper house



PRACTICE

Directions: Make your own folded paper fan by folding any kinds of papers that are available at home. You can use an old magazine, newspaper, or colored papers. Ask your parent/guardian to join you in doing the task. Be Creative!

CRITERIA FOR GRADING:

CREATIVITY	25 POINTS
NEATNESS OF FOLDS	25 POINTS
DESIGN	25 POINTS
EFFORT	25 POINTS
TOTAL	**100 POINTS**

EVALUATE

Directions: Analyze the photos carefully and identify its texture. Color the circle 🟢 green if it is three-dimensional art and orange 🟠 if not.

1. Popsicle artwork



2. Drawing



3. Paper art



4. Painting



5. Molding clay



PHYSICAL EDUCATION

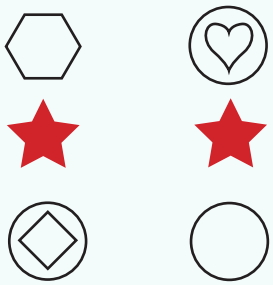
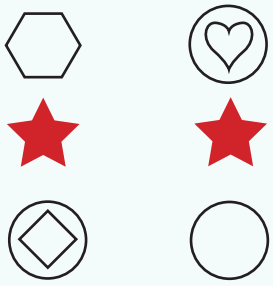
OUTCOMES

At the end of this module, you are expected to:

- Perform movements that are done side-to-side.

CHECK

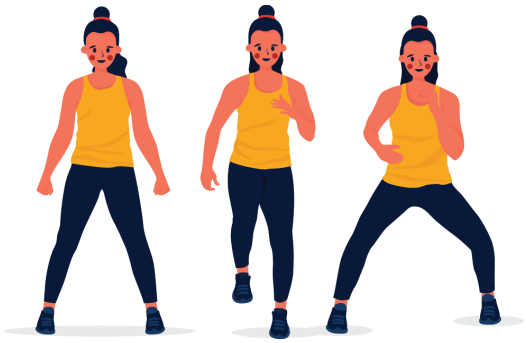
Directions: Let us check if you still remember your past lesson in Physical Education by putting a check on the direction of "The jump through the encircled shape". The red star represents you.

JUMP	FORWARD	BACKWARD
		
		

EXPLAIN

Moving **side-to-side** is another locomotor movement that is performed by stepping, sliding, hopping, or jumping to your right and left side.





PRACTICE

Directions: Perform side-to-side movements with its simple activity. Have your parent/guardian assist you in doing the task.

Side-to-side Movement	**Activity**
Slide to the right	Clap three times and raise right arm.
Step to the left	Rotate your hips four times towards your left.
Hop to the right	Bend your body to the right in the count of three.
Jump to the left	Shake your body.

CRITERIA:

FOLLOW INSTRUCTION	25 POINTS
PERFORM SAFELY	25 POINTS
EFFORT	25 POINTS
ENTHUSIASM	25 POINTS
TOTAL	**100 POINTS**

EVALUATE

Directions: Identify the side that corresponds to the correct side through the encircled shape. Color the circle green if it is right and yellow if it is left. The red star represents you. Let the arrows be your guide for this activity.



1. 

2. 

3. 

4. 

5. 



HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Describe ways people can be intentionally helpful or harmful to one another.
- Identify good and bad touch.

CHECK

Directions: Write **TRUE** if the statement is correct and **FALSE** if it is not. Write your answer in the space provided.

_____ 1. Rules are made to keep peace and order.

_____ 2. Rules are not important.

_____ 3. Rules are made to keep you safe.

_____ 4. Rules are everywhere.

_____ 5. Rules are just written words on a corner.

EXPLAIN

Observe the pictures below.

1. 

2. 

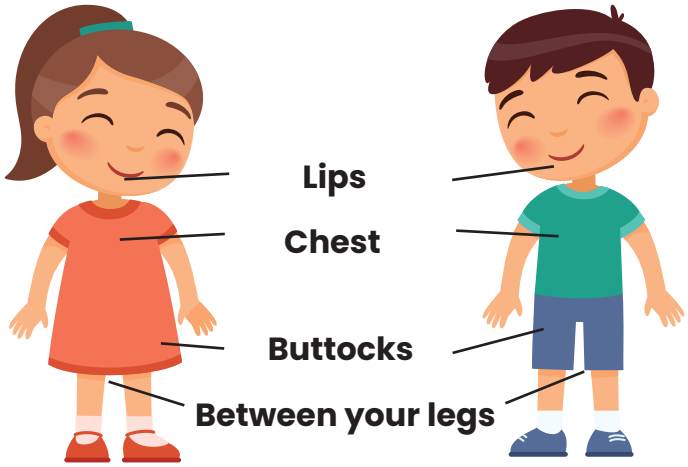
Guide Questions:

1. What can you say about the first picture?
2. What can you say about the second picture?
3. Which of the pictures above show the good characteristics of being helpful?
4. Which of the pictures above show bad attitude of being violent/ harmful?

There are some persons that you need to avoid too. Those people may harm and hurt you. But, not all people might harm you. Most of people around you will help you. Help you in different ways. Like your parents, teachers, and some of your classmates.

As a kid, you should also be aware on how a person touches you. Not all touches are good. Some parts of your body must not be touched by anybody. Parts that are considered private.

Do not let anyone touch you on your:



Shout "No" Loudly	**Go away from the person**	**Tell trusted person**

PRACTICE

Directions: Put a check ✓ on the box if the picture shows a characteristic of being helpful to others and cross ✗ if the picture shows harm to others.

☐ 1. 

☐ 2. 

☐ 3. 

☐ 4. 

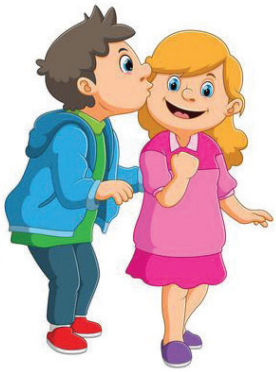
☐ 5. 

EVALUATE

Directions: Encircle the picture that shows good touch and box the picture that shows bad touch.

1. 

2. 

3. 

4. 

5. 

Lesson 04



MUSIC EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Recognize simple concepts of kinds of texture.

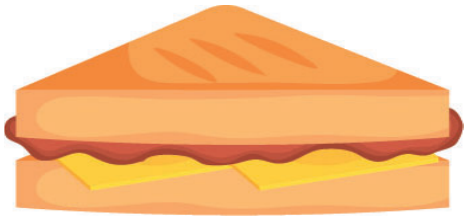
CHECK

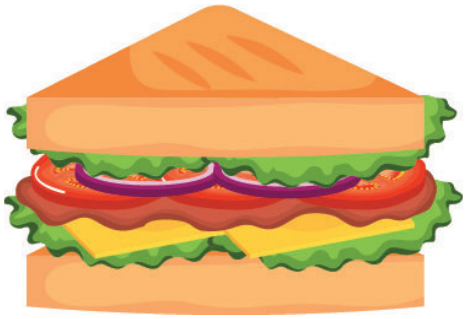
Directions: Complete the statement below. Write your answer in the space provided.

Texture in music is defined as the _____ and _____ of a sound.

EXPLAIN

Look at the following sandwiches:





Guide Questions:

1. Which of them is thinner?
2. Which of them is thicker?

In music, the thinness and thickness of sound is called Texture. Have you heard your sister singing in the shower? How about your mom singing while cooking?

These are examples of sounds that has **thin texture**:







Here are examples of sounds that has **thick texture**:









PRACTICE

Directions: Identify the following if it produces **THIN** or **THICK** in textures. Write your answer in the space provided.

_____ 1. A boy singing alone while taking a bath.

_____ 2. A girl and a boy singing with a guitar.

_____ 3. A mom singing while cooking at the kitchen.

_____ 4. A band singing on the stage with drums and guitars.

_____ 5. An orchestra with different musical instruments and singers.

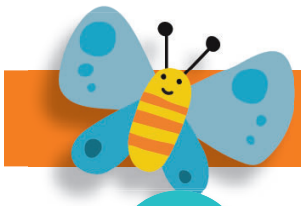


EVALUATE

Directions: You are going to sing a song that shows musical texture that has thin and thick texture. You may ask your parents to join you in this activity. Do not forget to have a video of your performance and share it with your teacher.

CRITERIA FOR GRADING:

SHOW THIN AND THICK TYPES OF TEXTURES	20 POINTS
OVERALL PERFORMANCE	10 POINTS
TOTAL	**30 POINTS**



ARTS EDUCATION

OUTCOMES

At the end of the module, you are expected to:

- Recognize the different art works.

CHECK

Directions: Write down five (5) examples of three-dimensional objects found at home. Write your answer in the space provided.

1. _____
2. _____
3. _____
4. _____
5. _____

EXPLAIN

Artwork is a piece of object created by an artist. These masterpieces are drawing, painting, photographs, sculpture, and building things.

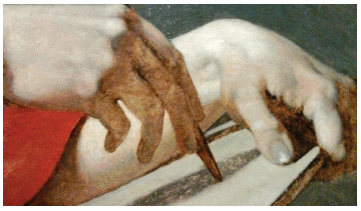
These artistic creations are made to express emotions or useful objects for homes and others.

These are the few artworks:

1. A painting by Fernando Amorsolo



2. Drawing



3. Photographs are image from taking pictures



4. Sculpture using papers or old boxes



5. Building using Lego





PRACTICE

Directions: Create an object using a clay. Ask your parent/guardian to join you in doing the task. Be creative on your moldings!

CRITERIA FOR GRADING:

CREATIVITY	20 POINTS
ATTRACTIVENESS	25 POINTS
PROPORTION	25 POINTS
EFFORT	25 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Match the materials in **COLUMN A** to the artwork of **COLUMN B**. Write your answer on the space provided.

COLUMN A	COLUMN B
_____ 1. paper and pencil	a. Building
_____ 2. clay	b. Coloring
_____ 3. paper and crayons	c. Drawing
_____ 4. popsicle Sticks	d. Painting
_____ 5. canvass and paint	e. Sculpture

PHYSICAL EDUCATION

OUTCOMES

At the end of the module, you are expected to:

- Perform fun and enjoyable activities that benefit your health.

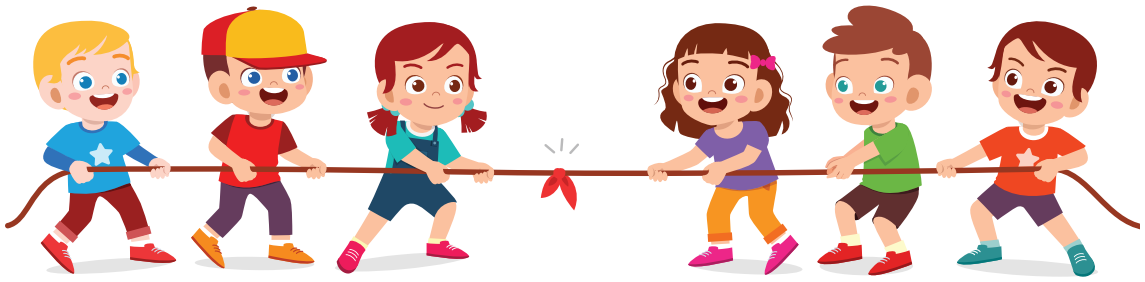
CHECK

Directions: Complete the following words by writing letters to the side-to-side movement you have done from our previous lesson. Write your answer on the space provided.

1. H__P
2. __UM__
3. S__I__E
4. S__E__

EXPLAIN

Fun and Enjoyable Activities are exercises that help you become fit and healthy. It gives you joy and happiness. Dancing and playing are some enjoyable activities that you can do at home with your family that will help strengthening your body.



PRACTICE

Directions: Perform a tap and match activity with your family. Have your parent/guardian print a right and left hand and foot on each sheet of paper. Have them tape two photos on the floor. It could either be pair or not. Your way to the next step is to match your hand and feet to the photos laid on the floor. When you reach the finish line, turn around, clap right and left, raise your right arm and yell "I did it!"

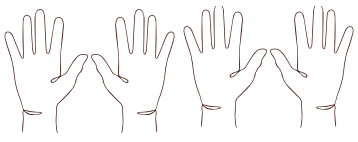
Finish Line

5th 

4th 

3rd 

1st 

2nd 

Start Here 

CRITERIA:

FOLLOW INSTRUCTIONS	20 POINTS
PERFORM SAFELY	25 POINTS
EFFORT	25 POINTS
ENTHUSIASM	25 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Encircle the fun and enjoyable activities.

Sleeping	Skipping rope with my sibling
Biking with mom	Napping
Playing video games	Zumba with Lola
Hula hoop with my cousins	Lying on the couch
Watching tv alone	Hopscotch with family

HEALTH EDUCATION

OUTCOMES

At the end of this module, you are expected to:

- Practice ways to protect yourself against violent or unwanted behaviors of others.

CHECK

Directions: Encircle the pictures that show ways of helping others and box the pictures that show ways on harming others.

1. 

2. 

3. 

4. 

5. 

EXPLAIN

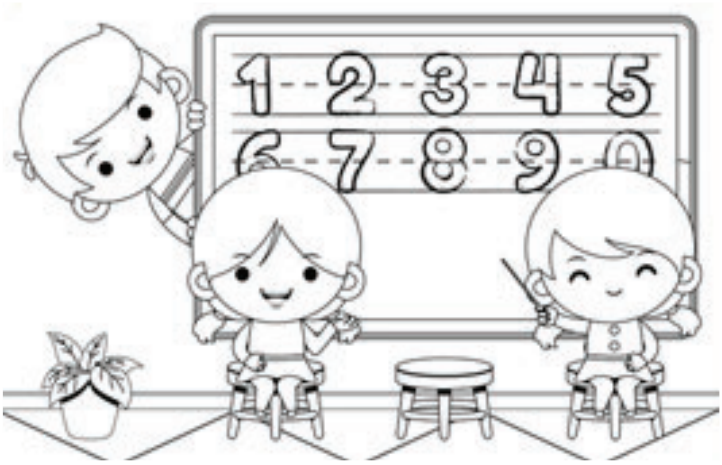
You must protect yourself from anything that can cause you harm. Sometimes you will meet someone violent. Someone who expresses his unwanted behaviors towards others. You might be a victim, but before it happens you must learn how to protect yourself.

WAYS TO PROTECT YOURSELF FROM VIOLENT OR UNWANTED BEHAVIORS OF OTHERS

1. You must be aware of what is happening around you.
2. You must keep yourself away from those who might hurt you.
3. Let your teacher/parent know if someone hurt you.
4. Be prepared.

PRACTICE

Directions: Color the picture that shows how to protect yourself from violence and leave the picture uncolored if it shows unwanted behaviors.







EVALUATE

Directions: Write **TRUE** if the statement shows ways of protecting oneself from violence and **FALSE** if it is not. Write your answer in the space provided.

_____ 1. Jean immediately reports the bad behavior of her classmate to their teacher.

_____ 2. Rina pushed her classmates so hard.

_____ 3. Justine is watching his classmate teasing other kids.

_____ 4. Lenny and Lorna are chatting with each other.

_____ 5. You always tell your parents what happened in class.