

MundiTek 2

Appreciating Music, Arts, Physical Education, and Health

EDITION 1

Author Jo-ann C. Lanza



This book belongs to:

MundiTek 2

Appreciating Music, Arts, Physical Education, and Health

Jo-ann C. Lanza

Author



Trademark of TechFactors, Inc.

Philippine Copyright 2024 by TechFactors, Inc.

All rights reserved. No part of this courseware may be reproduced or copied in any form, in whole or in part, without written consent of the copyright owner.

Fourth printing of the first edition, 2024

ISBN 978-621-425-201-5

Author Jo-ann C. Lanza

Cover Design Gilbert Lavidés

Layout and Design Regina Zapata-Punsalan, Justine Eliza Fontanilla, and Gilbert Lavidés

Content and Editorial Mabeth Magandingan

Donna Sabido

Inah Mariz Peralta

Alyssa Maureen Magallanes

Charlene Doria

Creatives Jiyas Suministrado-Morales

Gilbert Lavidés

Christian Andrew Sabado

Joseph Timothy Bago

Justine Eliza Fontanilla

Kaye Ann Peñaverde

Aren Dela Cruz

Exclusively distributed by TechFactors, Inc.
101 V. Luna Road, Sikatuna Village
Quezon City 1101 Philippines

Telephone number: (632) 8929 6924
E-mail address: info@techfactors.com
Website: www.techfactors.com

FOREWORD

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

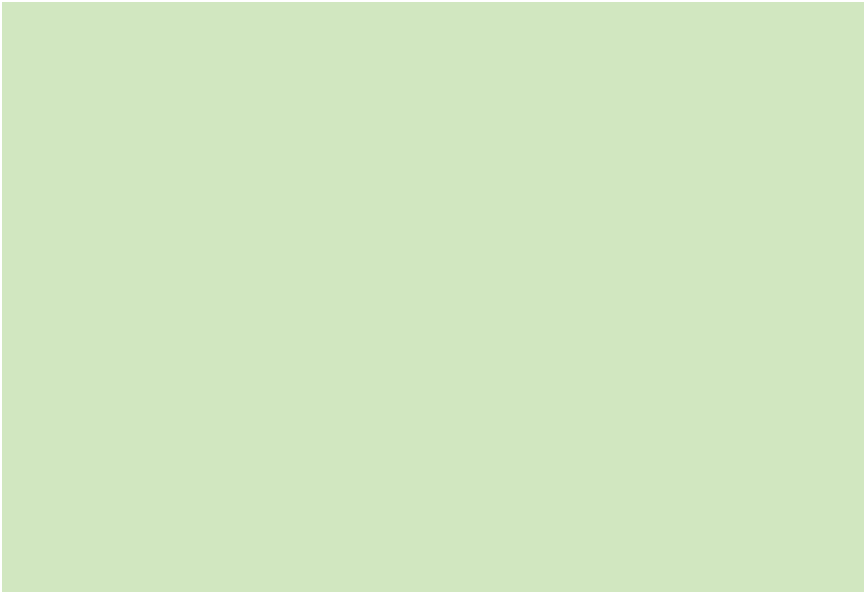
MAPEH, or Music, Arts, Physical Education, and Health, aims to teach our learners the value and richness of our culture within and beyond our borders through songs, dances, artworks, and different physical activities.

Music and Arts aims to provide knowledge and skills pertaining to the rich culture and traditions of the Philippines and other countries across the globe providing an opportunity to our learners 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 focuses 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. Its aim is to educate our learners about emotional, mental, and social health issues and concerns pertaining to relatable circumstances in their daily lives.

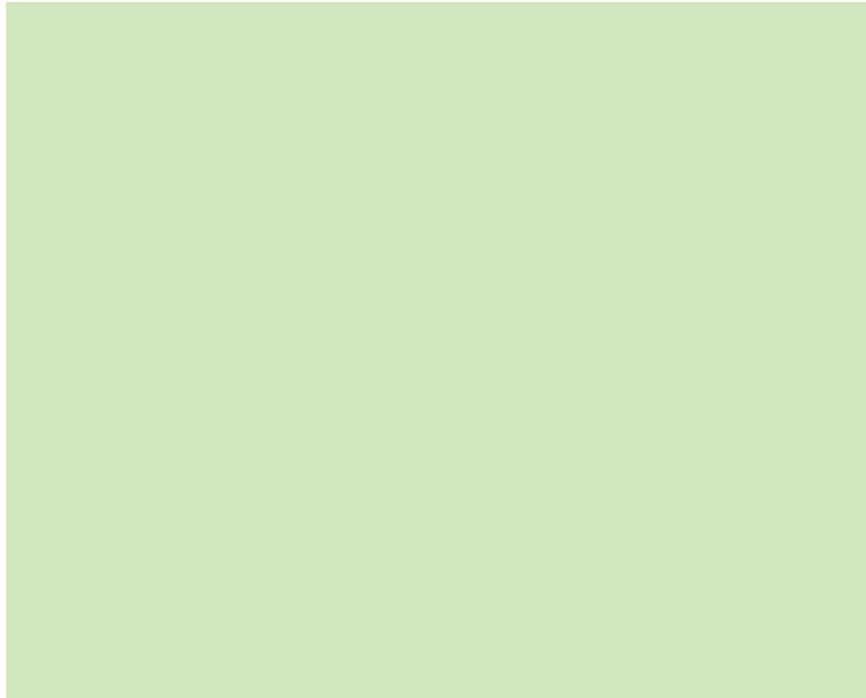
We wish to impart knowledge and skills using this MundiTek: Appreciating Music, Arts, Physical Education, and Health Series.



About the Author

Jo-Ann C. Lanza 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.

TABLE OF CONTENTS

UNIT 1

2

LESSON 1

3

MUSIC Recognition of Simple Musical Notes and Rests

ARTS Filipino Artists Styles and Compositions

PHYSICAL EDUCATION Body Shapes and Actions

HEALTH Right of the Child to Nutrition

LESSON 2

17

MUSIC Values of Notes

ARTS Contrast of Fruits and Flowers

PHYSICAL EDUCATION Uneven Body Shape Position

HEALTH Importance of Balance Meal

LESSON 3

31

MUSIC Values of Rests

ARTS Contrast from Still Life Arrangements

PHYSICAL EDUCATION Uneven Body Shape Position

HEALTH Food Pyramid

LESSON 4

44

MUSIC Simple Rhythmic Patterns

ARTS Contrast on Portraits

PHYSICAL EDUCATION Momentary Stillness in Asymmetrical Shapes

HEALTH Good Decision-Making Skills in Choosing the Right Kind of Food to Eat

UNIT 2

58

LESSON 1

59

MUSIC Pitch

ARTS Lines and Shapes of Animal Skin

PHYSICAL EDUCATION Movements: Personal and General Space

HEALTH Ways of Caring for the Eyes, Ears, Nose, and Hair

LESSON 2

75

MUSIC Melodic Contour

ARTS Colors of Animal Skin

PHYSICAL EDUCATION Movements: Forward, Backward, and Sideward Directions

HEALTH Ways of Caring for the Eyes, Ears, Nose, Hair and Skin in Order to Avoid Common Childhood Health Conditions

LESSON 3

92

MUSIC Identification of Different Sounds in a Song

ARTS Texture of Animal Skin

PHYSICAL EDUCATION Movements: High, Middle, and Low Level

HEALTH Ways of Caring for the Mouth and Teeth

LESSON 4

105

MUSIC Identification of Musical Lines

ARTS Identification of Repetitive Patterns

PHYSICAL EDUCATION Movements: Pathways and Planes

HEALTH Self-management Skills in Taking Care of your Body

UNIT 3

122

LESSON 1

123

MUSIC Timbre

ARTS Natural and Man-made Objects with Repetitive Print Patterns

PHYSICAL EDUCATION Time: Slow Movement, Slower, and Slowest

HEALTH Good Family Health Habits and Practices

LESSON 2

135

MUSIC Kinds of Timbre

ARTS Natural and Man-made Objects with Alternating Print Patterns

PHYSICAL EDUCATION Time: Fast Movement, Faster, and Fastest

HEALTH Benefits of Healthy Expressions of Feelings

LESSON 3

146

MUSIC Dynamics

ARTS Printmaking: Stamp

PHYSICAL EDUCATION Light and Heavy Movement

HEALTH Positive Ways of Expressing Negative Feelings

LESSON 4

158

MUSIC Kinds of Dynamics

ARTS Printmaking: Stencils

PHYSICAL EDUCATION Free and Bound Movement

HEALTH Respect for the Feelings of Others

UNIT 4

170

LESSON 1

171

MUSIC Tempo

ARTS History and Background of Local Forms of Artworks

PHYSICAL EDUCATION Moving Individually with Improvised Materials

HEALTH Hazardous Household Products

LESSON 2

183

MUSIC Kinds of Tempo

ARTS Taka of Different Animals in Paete, Laguna

PHYSICAL EDUCATION Moving with Improvised Materials: Hula hoop

HEALTH Rules for the Safe Use of Household Chemicals

LESSON 3

194

MUSIC Texture

ARTS Saranggola

PHYSICAL EDUCATION Moving with Improvised Materials: Balls

HEALTH Safe and Unsafe Practices and Conditions in the School

LESSON 4

207

MUSIC Kinds of Texture

ARTS Banca or Native Boats of Cavite

PHYSICAL EDUCATION Moving with Improvised Materials Available at Home

HEALTH Practice Safety Rules During School Activities

UNIT 1

Lesson 01



MUSIC EDUCATION



OUTCOMES

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

- Recognize simple musical notes and rest.



CHECK

Directions: Let us check your knowledge on different musical signs/symbols. Encircle the symbol that **DOES NOT** belong to the group.

-    
-    
-    



EXPLAIN

Music could be a language, and like all languages, it uses a collection of characters and symbols to communicate its meaning. We used different notes and rest to tell when to play and when to stop.

Notes describes the pitch and the duration of a musical sound.

Rest is a musical sign that indicates pause or stop.

NOTES		REST	
	WHOLE NOTE		WHOLE REST
	HALF NOTE		HALF REST
	QUARTER NOTE		QUARTER REST
	EIGHTH NOTE		EIGHTH REST



PRACTICE

Directions: Match each symbol with their meanings. Draw a line to connect them.

COLUMN A



•



•



•



•



•

COLUMN B

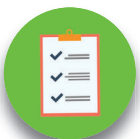
- Eighth Rest

- Quarter Rest

- Half Rest

- Whole Note

- Quarter Note



EVALUATE

Directions: Determine which note or rest is being described on each number. Write your answer in the space provided.

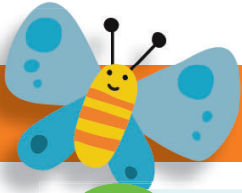
1. It is a rest that looks like a hat.

2. It is a note that can be compared to some fruits that are round.

3. It is a rest that looks like a number.

4. It is a shaded note with a flag at the top.

5. It is described as a rest with a vertical wavy line.



ARTS EDUCATION



OUTCOMES

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

- Identify the styles and works of famous Filipino artists.



CHECK

Directions: Let us check if you can name some Filipino artists. Write their names on the space given.

1. _____
2. _____
3. _____



EXPLAIN

Style is a way for artists to express themselves through their art. Some art may look similar to others but if we look closely, we will see the artist's distinct style that is different from all the rest.

FERNANDO C. AMORSOLO



He is one of the well known Filipino artist during his time, because of that he was named as the First National Artist for Painting. Most of his artworks were made from lines, shapes, and colors derived from real life. This style is called **STILL LIFE**.

Here are some of his artworks:

- Tinikling sa Barrio
- Rice Planting
- Making of the Philippine Flag

MAURO MALANG SANTOS



The Philippine Society of Illustrators and Cartoonist gave him a recognition as "Artist of the Year" in 1964. He is known because of his style in painting. His works were made from his imaginations.

Here are some of his artworks:

- Fiesta
- Mother and Child
- Landscape
- Trees

JUAN LUNA



He is the famous artist behind the great “spoliarium”. He is known for using his brush as he was known to his friends by the pen and sword during Spanish era.

Here are some of his artworks:

- Spoliarium
- The Tragic Life and Legacy
- The Parisian Life



PRACTICE

Directions: List down 5 things that you can observe from the given artwork.

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





EVALUATE

Directions: Complete the table below. Place the following artworks under the name of the correct painter.

Spoliarium	Mother and Child	Tinikling sa Barrio
Fiesta	Rice Planting	The Tragic Life and Legacy

Fernando Amorsolo	Mauro Galang Santos	Juan Luna



PHYSICAL EDUCATION



OUTCOMES

After going through this module, you are expected to:

- Perform different body shapes and actions properly.



CHECK

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

feet	elbow	neck	mouth
Head	Trunk	Upper Limbs	Lower Limbs



EXPLAIN

Proper body movements can build our posture and makes our muscles and bones strong and healthy. We can do this by exercising regularly.

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)

DIFFERENT BODY SHAPES AND ACTIONS

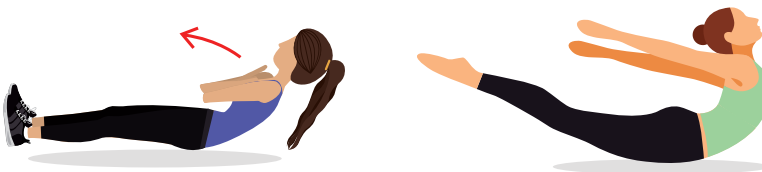
1. Straight Body Shape



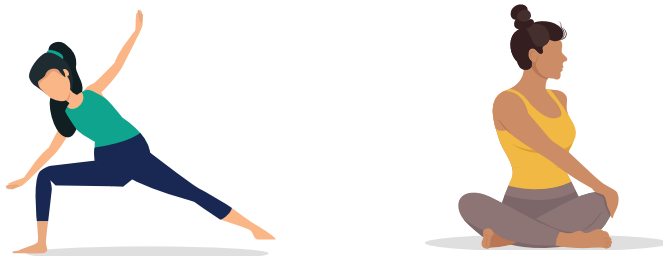
2. Wide Body Shape



3. Curled Body Shape



4. Bended Body Shape



Always remember that each part of our body has a unique action that form different shapes. Our body can make basic and natural movements by being straight, wide, curled, and bended.



PRACTICE

Directions: Choose at least three body movement from our discussion, then show it in front of your parents. Let your parents rate you for this activity.

CRITERIA FOR GRADING:

Proper posture	10 POINTS
Correct Skill	5 POINTS
TOTAL	15 POINTS



EVALUATE

Directions: Identify which body shape is being illustrated by the picture below.

straight body shape
wide body shape

curled body shape
bended body shape

1.



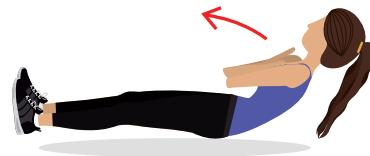
2.



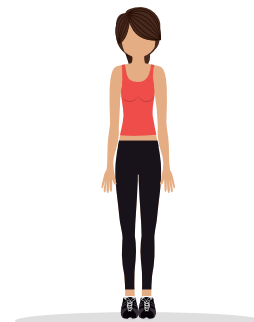
3.

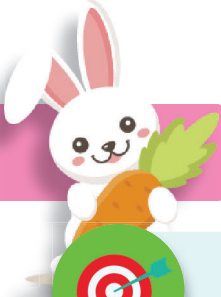


4.



5.





HEALTH EDUCATION

OUTCOMES

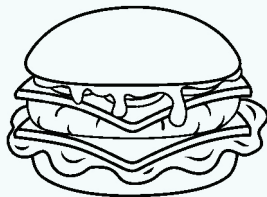
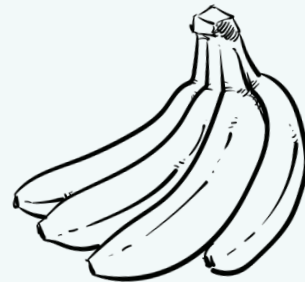
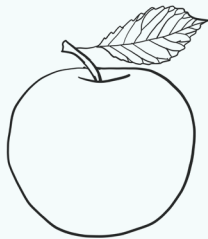
At the end of this module, you are expected to:

- State your right to nutrition.
- Explain that every child has the right to enjoy quality nutrition.



CHECK

Directions: Which among the following foods are nutritious and which are not? Color the healthy foods and leave the unhealthy foods uncolored.





EXPLAIN

Everybody has human rights and that includes children. Children are our future. So, it is a public's duty to keep them safe and healthy. We all have different needs. Food is one of our basic needs. To avoid sickness, a child should eat healthy food.

ARTICLE 24 UN RIGHTS OF THE CHILD

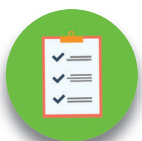
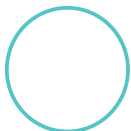
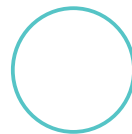
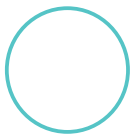
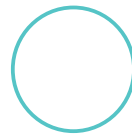
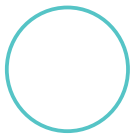
Article 24 includes the access to good health care, clean running water, healthy foods, and clean environment. These are all important because all children have the right to live a happy and healthy life.





PRACTICE

Directions: Draw a 😊 if the picture shows the right of children, then draw a ☹️ if its not.



EVALUATE

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

- _____ 1. Fruits and vegetables are good for your body.
- _____ 2. Eating sweets makes our body strong and healthy.
- _____ 3. All children have the right to eat healthy foods.
- _____ 4. It is important for children to exercise regularly.
- _____ 5. Healthy foods are very expensive.

Lesson 02



MUSIC EDUCATION



OUTCOMES

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

- Recognize the values of notes.



CHECK

Directions: Let us check if you still remember your past lesson in music. Identify which note is asked. Place your answers on the space before each number.

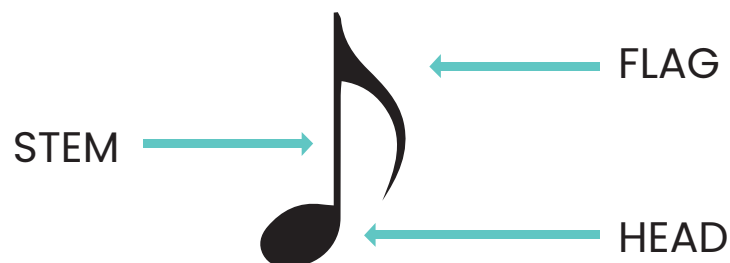
- | | |
|-------|---|
| _____ | 1. It is a note that is like round fruits. |
| _____ | 2. It is a shaded whole note with a handle. |
| _____ | 3. It is a quarter note with a flag at the top. |
| _____ | 4. A whole note with a handle. |



EXPLAIN

In music, there are different types of notes and all of them follow a beat. Notes tell how long a tone is done.

PARTS OF A NOTE



VALUES OF A NOTE

	WHOLE NOTE		Plays 4 beats of sound.
	HALF NOTE		Plays 2 beats of sound.
	QUARTER NOTE		Plays 1 beat of sound.
	EIGHTH NOTE		Plays 1/2 beat of sound.



PRACTICE

Directions: Match the drawings in column A to their proper names in column B.

Column A			Column B	
1.		.	•	4 beats
2.		.	•	1 beat
3.		.	•	2 beats
4.		.	•	1/2 beat



EVALUATE

Directions: Put a check ✓ if the statement is correct and cross ✗ if it is wrong.

- _____ 1. Whole note has white head note.
- _____ 2. Whole note has two (2) beats of sound.
- _____ 3. Quarter note has one (1) beat of sound.
- _____ 4. Eighth note has four (4) beats of sound.
- _____ 5. Half note has one-half ($1/2$) beat of sound.



ARTS EDUCATION



OUTCOMES

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

- Discuss what is contrast in art.
- Identify the contrast on the shapes and colors of fruits and flowers.



CHECK

Directions: Let us check if you can still remember the painter of the following artworks. Complete the table below by matching the artwork to its maker.

Spoliarium	Fiesta	Tinikling sa Barrio
FERNANDO AMORSOLO	MAURO MALANG SANTOS	JUAN LUNA



EXPLAIN

Contrast in art is how different parts are arranged in an artwork. These parts are brightness, color, size, and shape. Look at the images below. Take note of how different objects make an artwork look right and interesting.



Guide Questions:

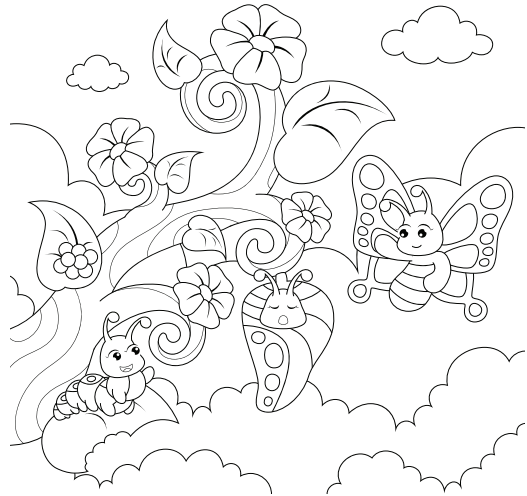
1. What colors do you see from the paintings above?
2. What shapes do you see from the paintings?
3. What do you observe from the paintings?

The fruits have different colors, shapes, and sizes. The flowers have different colors, shapes, and sizes as well. We can see that using contrast makes the paintings more beautiful and livelier.



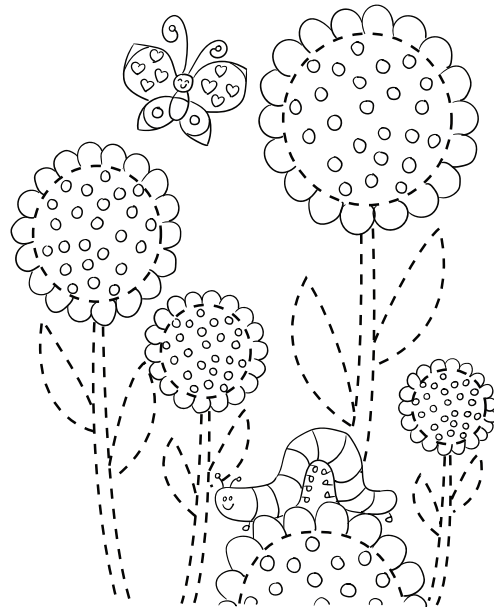
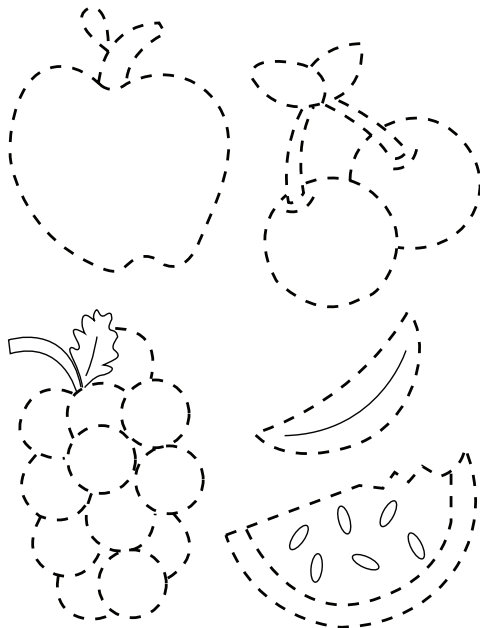
PRACTICE

Directions: Color the following pictures. You may use light or bright colors to show contrast.



EVALUATE

Directions: Trace and color the following pictures. Use colors that make them livelier.





PHYSICAL EDUCATION



OUTCOMES

After going through this module, you are expected to:

- Practice balancing your body in different mirrored positions.



CHECK

Directions: Let us check if you can identify what body shape is being illustrated below.

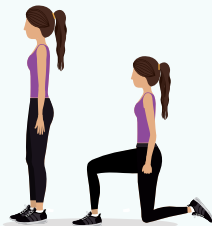
straight body shape

curled body shape

wide body shape

bended body shape

_____ 1.



_____ 3.



_____ 2.



_____ 4.



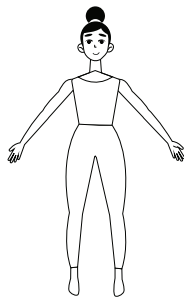


EXPLAIN

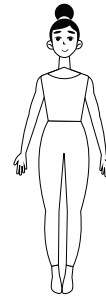
Your body can form different positions. You can do this with mirrored body shapes. Mirrored body shapes are done if both the left and right sides of the body are the same.

SYMMETRICAL BODY SHAPES POSITIONS

STRIDE STANDING POSITION



FEET TOGETHER STANDING POSITION



DOG STAND POSITION



STRIDE KNEELING POSITION



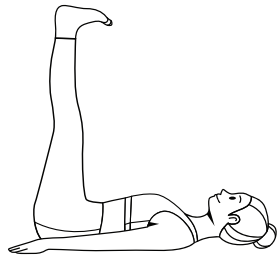
LONG SITTING POSITION



HOOK SITTING POSITION



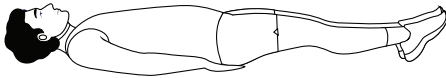
LEG RAISED-UP POSITION



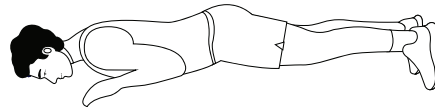
FROG SITTING POSITION



BACK LYING DOWN POSITION

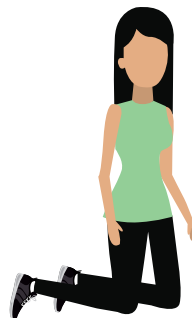


FRONT LYING DOWN POSITION



PRACTICE

Directions: Encircle all the positions that have mirrored body shapes.





EVALUATE

Directions: Create a video performing the different mirrored positions that you have learned today. (You may ask your guardian to assist you on this activity)

CRITERIA FOR GRADING:

Completeness of all positions	20 POINTS
Proper posture	10 POINTS
TOTAL	30 POINTS



HEALTH EDUCATION



OUTCOMES

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

- Discuss how a balanced meal is important.



CHECK

Directions: Check all the rights of children stated on Article 24.

- ☐ Every child has the right to eat healthy foods.
- ☐ Every child has the have good health care.
- ☐ Every child must be bullied.
- ☐ Every child must thirst.
- ☐ Every child has the right to live.

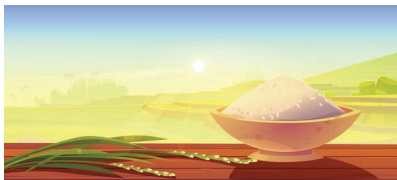


EXPLAIN

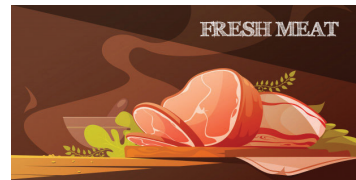
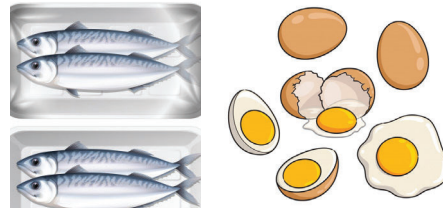
Good health comes from a right and balanced nutrition. Good nutrition comes from the food we eat. We must remember to always eat healthy foods so we can grow strong and healthy.

Plants and animals are the main source of the food we eat.

Foods from Plants



Foods from Animals

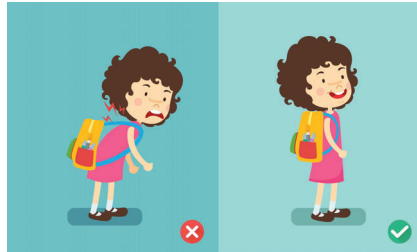


You should know the benefits of eating a balanced meal for breakfast, lunch, and dinner. Our body needs the following food nutrients:

- Carbohydrates** supply energy to our body. This is the energy we need to do our daily tasks. Carbohydrates are rice, bread, pasta, potatoes, and cereal.
- Protein** helps our body to be strong and healthy. Proteins are chicken, shrimp, meat, eggs, and fishes.
- Vitamins and Minerals** make our bones strong, keep us away from sickness, and also give us energy. Vitamins and minerals are found in fruits and vegetables.

WHY WE NEED A BALANCED MEAL

1. Foods help us to grow strong and healthy.



2. Healthy foods gives us enough energy.



3. Healthy food helps us keep away from sickness.



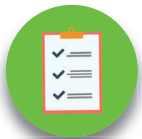
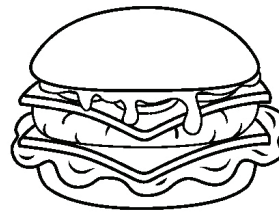
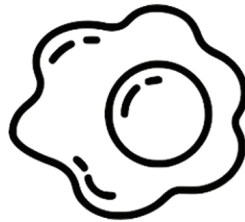
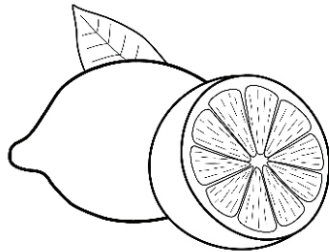
4. Healthy food helps us become bright and happy.





PRACTICE

Directions: Color the foods that will help you get a balanced diet.



EVALUATE

Directions: Draw a heart  on the box if the statement is **True** and draw a circle  if the statement is **False**.

☐

1. Having a balanced diet can make us strong.

☐

2. Protein can make our muscles strong.

☐

3. It is important to have a balanced meal everyday.

☐

4. Fish is bad for our health.

☐

5. Eating carbohydrates weakens our body.

Lesson 03



MUSIC EDUCATION



OUTCOMES

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

- Discuss the values of rest.



CHECK

Directions: Let us check if you still remember your past lesson in music. Draw a happy face 😊 if the sentence is right. Draw a sad face ☹️ if it is wrong.

_____ 1. A whole note has a one beat of sound.

_____ 2. A half note has 2 beats of sound.

_____ 3. Notes tell how long a tone is done.



EXPLAIN

Rest indicates silence. It refers to a stop or a pause in a musical piece.

VALUES OF REST



WHOLE REST



Plays 4 beats of silence



HALF REST



Plays 2 beats of silence



QUARTER REST



Plays 1 beat of silence



EIGHTH REST



Plays 1/2 beat of silence



PRACTICE

Directions: Match the drawings in column A to their names in column B.

Column A

1.



•

2.



•

3.



•

4.



•

Column B

• 4 beats

• 1 beat

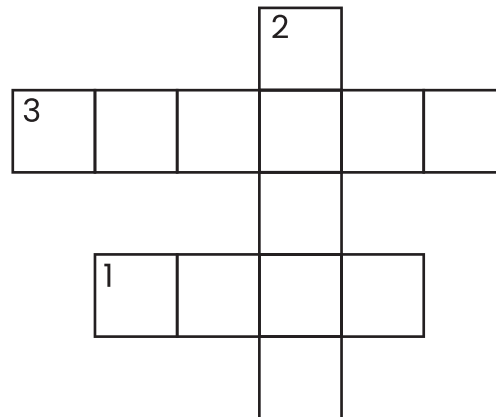
• 2 beats

• 1/2 beat



EVALUATE

Directions: Answer the given crossword puzzle. Place your answers in the boxes below.



Hint:

ACROSS:

1. A rest that plays 2 beats of silence
3. A rest that plays $\frac{1}{2}$ beat of silence

DOWN:

2. Type of rest that plays 4 beats of silence



ARTS EDUCATION



OUTCOMES

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

- Draw objects with contrast from still life art.



CHECK

Directions: Let us check if you still remember your past lesson in art. Write what is being asked on the space given.

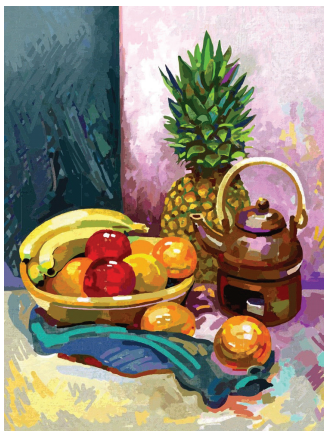
1. Can we mix bright and light colors in art? _____
2. What do you call a mix of bright and light colors in art? _____



EXPLAIN

Still Life art is made from lines, shapes, and colors that come from real life. These are objects that do not move like food, flowers, vases, etc.

Here are some examples of still life artworks:



Guide Questions:

1. What do you see on the picture?

2. What kinds of colors do you see on the picture?

3. What kinds of shape do you see on the picture?

4. What kinds of line do you see on the picture?



PRACTICE

Directions: Look at your surroundings. Choose one object and draw it on the box below. Color your work using a mix of bright and light colors.

A large, empty rectangular box with a thin blue border, intended for a drawing activity.



EVALUATE

Directions: Color the still life drawing below. Make it real by choosing the correct color to apply on every object.





PHYSICAL EDUCATION



OUTCOMES

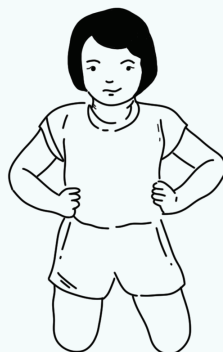
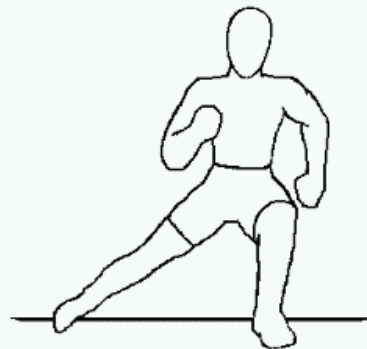
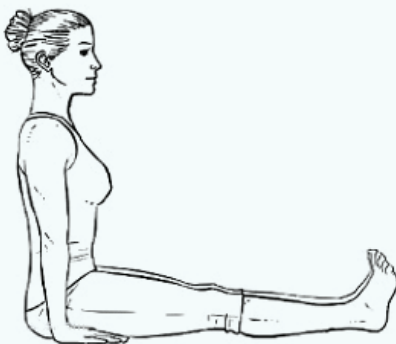
At the end of this module, you are expected to:

- Practice balancing your body in different uneven positions.



CHECK

Directions: Let us check if you remember your last lesson. Encircle the pictures that show mirrored body positions.





EXPLAIN

Your body can form one or more body shapes. But what about those that have a different left and right positions? We call those uneven body shape.

Look at the images below.

UNEVEN BODY SHAPE POSITIONS

SIDE LUNGE



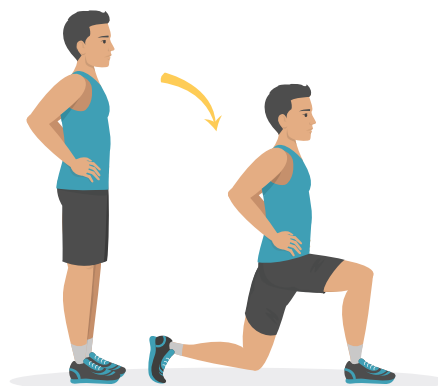
LOW LUNGE



HALF KNEELING



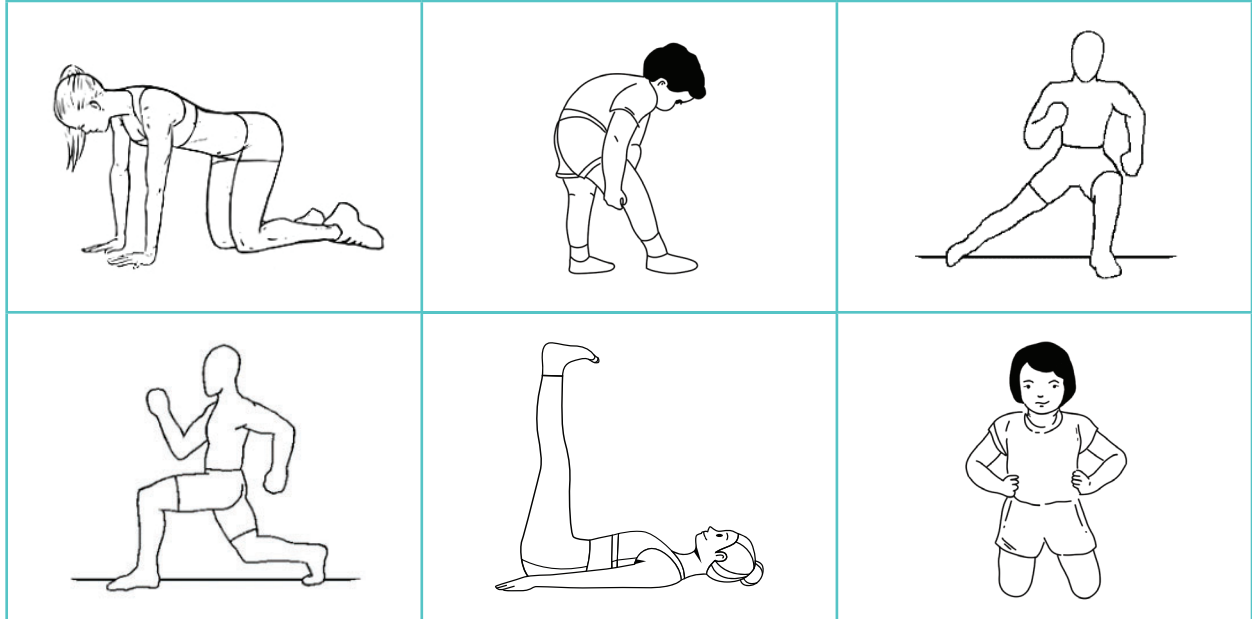
FORWARD LUNGE





PRACTICE

Directions: Encircle all the positions that have uneven positions.



EVALUATE

Directions: Create a video performing the different uneven body shape that you have learned today. (You may ask your guardian to assist you on this activity)

CRITERIA FOR GRADING:

Completeness of all positions	20 POINTS
Proper posture	10 POINTS
TOTAL	30 POINTS



HEALTH EDUCATION



OUTCOMES

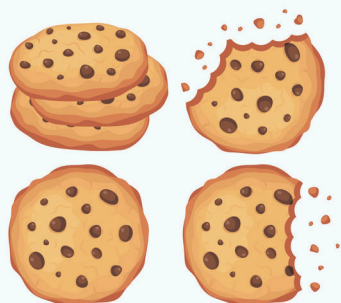
At the end of this module, you are expected to:

- Practice taking note of the food pyramid and the food plate in your meals.



CHECK

Directions: Let us remember your past lesson. Which of the following food is healthy and which is not? Encircle all nutritious foods.





EXPLAIN

Our body has a lot of needs such as nutritious food, enough sleep, and proper exercise for us to grow strong and healthy.

Food Pyramid is a pyramid-shaped that serves a nutritional guide and divided into sections to represent the recommended food serving for every type of food.

THE THREE FOOD GROUPS



GO FOODS are foods that give us energy. These foods are rich in carbohydrates such as bread, pasta, corn, cereal, and many more.

GLOW FOODS are foods that keep us healthy. They include all types of fruits and vegetables that are rich in vitamins and minerals.

GROW FOODS are foods that help build our body's bones, teeth, and muscles. These foods are rich in protein.



PRACTICE

Directions: Group each food to its proper food group (GO, GLOW, GROW). Write your answer on the space provided.

bread
chicken

apple
pasta

broccoli
orange

fish
eggplant

GO FOODS	GLOW FOODS	GROW FOODS



EVALUATE

Directions: Create your own healthy plate. Draw the food that you want to eat. Make sure that they belong under the **GO**, **GLOW**, and **GROW** food group.



Lesson 04



MUSIC EDUCATION



OUTCOMES

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

- Discuss rhythmic patterns.
- Practice performing simple rhythmic patterns.



CHECK

Directions: Let us check if you can give the value of each rest. Write your answer on the space provided.

1.  _____
2.  _____
3.  _____



EXPLAIN

In music we use different symbols to express notes and rest.

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.

Duple Meter (series of two beats)	
Triple Meter (series of three beats)	
Quadruple Meter (series of four beats)	

WHAT IS RYTHMIC PATTERN?

Rhythmic pattern is a mix of notes and rest.

Examples:

	←	Music Symbol
	←	Number of beats
	←	Actions to show the beat



PRACTICE

Directions: Write the number of beats of each symbol. Perform the given rhythmic pattern based on the actions we have discussed.



EVALUATE

Directions: Write **TRUE** if the sentence is true and **FALSE** if the sentence is false.

- _____ 1. Rhythmic Patterns are a mix of notes and rests.
- _____ 2. Quarter rest plays 1 beat of sound.
- _____ 3. Duple Meter is a succession of four beats.
- _____ 4. Triple Meter is a succession of three beats.
- _____ 5. Quarter note can be played by one clap.



ARTS EDUCATION



OUTCOMES

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

- Identify contrast on portraits.



CHECK

Directions: Let us check if you still remember your past lesson in arts. Write what is being asked in the space given below.

1. What do you mean by still life?

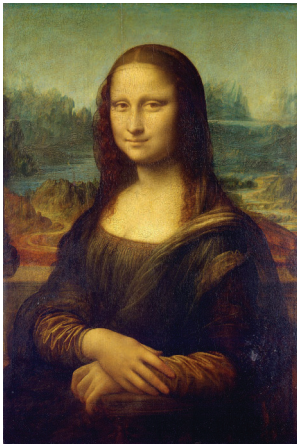
2. How is the contrast of colors, shapes, and lines important in still life?



EXPLAIN

Portraits need a subject to focus on. A subject can be a person, animal, thing, etc. Mixing different lines, shapes, colors, and textures help make a portrait livelier and more interesting.

Look at some of the most famous portraits in painting below:



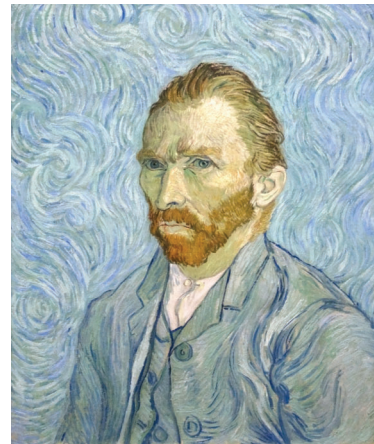
Mona Lisa

Leonardo Da Vinci



Jose Rizal

Jorge Pineda



Self Portrait

Vincent van Gogh

Guide Questions:

1. What have you noticed with the colors used by the artist?
2. Which of them do you think is more pleasant to your eyes?



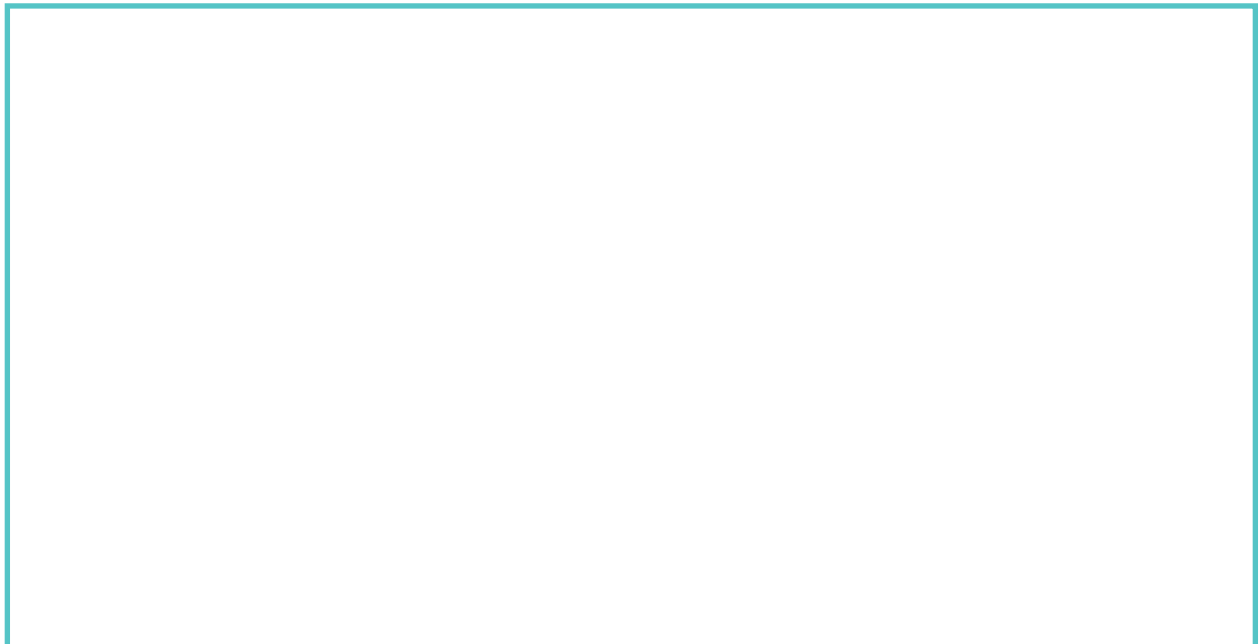
PRACTICE

Directions: Color the given portrait below. Use contrast of colors to make it livelier.



EVALUATE

Directions: Draw your own portrait picture and color it.





PHYSICAL EDUCATION



OUTCOMES

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

- Practice balancing your body in different uneven positions.



CHECK

Directions: Encircle the pictures that show mirrored body positions. Box out those pictures that show uneven body positions.





EXPLAIN

Balance can be shown in mirrored and uneven shapes. A mirrored shape shows formal balance while uneven shape shows informal balance.

Let us now continue our discussion on uneven body shape positions. An uneven shape is when the left side of the body has a different position from the right side.

UNEVEN BODY SHAPE POSITIONS

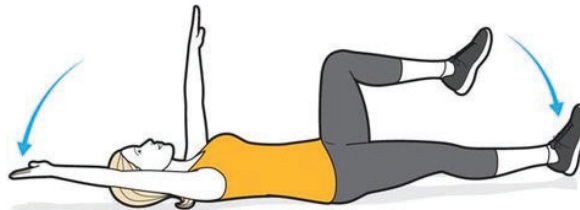
SIDE SITTING



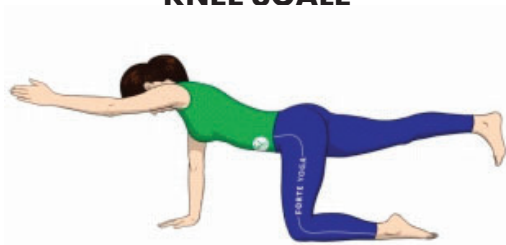
HURDLE SITTING



DEAD BUG CRUNCH



KNEE SCALE



LEG RAISE





PRACTICE

Directions: Identify the given uneven positions. Rearrange the letters. Write your answers on the space given.

1.



EIDS NGITSTI

2.



GLE EAIRS

3.



ENKE CLASE



EVALUATE

Directions: Perform at least 3 uneven body shape positions. Write the name of the position that you are showing on the space below. Let your parent/guardian help you for this activity.

FIRST POSITION:

SECOND POSITION:

THIRD POSITION:



HEALTH EDUCATION



OUTCOMES

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

- Display good decision-making skills in choosing the right kinds of food to eat.



CHECK

Directions: Let us check if you still remember your past lesson. Give at least 2 examples for each food group. Write your answers on the space below.

GO FOOD	GROW FOOD	GLOW FOOD
1.	1.	1.
2.	2.	2.



EXPLAIN

Eating the right food is important in our daily lives. We must eat healthy foods to give us the energy, vitamins, and minerals we need. That is why it is very important to know which food is good for your health and which is not.

CARBOHYDRATES are the main source of our energy.



PROTEINS make our bodies strong.



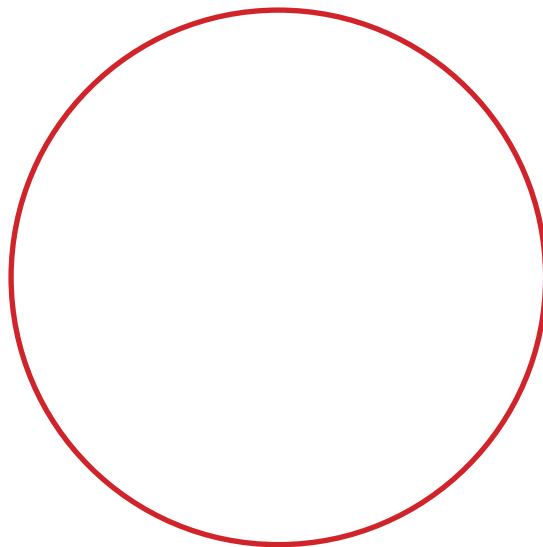
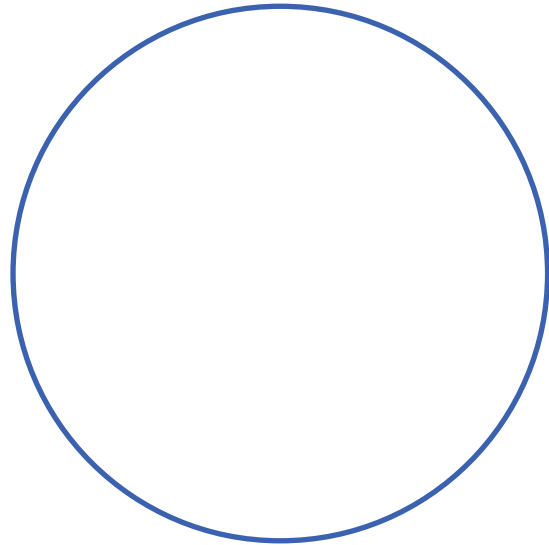
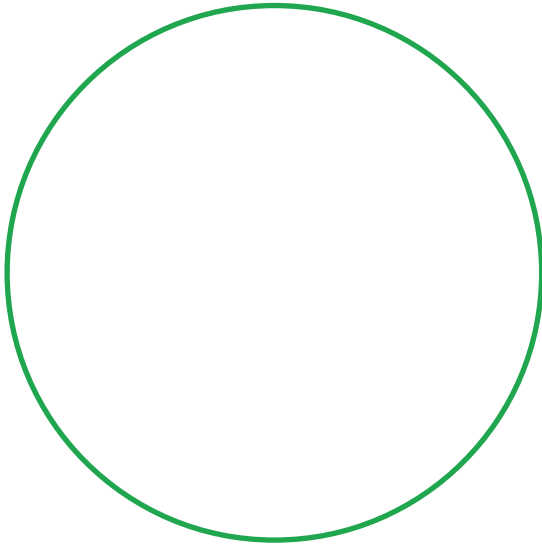
VITAMINS AND MINERALS help us grow and keep our body organs healthy.





PRACTICE

Directions: Draw three (3) types of food that you will eat on each plate. Make sure to choose foods that will keep you healthy and strong.





EVALUATE

Directions: Encircle the food that keeps you healthy and strong.

1.



OR



2.



OR



3.



OR



UNIT 2

Lesson 01



MUSIC EDUCATION



OUTCOMES

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

- Discuss pitch.
- Identify high and low pitch.



CHECK

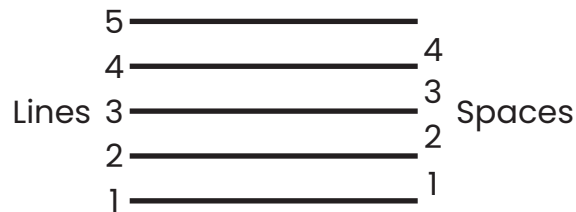
Directions: Let us check if you still remember our lesson in Music. How do you define rhythmic patterns?



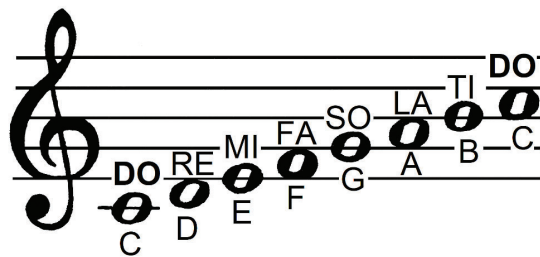
EXPLAIN

Sound comes from vibrations that travel in waves. Through these vibrations, we can hear something. **Pitch** is the highness or lowness of sound.

The **staff** is made up of five horizontal straight lines with four spaces. This is where we place different notes and rests.

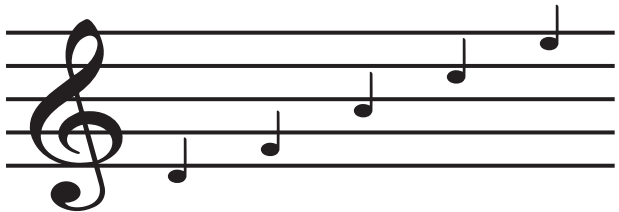


THE SO-FAS YLLABLES

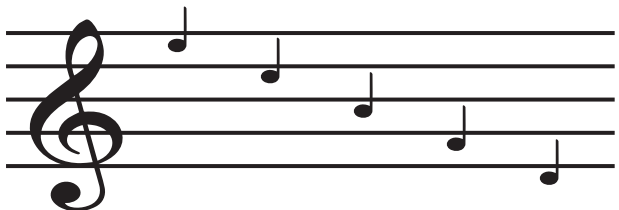


There are two different kinds of pitch: ascending and descending.

Ascending means that the notes are going up.



Descending means that the notes are going down.



Let us try to observe the movements of notes in the song “Twinkle Twinkle Little Star”.

You may also check this link and listen to the song “Twinkle Twinkle Little Star”.

<https://www.youtube.com/watch?v=yCjJyiqpAuU>

Twinkle, Twinkle Little Star



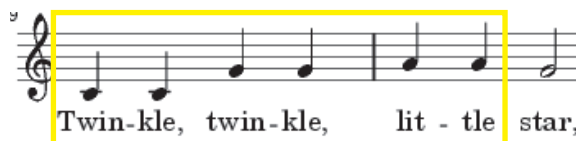
ASCENDING



DESCENDING



ASCENDING



DESCENDING



PRACTICE

Directions: Listen to the song “Row Row Row your Boat”. Tell whether the notes are ascending or descending. Write your answers on the space given.

Row, Row, Row Your Boat

The image shows the musical notation for the song "Row, Row, Row Your Boat" in C major, 4/4 time. The first line of music is for the first two phrases: "Row, row, row your boat" and "gent - ly down the stream;". The second line of music is for the final two phrases: "mer - ri - ly, mer - ri - ly, mer - ri - ly, mer - ri - ly, life is but a dream!". The notation includes treble clefs, a common time signature (C), and various note values (quarter, eighth, and sixteenth notes). There are asterisks (*) above the first measure of the first line and the first measure of the second line, indicating ascending or descending movements. There are also triplets (3) over the first three measures of the second line.

PART OF THE SONG	ASCENDING/DESCENDING
Row, row, row your boat	1.
Gently down the stream	2.
Merily, merily merily, merily	3.
Life is but a dream	4.



EVALUATE

Directions: Choose between the songs “Twinkle, Twinkle Little Star” and “Row, Row, Row Your Boat”. Then, ask your parent/guardian to take a video of you singing. Share it to the class.

CRITERIA FOR GRADING:

Emphasis of the ascending and descending movements of notes	20 POINTS
Performance/Energy	10 POINTS
TOTAL	30 POINTS



ARTS EDUCATION



OUTCOMES

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

- Discuss the lines and shapes of animal skin.



CHECK

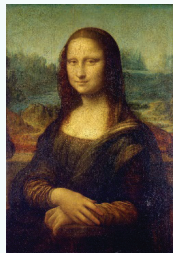
Directions: Do you remember these famous paintings? Who are they? Match the painting in Column A to their names in Column B. Write the letter of the correct answer in the space provided.

Column A

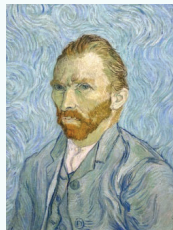
_____ 1.



_____ 2.



_____ 3.



Column B

a. Mona Lisa

b. Vincent Van Gogh

c. Jose Rizal



EXPLAIN

There are a lot of animals around us. We can find some of them in the forest and even under the sea. They are made differently from each other. One of this is their type of skin.

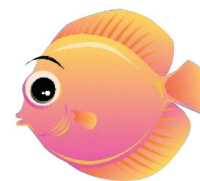
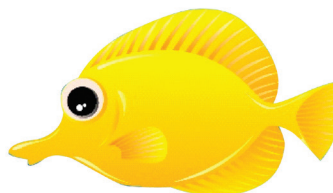
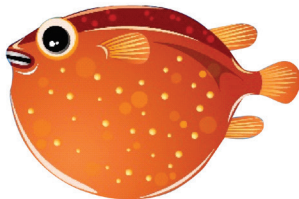


Guide Questions:

1. What animals do you see above? _____
2. Do they have something in common? _____
3. What kind of lines do you see? _____

There are some animals that have lines on their skin. Although they look the same, those lines make them different from any other animals.

Let us have another set of animals.



There are animals that share the same shape. The fishes above have a circular shape. Even if they have similar shapes, each animal is still different from another. You can see that the first fish with tiny spots on its body. The second fish has a long body. While the third fish has a small body.



PRACTICE

Directions: Think of your favorite animal. Then, draw and color it on the box below. Write a sentence about the lines and shapes of its skin.



EVALUATE

Directions: Look at the following pictures of animals. Then, answer the following questions below. Write your answers on the space below.



1. Which of them has a long body? _____
2. Which of them has circular shapes on its shell? _____
3. Which of them has straight lines on its skin? _____
4. Which of them has black prints on its skin? _____



PHYSICAL EDUCATION



OUTCOMES

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

- Differentiate personal space from general space.
- Practice different actions in your personal space and general space.



CHECK

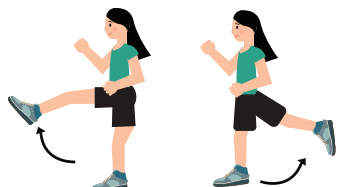
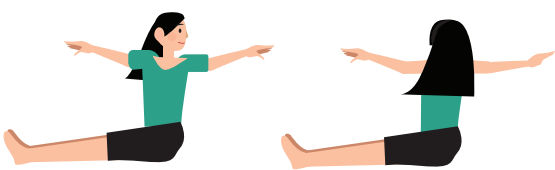
Directions: Encircle all the pictures that show uneven body positions.

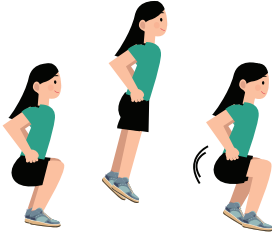
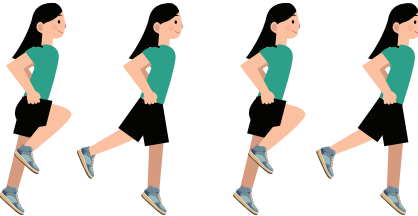




EXPLAIN

There are a lot of actions that can be done in a personal space or a general space. Personal space is the area around your body. General space, on the other hand, is all the places where you can move freely.

BODY MOVEMENTS IN A PERSONAL SPACE	
STRETCHING	
BENDING	
SWAYING	
SWINGING	
TWISTING	
CIRCLING	

BODY MOVEMENTS IN A GENERAL SPACE	
WALKING	
JOGGING	
RUNNING	
JUMPING	
HOPPING	
SKIPPING	



PRACTICE

Directions: Choose three activities that you can do in a personal space. Then, choose three activities that you can do in a general space. Ask your parent/guardian to take a picture of you doing each activity. Then, paste them on a separate sheet of paper. Decorate it and share your work to the class.

CRITERIA FOR GRADING:

Completeness of task	10 POINTS
Body posture	5 POINTS
TOTAL	15 POINTS



EVALUATE

Directions: There are twelve (12) activities in the word puzzle. Encircle five (5) activities below.

B	V	S	I	Y	I	H	M	N	K	A	L	U	I	A
R	Z	W	V	H	O	N	Q	A	X	U	T	E	B	V
K	P	G	D	P	B	D	U	I	Z	G	M	P	U	M
J	R	N	P	S	T	R	E	T	C	H	I	N	G	G
E	D	I	H	X	B	N	C	A	Z	V	A	O	P	N
F	N	G	F	P	E	T	W	I	S	T	I	N	G	I
G	E	N	H	I	N	G	R	A	U	V	X	A	K	N
S	D	I	S	R	D	Y	N	F	L	D	Z	J	Y	N
K	B	W	E	O	I	Z	E	I	J	K	U	T	G	U
I	X	S	Y	D	N	P	N	D	G	M	I	N	B	R
P	W	U	K	H	G	Y	K	U	P	G	I	N	M	N
P	L	G	N	I	L	C	R	I	C	Y	O	X	G	B
I	A	I	J	T	A	P	N	B	A	W	Z	J	R	F
N	E	P	A	X	D	G	O	W	G	K	O	N	H	Y
G	F	M	I	L	U	Y	S	H	P	S	Z	P	L	A



HEALTH EDUCATION



OUTCOMES

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

- Discuss how to take care of your eyes, ears, nose, hair, and skin.



CHECK

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

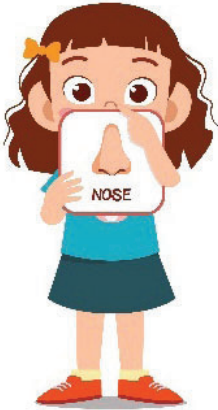
1. _____ are the main source of our energy.
2. Proteins make our body _____.
3. Vitamins and _____ help us grow and make our body organs healthy.



EXPLAIN

We have learned which food is good for us. Now, let us learn how to take care of our bodies. We need to keep our bodies clean and safe for many reasons. First, it is to keep us away from germs. Second, it is to make us look and feel good. Let us start with our eyes, ears, nose, hair, and skin.

Here are some tips on how to take care of them:

BODY PART	WAYS TO TAKE CARE OF A BODY PART
	EYES • Do not look at the sun too long. • Do not use the television or gadgets too long. • Read with enough light on. • Do not touch your eyes with dirty hands. • Eat lots of fishes, fruits, and vegetables.
	EARS • Keep your ears clean and dry. • Never put anything in your ears. • Do not clean your ears without a guardian. • Keep your ears away from loud noises. • Do not use earphones too much.
	NOSE • Clean your nose regularly with a clean tissue paper. • Never pick your nose with pointed objects. • Gently blow your nose. • Do not put any object into your nose. • Cover your nose whenever you are exposed to dust and pollution.



HAIR

- Use shampoo to clean your hair.
- Use clean water in washing your hair.
- Dry your hair using clean towel.
- Do not let others use your comb.
- Always gently comb your hair.



SKIN

- Take a shower every day.
- Do not stand too long under the sun.
- Wear sunblock before going outside.
- Always wear clean and comfortable clothes.
- Always drink at least eight (8) cups of water.



PRACTICE

Directions: Read each sentence carefully. Write **TRUE** if it tells us how to take care of our bodies. Write **FALSE** if it is not.

- _____ 1. It is important to take a bath daily.
- _____ 2. Always listen to very loud music.
- _____ 3. Share your comb to your friends.
- _____ 4. Pick your nose with a pointed object.
- _____ 5. Eat green and leafy vegetables.



EVALUATE

Directions: Remember our lesson. List at least two (2) ways to take care of each body part. Write your answers on the space below.

1. EYES

2. EARS

3. NOSE

4. HAIR

5. SKIN

Lesson 02



MUSIC EDUCATION



OUTCOMES

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

- Discuss melodic contour.
- Explain the movements of melodies.



CHECK

Directions: Match the word in column A to its meaning in column B. Write the letter of the correct answer before the number.

COLUMN A

_____ 1. Ascending

_____ 2. Descending

_____ 3. Sound

_____ 4. Pitch

COLUMN B

a. It is made when vibration travel in waves.

b. It means that the notes are going down.

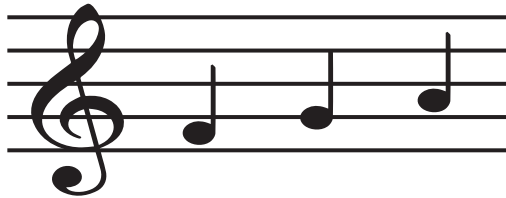
c. It means that the notes are going up.

d. It is the highness and lowness of sound.



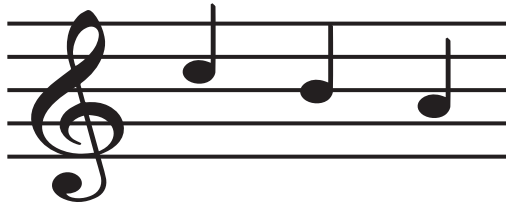
EXPLAIN

Melodic contour is the direction of the melody. You can see this by where each note is placed. Notes can move up, down, skip, or repeat on the same point.



STEP UP

STEP UP means that the notes move upward without any skip.



STEP DOWN

STEP DOWN means that the notes move downward without any skip.



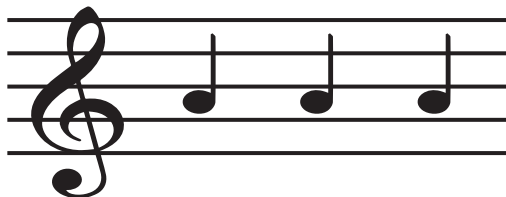
SKIP UP

SKIP UP means that the notes move upward with a skip.



SKIP DOWN

SKIP DOWN means that the notes move downward with a skip.



REPEAT

REPEAT means that the notes does not move. They stay at the same line or space.



PRACTICE

Directions: With the help of your parent/guardian, look for the music sheet of your favorite song. Print out the music sheet. Then look at the movements of its notes. Identify only three types in your chosen music sheet.

You may choose among the following:

1. Step Up
2. Step Down
3. Skip Up
4. Skip Down
5. Repeat

Box each type with different colors. Write the movement type. Then, show it to the class.

CRITERIA:

Following Instructions	10 POINTS
Song Choice	5 POINTS
TOTAL	15 POINTS



EVALUATE

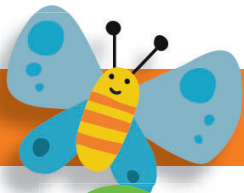
Directions: Identify the movement of the encircled notes. Write your answer on the space below.

Mary Had a Little Lamb

Soprano

Ma - ry had a li - ttle lamb, li - ttle lamb, li - ttle lamb, Ma - ry had a

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



ARTS EDUCATION



OUTCOMES

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

- Describe the colors of animal skin.



CHECK

Directions: Look and observe the following animals. Answer the following questions and write it in the space provided.



1. What kind of animal do you see?

2. What shape do you see on its skin?



1. What kind of animal do you see?

2. What shape do you see on its skin?

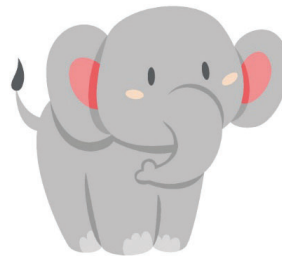
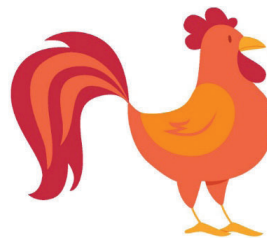
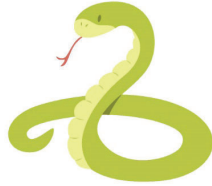


EXPLAIN

We have learned that animals come in all shape and size. Now let us talk about their colors! Like everything in the world, animals come in different skin colors. Some of them use their skin color to hide from other animals or things that may hurt them. Some skin colors can protect animals from the sun's rays. Some can even change the color of their skin! This is so they can keep themselves from getting too hot or cold.



Here are some examples of animals that have the same color:



Can you name each animal?



PRACTICE

Direction: Think of three (3) pairs of animals that have the same color. You may ask you parent/guardian to help you. Write the two (2) animals of the same color under the first column. Then, write their shared color under the second. On a separate sheet of paper, choose among the three. Then draw and color them as written.

PAIRS OF ANIMALS	COLOR
Ex. Kangaroo, Bear	Brown
1.	
2.	
3.	

CRITERIA FOR SCORING

Creativity	10 POINTS
Following Instructions	5 POINTS
Participation	20 POINTS
Total	35 POINTS



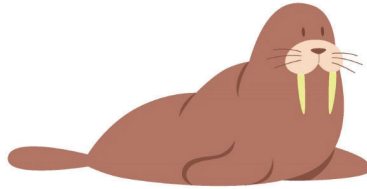
EVALUATE

Directions: Identify the color of each animal. Match the animal on column A to their color on column B. Write the letter on the space before each number.

COLUMN A

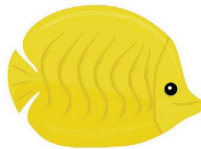
COLUMN B

_____ 1.



a. YELLOW

_____ 2.



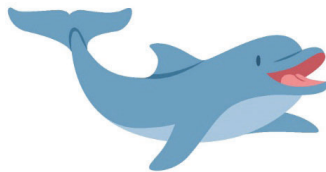
b. BLUE

_____ 3.



c. GRAY

_____ 4.



d. WHITE

_____ 5.



e. BROWN



PHYSICAL EDUCATION



OUTCOMES

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

- Practice performing locomotor movements in basic directions.



CHECK

Directions: Read each sentence carefully. Write the word **PERSONAL** if it talks about the personal space. Write **GENERAL** if it is about the general space.

_____ 1. It is the area around your body.

_____ 2. It is the area where you can move freely.

_____ 3. You can walk, run, and hop in this space.

_____ 4. You can bend, stretch, and twist in this space.



EXPLAIN

Locomotor movements let you move from one place to another. Locomotor movements can be done in forward, backward, and sideward directions.

LOCOMOTOR MOVEMENTS	DIRECTION OF MOVEMENTS		
	FORWARD	BACKWARD	SIDEWARD
WALKING 			
RUNNING 			
SKIPPING 			

HOPPING 			
SLIDING 			
LEAPING 			
GALLOPING 			



PRACTICE

Directions: Let us try if you can do it. Try each activity and move forward, backward, and sideward. Put a check if you can do it correctly.

MOVEMENTS	FORWARD	BACKWARD	SIDEWARD
1. Walking			
2. Running			
3. Hopping			

CRITERIA:

Completeness of task	10 POINTS
Posture/Position	5 POINTS
Participation	5 POINTS
TOTAL	20 POINTS



EVALUATE

Directions: List down three activities that can be done forward, backward, and sideward. Write it under the first column if it is forward. Write it under the second column if it is backward. Finally, write it under the third if it can be done sideward.

FORWARD	BACKWARD	SIDEWARD
1.	1.	1.
2.	2.	2.
3.	3.	3.



HEALTH EDUCATION



OUTCOMES

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

- Identify some common diseases on our eyes, ears, nose, hair, and skin.



CHECK

Directions: Answer the question below. Write your answers on the space provided. Make sure to write in complete sentences.

As a child, how do you take care of the following body part?

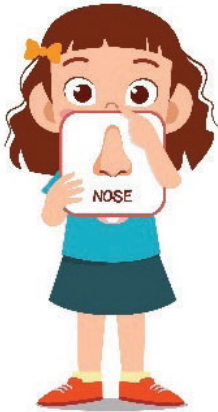
1. EARS _____
2. EYES _____
3. NOSE _____
4. HAIR _____
5. SKIN _____



EXPLAIN

Now we are going to discuss some common diseases that happen to our eyes, ears, nose, hair, and skin if we do not give them proper care.

BODY PART	COMMON DISEASES
	EYES a. Sore eyes are the itchiness and redness of the eyes. b. Eye stye is an infection around the eyes. It is shaped like a small lump. c. Near sightedness/Far sightedness tells that you cannot see properly unless you are at the right distance.
	EARS a. Deafness means not being able to hear anything clearly. b. Otitis media is an infection that comes out of the ear. It can cause a sore throat and a cold.



NOSE

- a. Allergies happen when something is bad for your body. For noses, they can make you sneeze again and again. Allergies can also make it hard for you to breathe. You can get allergies from dust, pollen, and many more.
- b. A common cold is an infection caused by virus.
- c. A nosebleed happens when there is blood coming out from your nose.



HAIR

- a. Head lice are insects that live on your scalp. They can make your head very itchy.
- b. Scabies is a skin disease that can cause a lot of itching. Hair loss happens when your hair keeps falling out. You can become bald.



SKIN

- a. Sunburn happens when you stay too long under the sun.
- b. Acne gives you many pimples. These are small red spots on your skin.
- c. Hives happen when you are allergic to something. This can cause red spots on your skin. Chickenpox is a disease that causes a fever. It also causes many red spots all over the body.



PRACTICE

Directions: On a separate sheet of paper, choose and draw one body part from the lesson. Then, write the diseases that can happen to it. Afterwards, share your work to the class.

CRITERIA:

Information	20 POINTS
Following Instructions	5 POINTS
Participation	5 POINTS
Total	30 POINTS



EVALUATE

Directions: Which part of the body does this disease affect? Write your answer in the space provided.

- _____ 1. Hair Loss
- _____ 2. Near sighted
- _____ 3. Otitis media
- _____ 4. Allergies
- _____ 5. Acne

Lesson 03



MUSIC EDUCATION



OUTCOMES

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

- Identify different sounds in a song.



CHECK

Directions: What are the movements of each picture? Choose among the box below. Write your answer in the space before each number.

skip down

step-up

skip up



1. _____



2. _____



3. _____



EXPLAIN

There are different sounds that can be heard in a song. It can be from any musical instrument. These instruments are the piano, guitar, flute, drums, and many more. You can also hear the sound of a female singing voice. And, there is also a male singing voice.

Minus one means that you can only hear the instruments used in the song. Let us listen to the minus one version of the song “If You’re Happy and You Know It”.

https://www.youtube.com/watch?v=20lb7IUOd_s

Guide Questions:

1. Do you hear any musical instruments playing?
2. What musical instrument can you hear?
3. Can you hear sounds that are made by humans?
4. Can you describe the sounds that you have heard?

Here is another version of the song “If You’re Happy and You Know It”.

https://www.youtube.com/watch?v=_yYBRqtIxU0

Guide Questions:

1. Do you hear any musical instruments playing?
2. What musical instrument can you hear?
3. Can you hear sounds that are created by humans?
4. Can you describe the sounds that you have heard?
5. How is this version different from the song before this?



PRACTICE

Directions: An a cappella is when a person sings without any musical instrument. Choose one of your favorite nursery rhymes. Then, sing it with a parent / guardian / family member. Make a video of you singing. Then, share it to the class.

CRITERIA FOR GRADING:

Voice Quality	20 POINTS
Presentation (performance)	15 POINTS
TOTAL	35 POINTS



EVALUATE

Directions: Listen to the song “Action Song for Kids”. Check ✓ the box if you can hear the musical instrument. Cross ✗ out all the sounds that are made by humans.

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

☐

piano

☐

clapping of hands

☐

guitar

☐

drums

☐

stomping feet



ARTS EDUCATION



OUTCOMES

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

- Discuss the texture of animal skin.



CHECK

Directions: Look at the pictures below. Write the color of their skin on the space below.



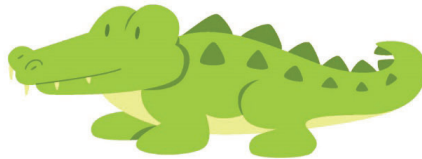






EXPLAIN

After learning about colors, let us now describe the textures of animal skin. Texture tells how something feels when you touch it.



Let us look at the texture of each animal. In the first picture, we have a rabbit. Rabbits have soft and fluffy skin because of their fur. The second picture is an alligator. Alligators are known to have hard and scaly skin. The third picture shows a dolphin. Dolphins have smooth skin texture. Think of other animals with the same texture as our examples.



PRACTICE

Directions: Let us see if you can show the texture of an animal. Choose an animal and draw it on a sheet of paper. Then, cover your drawing with something that has the same texture as that animal. For example, you can cover a sheep with cotton or a bird with feathers. Ask for the help of your parent/guardian. Be creative and have fun!

CRITERIA:

Creativity	10 POINTS
Neatness	5 POINTS
Participation	5 POINTS
TOTAL	20 POINTS



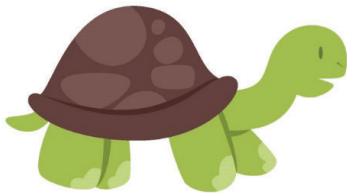
EVALUATE

Directions: Describe the texture of the skin of the following animals. Write your answer on the space provided. Remember to write in complete sentences.

1.



2.



3.





PHYSICAL EDUCATION



OUTCOME

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

- Discuss the movements that can be done on different levels.



CHECK

Directions: Let us check if you still remember our past lesson. Write two (2) activities that can be done in each direction.

- | | | |
|-------------|-------|-------|
| 1. Forward | _____ | _____ |
| 2. Backward | _____ | _____ |
| 3. Sideward | _____ | _____ |



EXPLAIN

There are different movements that can be done in low, middle, and high levels.

LEVELS OF MOVEMENT	MOVEMENT		
HIGH LEVEL	RUNNING	WALKING	JUMPING
			
MIDDLE LEVEL	SQUATTING	BENDING	SIDE LUNGING
			
LOW LEVEL	LYING DOWN	CRAWLING	
			
	THIGH HUG STRETCHING		
			



PRACTICE

Directions: Perform the following activities. Ask your parent/guardian to help you with this activity. Check the box if you did it well.

☐

1. Hopping (High Level)

☐

4. Crawling (Low Level)

☐

2. Skipping (High Level)

☐

5. Hand/Foot (Low Level)

☐

3. Sliding (Middle Level)

CRITERIA FOR GRADING:

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



EVALUATE

Directions: Group each movement to their level. Write it under the first column if it is high level. Write it on the second if it is middle level. Finally, write it on the third if it is low level.

walking crawling	bending lying down	running half kneeling
---------------------	-----------------------	--------------------------

HIGH LEVEL	MIDDLE LEVEL	LOW LEVEL



HEALTH EDUCATION



OUTCOMES

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

- Discuss how to take care of your mouth and teeth.



CHECK

Directions: Let us check if you still remember your past lesson. List one (1) common disease for each body part. Write your answers on the given space below.

- a. Eyes _____
- b. Ears _____
- c. Nose _____
- d. Hair _____
- e. Skin _____



EXPLAIN

Apart from your eyes, ears, nose, hair, and skin, you should also take care of your mouth. Inside your mouth, you will see your teeth and tongue. Teeth help you cut food into smaller pieces. This is so you can swallow them easily. Tongue, on the other hand, can tell a lot of taste and flavor such as sweet, bitter, sour, and spicy.

WAYS TO TAKE CARE OF YOUR MOUTH AND TEETH

1. Brush your teeth after every meal.



2. Remove food stuck between your teeth with a dental floss. Remember to do this carefully.



3. Clean your tongue using your toothbrush.



4. Do not eat too much sweets or junk food.



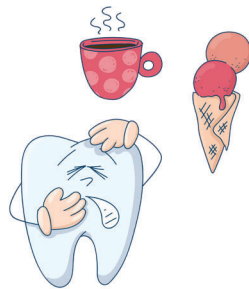
5. Eat lots of fruits and vegetables.



6. Drink eight (8) glasses of water every day.



7. Do not eat foods that are too hot or too cold.



8. Visit your dentist regularly.





PRACTICE

Directions: How do you take care of your mouth and teeth? Paste pictures of food that are good and bad for your mouth and teeth. Place the foods under the first column if they are good for you. Place them on the second if they are bad for you.

GOOD FOODS FOR YOU	BAD FOODS FOR YOU



EVALUATE

Directions: Write the word **TRUE** if it shows how to take care of your mouth and teeth. Write **FALSE** if it is not.

- _____ 1. Bite your pencils when you are bored.
- _____ 2. Eats lots of fruits and vegetables.
- _____ 3. Do not eat too much candies and chocolates.
- _____ 4. Visit the dentist every 5 years.
- _____ 5. Brush your teeth after every meal.

Lesson 04



MUSIC EDUCATION



OUTCOMES

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

- Identify different musical lines.



CHECK

Directions: Listen to the song “Old MacDonald Had a Farm”, Then, list three (3) different sound that you can hear in the song. Write your answer on the space below.

<https://www.youtube.com/watch?v=dpnUYVezBVw>

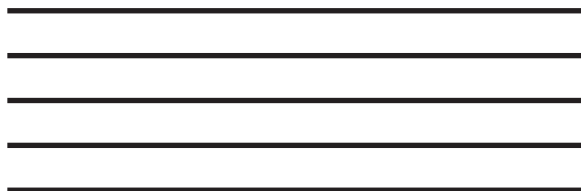
1. _____
2. _____
3. _____



EXPLAIN

In music, you will see different lines and symbols used in a musical piece. Musical lines help you tell the level of pitch of each note.

THE STAFF



The staff is made up of five horizontal lines and four spaces in between. This is where you write music notes.

Musical lines can be similar or dissimilar. **Similar musical lines** are lines that have the same musical patterns. **Dissimilar musical lines** are lines that have different musical patterns.

Let us look at the music sheet below.

DID YOU EVER SEE A LASSIE?

Line 1 
Did you ev - er see a las-sie, a las-sie a las-sie Did you

Line 2 
ev - er see a las - sie do *this way and that?* Do

Line 3 
this way and that way and this way and that way; Did you

Line 4 
ev - er see a las - sie do *this way and that?*

Look at Line 1 and Line 2. This is what you call DISSIMILAR musical lines because the notes are different from each other. They are also placed on different levels on the staff.

On the other hand, Line 2 and Line 4 have SIMILAR musical lines because they have the same notes. Each note is placed on the same level on the staff as well.



PRACTICE

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

Similar Musical Lines

Staff

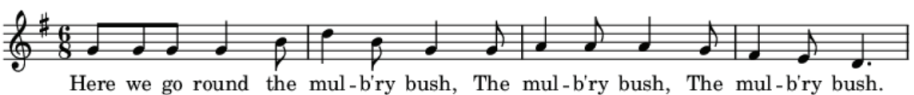
Dissimilar Musical Lines

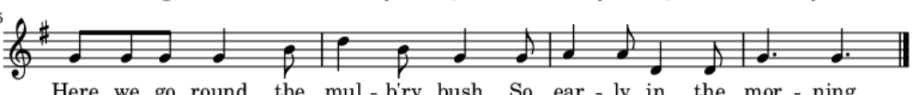
- _____ 1. It has five horizontal lines and four spaces.
- _____ 2. It refers to the lines that have different musical patterns.
- _____ 3. It refers to the lines that have the same musical patterns.

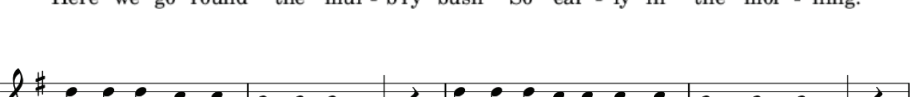


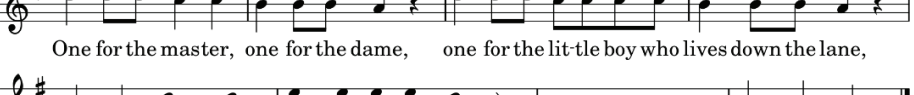
EVALUATE

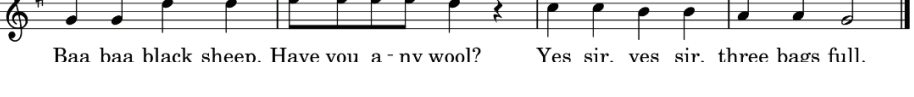
Directions: Compare the following musical lines and classify them as **SIMILAR** or **DISSIMILAR**. Write your answer in the space provided.

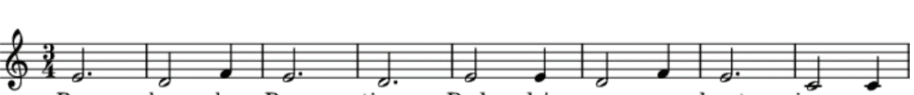
_____ 1. 

_____ 2. 

_____ 3. 

_____ 4. 

_____ 5. 

_____ 6. 



ARTS EDUCATION



OUTCOMES

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

- Identify repetitive patterns.



CHECK

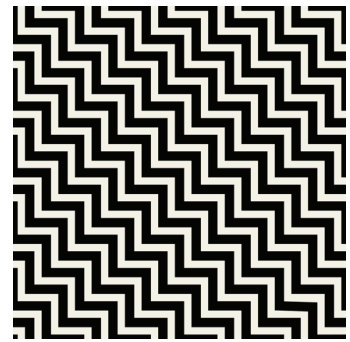
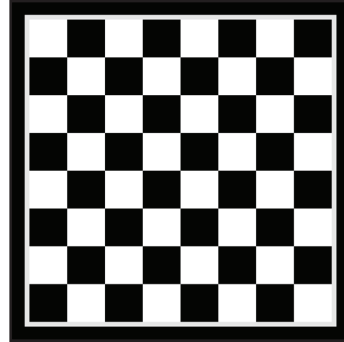
Directions: Read each sentence carefully. What is being asked? Write the letter on the space before each number.

- _____ 1. What is the texture of an alligator's skin?
- a. smooth
 - b. soft
 - c. scaly
 - d. squishy
- _____ 2. What is the texture of a dolphin's skin?
- a. smooth
 - b. soft
 - c. scaly
 - d. squishy
- _____ 3. What is the texture of a rabbit's skin?
- a. smooth
 - b. soft
 - c. scaly
 - d. squishy

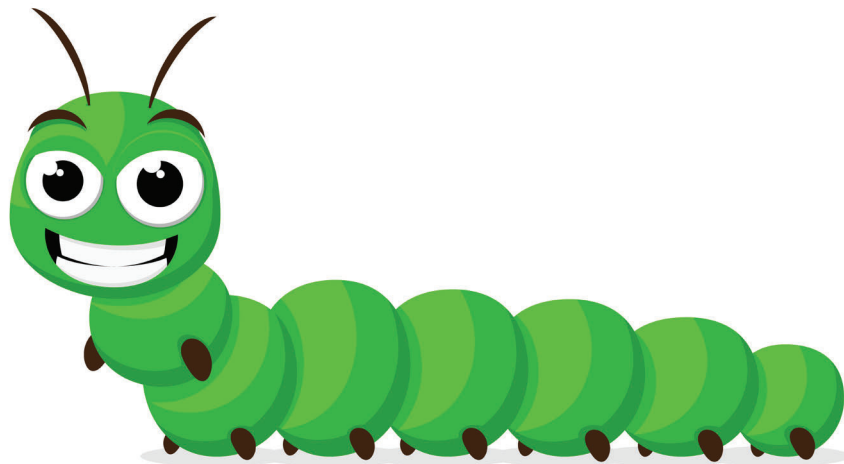


EXPLAIN

Repetition means doing the same thing again. In art, repetition is using an element two or more times. These elements are lines, shapes, colors, and textures. Repeating these elements can create patterns like the images below.



You can also create your own pattern by simply using two or more elements as many times as you like.



CATERPILLAR



PRACTICE

Directions: Create your own pattern. Draw it on the box below.

CRITERIA FOR GRADING

Pattern	15 POINTS
Creativity	10 POINTS
TOTAL	25 POINTS



EVALUATE

Directions: What shape do you see in each picture? Write your answer on the space before the number.

_____ 1.



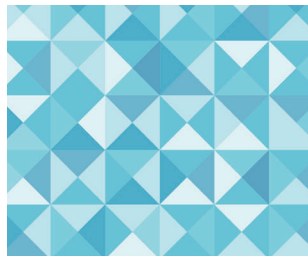
_____ 2.



_____ 3.



_____ 4.



_____ 5.





PHYSICAL EDUCATION



OUTCOMES

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

- Practice movements on different pathways and planes.



CHECK

Directions: What is being asked? Write the letter on the space before each number.

- _____ 1. What activity can you do on a high level?
- a. sitting
 - b. kneeling
 - c. lying
 - d. walking
- _____ 2. What activity can you do on a middle level?
- a. standing
 - b. lying
 - c. sliding
 - d. hopping
- _____ 3. What activity can you do on a low level?
- a. galloping
 - b. crawling
 - c. jumping
 - d. running



EXPLAIN

Pathways tell the trail pattern as you move. A trail is the path you leave when you move from one place to another.

Pathways can be:

a. zigzag



b. curved



c. straight



Planes tell the direction of where you are about to go.

Plane can be:

a. diagonal



b. horizontal



c. vertical



Movements are the actions that you are about to do.

- Walking
- Running
- Hopping
- Skipping
- Galloping
- Crawling
- Marching
- Sliding
- Leaping

You can mix and match pathways, planes, and movements. For example, you are going to walk on a zigzag pathway and in a horizontal plane.



PRACTICE

Directions: Write five movements on the first column. Then, perform the movement using the given pathway and plane.

MOVEMENT	PATHWAY	PLANE
1.	zigzag	horizontal
2.	curved	vertical
3.	straight	diagonal
4.	zigzag	horizontal
5.	curved	vertical



EVALUATE

Directions: Enumerate the three pathways and planes that you have learned. Write the pathways under the first column. Then, write the planes under the second column.

PATHWAYS

1. _____

2. _____

3. _____

PLANES

1. _____

2. _____

3. _____



HEALTH EDUCATION



OUTCOMES

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

- Discuss how to take care of your body on your own.



CHECK

Directions: How do you take care of your mouth and teeth? Write three (3) ways on the space below.

1. _____
2. _____
3. _____



EXPLAIN

Taking care of your body starts from the day you are born. In time, you will grow old enough to take care of it on your own. A healthy body means a happy life ahead. So, here are some habits that you should start practicing.

HOW TO TAKE CARE OF YOUR BODY

1. Wash your hands properly.



2. Take a bath every day.



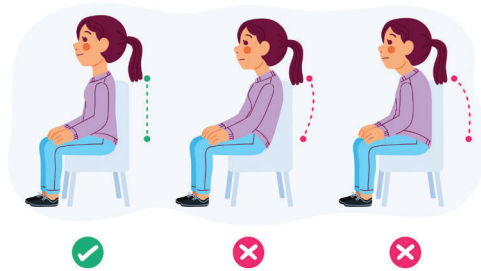
3. Wear clean clothes.



4. Brush your teeth.



5. Always practice good posture.



6. Exercise every day.



7. Have enough sleep.



8. Eat nutritious foods.



9. Drink eight (8) glasses of water every day.



10. Do not skip meals. Eat breakfast, lunch, and dinner.





PRACTICE

Directions: Create a log of the healthy things that you have done for a week. Write your activities in the table below.

	HEALTHY THINGS THAT YOU HAVE DONE
MONDAY	
TUESDAY	
WEDNESDAY	
THURSDAY	
FRIDAY	
SATURDAY	
SUNDAY	



EVALUATE

Directions: Which of the following keeps your body healthy? Write the word **TRUE** if the statement is correct. Write **FALSE** if it is not.

- _____ 1. Drink water once a day.
- _____ 2. Take a bath every day.
- _____ 3. Wash your hands properly.
- _____ 4. Have enough sleep.
- _____ 5. You may skip lunch and eat dinner instead.

UNIT 3

Lesson 01



MUSIC EDUCATION



OUTCOMES

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

- Define timbre.
- Understand basic concepts on timbre.



CHECK

Directions: Compare the given musical lines of the song “BAA BAA BLACK SHEEP”. Identify whether it is similar or dissimilar. Write your answer on the space provided.

BAA BAA BLACK SHEEP

FOLK SONG

Baa baa black sheep, have you a - ny wool? Yes sir, yes sir, three bags full.

One for my mas- ter, one for my dame. One for the lit- tle boy who lived down the lane.

Baa baa black sheep, have you a - ny wool? Yes sir, yes sir, three bags full.

bethsnotes.com

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



EXPLAIN

Timbre is a distinguishing characteristic of music that differentiates one sound from another sound. Timbre is also known as tone color. It also describes the unique quality of a voice or an instrument. Have you noticed that your voice is different from the voice of your mother and father? Was there a time that you can identify who is talking without looking on his face or body? You were able to recognize the person's identity through his/her voice.

Can you recognize the sound of the following musical instruments?

Piano



Flute



Drums





PRACTICE

Directions: Choose a song and sing it with your family. At the end of the song, listen carefully, and you may notice the uniqueness of each voice. Don't forget to record your performance and send a copy of the recording to your teacher.

CRITERIA FOR GRADING:

Clarity of voice	20 POINTS
Total Performance	20 POINTS
TOTAL	40 POINTS



EVALUATE

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

- _____ 1. Timbre is also known as tonal art.
- _____ 2. Timbre describes the unique quality of voice.
- _____ 3. Each sound is perfectly the same as the other.
- _____ 4. You can differentiate one sound from another through timbre.
- _____ 5. Your voice is the same as the voice of your parents.



ARTS EDUCATION



OUTCOMES

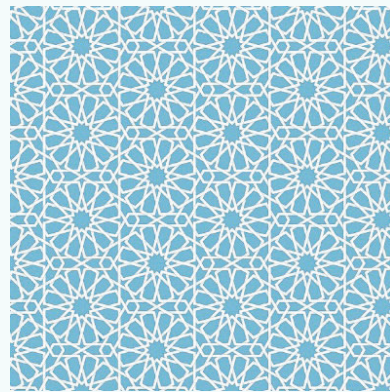
At the end of this module, you are expected to:

- Differentiate natural and man-made objects with repetitive print patterns.



CHECK

Directions: Encircle the picture that shows repetitive pattern.





EXPLAIN

Printmaking is the activity of making images or designs by printing them. It allows you to discover different patterns using things around you. You can use natural or man-made objects in creating your artwork.

NATURAL PRINT



MAN-MADE PRINT



Natural objects are objects that you can get from nature such as leaves, flowers, stones, and so on, while man-made objects are objects that are made/produced by men such as cotton, cloth, thread, carton, and many more.

Repetitive print patterns are patterns that use the same print repeatedly.



PRACTICE

Directions: Classify the following objects as **natural** or **man-made**. Write your answer on the space provided.

- _____ 1. leaves
- _____ 2. thread
- _____ 3. carton
- _____ 4. tomatoes
- _____ 5. cotton



EVALUATE

Directions: Create your own repeated print design using any natural objects. You may only use one object to make sure that your design is repeated.



PHYSICAL EDUCATION



OUTCOMES

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

- Move at the slow, slower, and slowest pace.



CHECK

Directions: Write the following words into their corresponding column.

Curved	Sagittal	Frontal
Straight	Transverse	Zigzag

PATHWAYS	PLANES



EXPLAIN

Element of time affects the movement of a person, animals, or things. They cannot move through space without moving through time. It can be in a **slow**, **slower**, and **slowest** pace.

WALKING



CLIMBING



CRAWLING



Which of the activities above can be categorized as slow? Slower? Slowest?

The activity that can be considered as slowest is climbing. It requires force to be able to finish the said activity properly. Crawling can be considered as an activity that is at a slower pace. Lastly, walking is an activity that is said to be slow-paced.



PRACTICE

Directions: Encircle all activities that are slow-paced.



EVALUATE

Directions: Choose 2 activities and perform it in slow, slower, and slowest pace. Ask your parent to take a video of your performance and share it with your teacher.

CRITERIA FOR GRADING:

Can clearly show the difference of slow, slower, and slowest pace	20 POINTS
Completion of the task	20 POINTS
TOTAL	40 POINTS



HEALTH EDUCATION



OUTCOMES

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

- Describe the healthy habits of a family.
- Demonstrate good family health habits and practices.



CHECK

Directions: Put a check ✓ on the box if it shows self-management skills in taking care of your body, cross ✗ if it is not.

- ☐ 1. Taking a bath every day.
- ☐ 2. Having enough sleep at night.
- ☐ 3. Brushing your teeth once a month.
- ☐ 4. Avoid eating fruits and vegetables.
- ☐ 5. Always washing your hands.



EXPLAIN

Family is the primary unit in a society. It includes your parents, siblings, grandparents and you may also consider the people who we love and those who love us. No matter how small or big a family is. Size doesn't matter, as long as they are together and worked as a whole. They are creating a strong family relationship.

HEALTHY HABITS OF A FAMILY

1. Cleaning the house together and keeping it clean all the time.
2. Preparing food and eating together on the table.
3. Encourage all the family members to exercise daily.
4. Have an engaging activity for the whole family.
5. Praying and going to church regularly.
6. Washing hands regularly to stay away from germs and other diseases.
7. Exercise proper hygiene always.
8. Each family members must have enough sleep to boost immune system.



PRACTICE

Directions: Write the word **HOORAY** if the statement shows healthy habits of a family, **OOOOH** if it is not.

- _____ 1. The family always practices proper hygiene.
- _____ 2. Eating junk foods while they are watching movies.
- _____ 3. Encourage all the family members to exercise daily.
- _____ 4. Letting your mother doing all the household chores.
- _____ 5. Praying and going to church regularly.



EVALUATE

Directions: Create a video presentation involving the whole family while doing some of the healthy habits of a family. Your family must present at least five (5) healthy habits then send a copy to your teacher.

CRITERIA FOR GRADING:

Coordination among family members	25 POINTS
Completion of the task	25 POINTS
TOTAL	50 POINTS

Lesson 02



MUSIC EDUCATION



OUTCOMES

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

- Recognize the different kinds of timbre.



CHECK

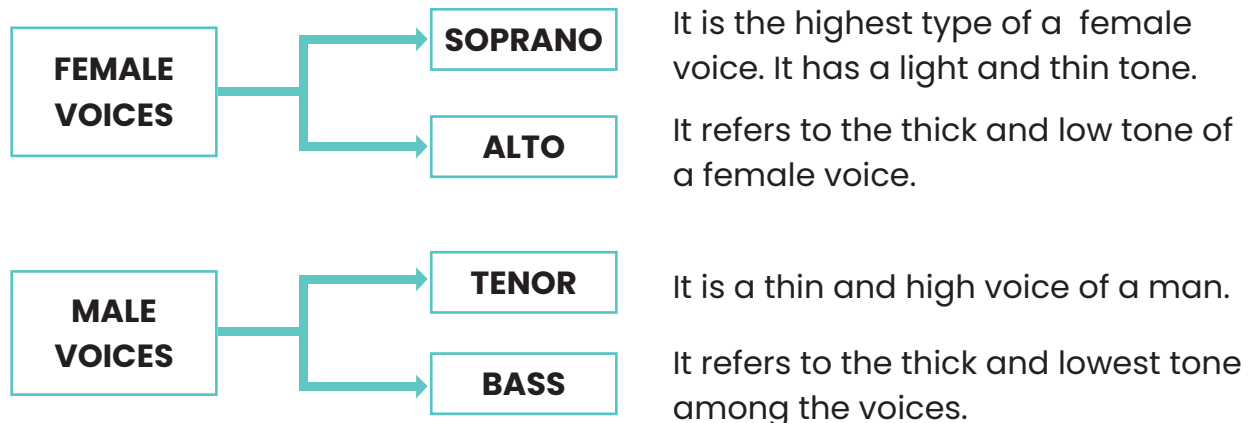
Directions: Let us check if you still remember our past lesson in music.

What is timbre? _____



EXPLAIN

Timbre is responsible in differentiating one sound from another. Each sound has a unique characteristics and quality. There are **different kinds of timbre**.





PRACTICE

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

a. Bass

b. Timbre

c. Soprano

d. Alto

e. Tenor

- _____ 1. It is responsible in differentiating one sound from another.
- _____ 2. It refers to the thick and lowest tone among all the voices.
- _____ 3. It is the thick and low tone of a female voice.
- _____ 4. It refers to a woman's voice which is light and thin.
- _____ 5. It has a thin and high voice of a man.



EVALUATE

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

- _____ 1. The two types of female voice are tenor and bass.
- _____ 2. The soprano is the highest type of a female voice.
- _____ 3. Alto and Bass are the lowest types of female and male voices.
- _____ 4. Timbre distinguishes one sound from another.
- _____ 5. The tenor is the highest type of male voice.



ARTS EDUCATION



OUTCOMES

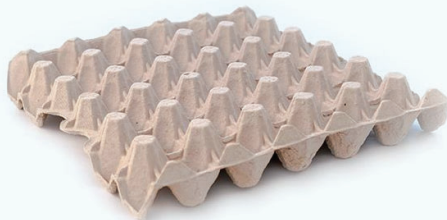
At the end of this module, you are expected to:

- Create alternate print patterns using natural and man-made objects.



CHECK

Directions: Encircle all the natural objects and box all the man-made objects.

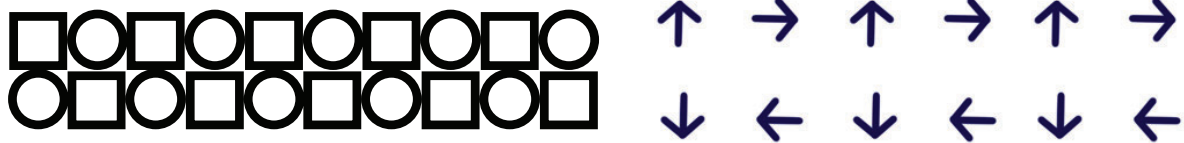




EXPLAIN

In printmaking, you may use natural and man-made objects in creating your own pattern. Leaves, flowers, stones, tomatoes are examples of natural objects that can be found in nature. Man-made objects are objects that are made/produced by men such as cotton, cloth, thread, carton, and many more.

Alternate patterns are patterns that have alternation in its patterns.



PRACTICE

Directions: Create your own printmaking design using natural objects. The design should be in alternate print pattern.





EVALUATE

Directions: Create your own printmaking design using man-made objects. The design should be in alternate print pattern.

CRITERIA FOR GRADING:

Clarity of lines and shapes	20 POINTS
Creativity	20 POINTS
TOTAL	40 POINTS



PHYSICAL EDUCATION



OUTCOMES

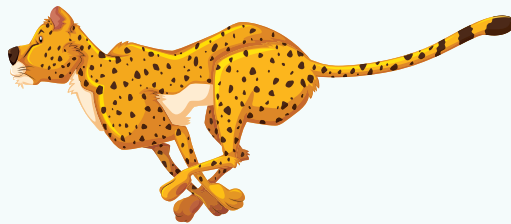
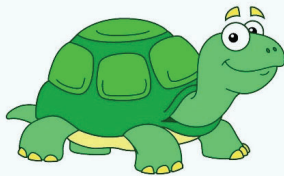
At the end of this module, you are expected to:

- Perform activities at a fast, faster, and fastest pace.



CHECK

Directions: Box all the animals that move in a slow-paced.



EXPLAIN

The way we move at different paces has something to do with the element of time. It can be **fast**, **faster**, or the **fastest** pace.

Have you watched a running competition? What have you noticed? Some contestants were fast and ended up winning the race. Some were not that fast and ended up getting the last place.

This is an example of element of time.





PRACTICE

Directions: Arrange the following picture according to its movement. Write down if its **fast**, **faster**, or **fastest**.









EVALUATE

Directions: Choose 2 activities and perform them at a fast, faster, and fastest pace. Ask your parent to take a video of your performance and share it with your teacher.

CRITERIA FOR GRADING:

Can clearly show the difference of fast, faster, and fastest pace	20 POINTS
Completion of the task	20 POINTS
TOTAL	40 POINTS



HEALTH EDUCATION



OUTCOMES

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

- Explain the benefits of healthy expressions of feelings.
- Express positive feelings in appropriate way.



CHECK

Directions: List down at least 3 healthy habits of a family. Write your answer on the space provided.

1. _____
2. _____
3. _____



EXPLAIN

Look at the pictures below.

EMOTIONS



ANXIOUS



CONFUSED



TIRED



SCARED



HAPPY



CURIOUS



SAD



ANGRY



CRY

Do you also feel different emotions as in the picture?

The emotions you feel is based on the things that you are experiencing daily. There are times that you were happy, sad, scared, worried, angry, annoyed, and so on.

You can also express your emotions through words and actions.

It is important that we express our emotions so that people around us may know how we feel, what we need, and what we want. It will help us build relationship with others too.



PRACTICE

Directions: Match **COLUMN A** to **COLUMN B**. Identify what emotion is being shown in Column A. Write the letter of the correct answer on the space provided.

COLUMN A

_____ 1.



_____ 2.



_____ 3.



_____ 4.



_____ 5.



COLUMN B

a. Silly

b. Angry

c. Scared

d. Happy

e. Sad



EVALUATE

Directions: Write the emotion that you will feel in the following situations. You may choose your answer from column B from the previous activity. Write your answer in the space provided.

_____ 1. Your cousin gets your stuff without your permission.

_____ 2. You've got a perfect score on a test in mathematics.

_____ 3. You accidentally dropped your mom's phone and now it's broken.

_____ 4. Your favorite pet got lost.

_____ 5. Your friend is telling you some jokes.

Lesson 03



MUSIC EDUCATION



OUTCOMES

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

- Define dynamics.



CHECK

Directions: Enumerate the different kinds of timbre. Write your answer in the space provided.

Kinds of Female Voices

Kinds of Male Voices



EXPLAIN

Listen to song of “You are my Sunshine”.

<https://www.youtube.com/watch?v=dh7LJDHFaqA>

Now listen to the song of “If You’re Happy and You Know It”.

<https://www.youtube.com/watch?v=7lhqRT9U0wg>

What have you noticed with the two songs that you have heard? Have you heard any difference between them?

Those are examples of dynamics. Dynamics, in music, refers to the softness or loudness of sounds. The first song is a lullaby that most sung softly. While the second song is a fun action song played and sung aloud.

Loud sounds are sounds that are too high in volume and sometimes can be harmful to our ears. However, there some sounds that are soft, low, gentle and pleasant to listen to.

Here are examples of loud sounds:



Here are examples of soft sounds:





PRACTICE

Directions: Encircle the word **LOUD** if the picture can create loud sounds and **SOFT** if the picture can create soft sounds.

1.



LOUD

SOFT

4.



LOUD

SOFT

2.



LOUD

SOFT

5.



LOUD

SOFT

3.



LOUD

SOFT



EVALUATE

Directions: Choose a song that is sung softly. Sing it in front of your parents 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

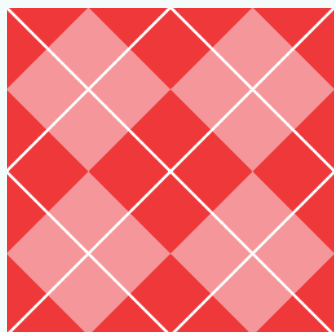
At the end of this module, you are expected to:

- Create your own stamp for printmaking.

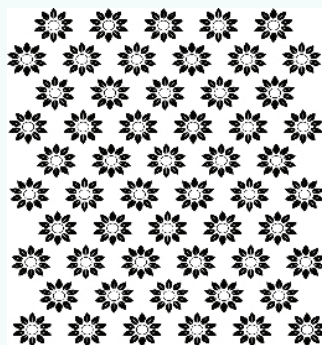


CHECK

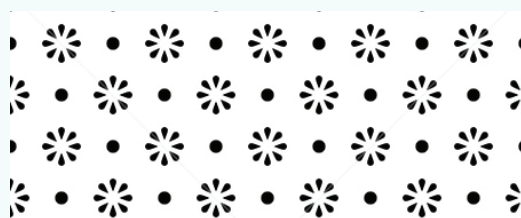
Directions: Write the word **REPEATING** if the picture shows a repeating pattern and **ALTERNATING** if it is an alternate pattern. Write your answer in the space provided.



1. _____



2. _____



3. _____



EXPLAIN

In printmaking, you create designs and patterns. One method in printmaking is **stamping**. A stamp is an object that is being pressed on a flat surface to create a repeating pattern. A stamp is usually made up of rubber and wood.

You can use the different parts of your body as a stamp, such as your hands, palm, and fingers.

MATERIALS: paint, paintbrush, clean paper

PROCEDURES:

1. Clean your hands with soap and water.
2. Dry your hands.
3. Color your hand with your favorite color with a paintbrush.
4. Then press it carefully on the paper.



You can use fruits and vegetables for stamping.



MATERIALS: fruits & vegetables, paint, paintbrush

PROCEDURES:

1. Cut the fruits and vegetables based on the desired shape and size.
2. Dip the fruits and vegetables on paint.
3. Press your stamp properly on a paper.



PRACTICE

Directions: Create your own printmaking design using your body parts as a stamp. Ask your parents to guide you on this activity.



EVALUATE

Directions: Create your own printmaking design using different fruits and vegetables as a stamp. Ask your parents to guide you in cutting the fruits and vegetables.

CRITERIA FOR GRADING:

Creativity	25 POINTS
Neatness and clarity of artwork	25 POINTS
TOTAL	50 POINTS



PHYSICAL EDUCATION



OUTCOMES

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

- Demonstrate the difference between light and heavy movements.



CHECK

Directions: Arrange the following animals according to their speed of movement. Use numbers 1 – 3. Write your answer in the space provided.

1.

cow	_____
horse	_____
elephant	_____

2.

rabbit	_____
monkey	_____
cheetah	_____



EXPLAIN

Look at the following pictures!



Which of the following movements do you think you can do? Which of them is difficult for you to do?

Light movements are usually done with very little effort and force. These activities include washing dishes, drinking, standing or even moving around. While heavy movements are done with more effort. These activities may include using your muscles such as running, playing soccer, or carrying some heavy loads.

Here are other examples of light and heavy movements!

LIGHT MOVEMENTS



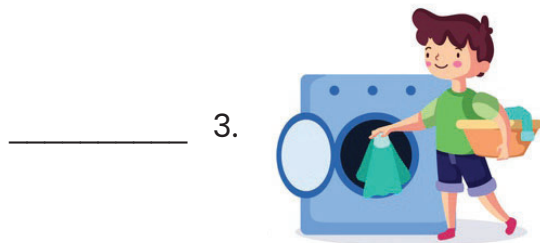
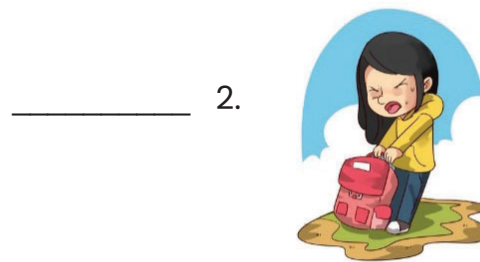
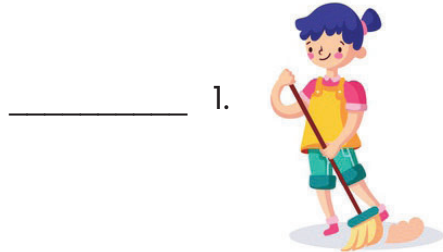
HEAVY MOVEMENTS





PRACTICE

Directions: Write the word **LIGHT** if the picture shows light movement, **HEAVY** if the picture shows heavy movement. Write your answer in the space provided.



EVALUATE

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

- _____ 1. Light movements are movements that does not require much effort.
- _____ 2. Push-ups is an example of light movement.
- _____ 3. Heavy movements are movements that requires extra effort.
- _____ 4. Walking is an example of heavy movement.
- _____ 5. Pushing big rock is an example of light movement.



HEALTH EDUCATION



OUTCOMES

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

- Demonstrate positive way of expressing negative feelings such as anger, fear, or disappointments.



CHECK

Directions: Let us check if you still remember our past lesson in health. Name five (5) emotions that we have discussed last meeting.

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



EXPLAIN

We feel many different emotions. It is normal for a child like you to feel this way. Emotions can be positive and negative. Positive emotions are emotions that can make us happy. While negative emotions can make us sad or gives us unpleasant emotions.

EMOTIONS	
POSITIVE EMOTIONS	NEGATIVE EMOTIONS
Happiness	Loneliness
Love	Anger
Excitement	Disappointment
Hopeful	Hopelessness
Gratitude	Hate
Pride	Jealousy
Amusement	Guilt
Inspiration	Failure

Always remember to turn those negative emotions into a positive way. You are free to express your feelings, but do not forget to respect the feelings of others too. You can stay calm and think about what ways you can express yourself without hurting others. They have their own feelings and emotions too. You may talk to someone that you really love, like your parents, sibling, cousins because they are the one who really cares about you.



PRACTICE

Directions: Color the picture that shows positive emotions.



EVALUATE

Directions: Write your positive respond on the following situations below. Write your answer on the blank after each number.

1. You let your cousin borrow your gadget, but he does not want to give it back.

2. You asked your parents to buy you a toy, but they did not.

3. You got a failing grade on your quiz.

Lesson 04



MUSIC EDUCATION



OUTCOMES

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

- Recognize the different kinds of dynamics.



CHECK

Directions: Put a check ✓ on the box if the word produces loud sound and cross ✗ if does not.

- ☐ 1. firefighter's truck
- ☐ 2. siren
- ☐ 3. ordinary clock
- ☐ 4. air from a fan
- ☐ 5. telephone ringing



EXPLAIN

Dynamics is one of the important elements in music. It is a technique of emotional expression through symbolism. It refers to the volume level of a sound or how loud or soft the music is.

KINDS OF DYNAMICS		
piano	<i>p</i>	soft
mezzo piano	<i>mp</i>	moderately soft
forte	<i>f</i>	loud
mezzo forte	<i>mf</i>	moderately loud



PRACTICE

Directions: Identify what is being asked on the following numbers. Write your answer on the space provided.

CHOICES:			
Forte	Mezzo Piano	Dynamics	Piano
			Mezzo Piano

- _____ 1. It is the softness and loudness of a sound or melody.
- _____ 2. It is a kind of dynamic that means moderately soft.
- _____ 3. It is a kind of dynamic that means moderately loud.
- _____ 4. It is a kind of dynamic that means loud.
- _____ 5. It is a kind of dynamic that means soft.



EVALUATE

Directions: Arrange the following set of objects according to the sound that they produced from soft to loud. Write your answer on the blank below.

- a. landing airplane sound of mosquito ball dribbling

- b sound of alarm clock siren of ambulance sound of train

- c. dog barking falling leaves church bell

- d. motorcycle cow tick tock of a clock

- e. fireworks buzzing bee man shouting



ARTS EDUCATION



OUTCOMES

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

- Create printmaking designs using stencils.



CHECK

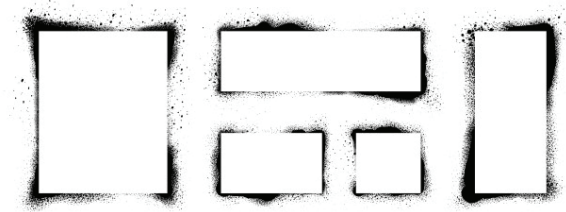
Directions: List down at least three (3) things that can be used as a stamp in creating printmaking designs. Write your answer in the space provided.

1. _____
2. _____
3. _____



EXPLAIN

There are different ways of creating designs in printmaking. **Stencil** is one of the methods in creating printmaking designs. A stencil is a thin object with holes, wherein these holes are colored to serve as a guide to be able to create multiple printmaking designs.



Watch these videos of printmaking designs using Stencil.

<https://www.youtube.com/watch?v=m55rfC3l6ps>

<https://www.youtube.com/watch?v=0Zf8duHL4ds>



PRACTICE

Directions: Create a stencil printmaking by following the given steps.

Prepare the following materials:

- two (2) pieces of bond paper
- Scissors
- Poster Paints / Watercolors
- Paint brush
- Pencil

PROCEDURE:

1. Fold the paper into half.
2. Draw a heart design (half).
3. Cut it using your scissors. Be careful and ask your parent to guide you.
4. Put the paper with hole on the top of the other bond paper.
5. Color the hole with poster paint and brush.
6. Remove the paper at the top.
7. You may add more details to your artwork.



EVALUATE

Directions: Create your own stencil printmaking design.



PHYSICAL EDUCATION



OUTCOMES

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

- Demonstrate the difference between free and bound movements.



CHECK

Directions: Color the circle **ORANGE** if the statement shows light movement and **BLUE** if it shows heavy movement.

☐

1. Walking around the park.

☐

2. Pushing cart full of grocery items.

☐

3. Pulling a small bag full of dry leaves.

☐

4. Carrying a big pail full of water.

☐

5. Climbing on a steep hill.



EXPLAIN

Flow is one of the three factors of movements. Free movements and bound movements are two types of movements according to flow. Free movements are movements that are limitless. It is also known as uncontrolled movements. You are free to move without restrictions. The flow of movement of free movement is continuous. Bound movements are also known as controlled movements. This type of movement has limitations. You can only move according to the given restrictions. There are certain steps and rules to follow. Ballet is an example of bound movement. In ballet, the dancer must learn the correct posture to keep her/his balance.

FREE MOVEMENT



BOUND MOVEMENT





PRACTICE

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

- _____ 1. Flow is one of the two factors of movements.
- _____ 2. Free movement is also called as restricted movement.
- _____ 3. Dancing is an example of movement that is limitless.
- _____ 4. Ballet is a best example for bound movement.
- _____ 5. Bound movements are also known as controlled movements.



EVALUATE

Directions: Give two (2) examples each of free movement and bound movement. Write your answer in the space provided.

FREE MOVEMENT

BOUND MOVEMENT



HEALTH EDUCATION



OUTCOMES

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

- Recognize different ways of respect for the feelings of others.



CHECK

Directions: Write three (3) each of positive and negative emotions. Write it in the space provided.

POSITIVE EMOTIONS

NEGATIVE EMOTIONS



EXPLAIN

As a student, you must understand that each of us has different feelings and emotions. None of us is experiencing the same emotion in the same way. We must understand others' feelings by respecting them. Let them know that you understand how they feel and that you are willing to listen.

WAYS OF SHOWING RESPECT FOR OTHERS' FEELINGS

1. Speak softly and be polite.
2. Avoid using words that may hurt others.
3. Use positive words to cheer up those who are down.
4. Be happy for others' achievements.
5. Show sympathy to those who are sad and lonely.
6. Always extend your help to others.
7. Respect others opinion.
8. Understand others' situations.
9. Listen to them and let them share how they feel.
10. Stay calm and understand what they are saying.



PRACTICE

Directions: Write **TRUE** if the statement shows respect for others' feelings and **FALSE** if it is not. Write your answer in the space provided.

- _____ 1. Emily listens to what his brother is saying.
- _____ 2. Sean always judges others through their physical appearance.
- _____ 3. Justine helps his classmates by sharing his food to them.
- _____ 4. Jane talks to her classmates politely.
- _____ 5. Paul laughs at others mistake.



EVALUATE

Directions: Write five (5) ways of showing respect to others. Write your answer on the space provided.

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

UNIT 4

Lesson 01



MUSIC EDUCATION



OUTCOMES

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

- Define tempo.



CHECK

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

KINDS OF DYNAMICS		
1. _____	<i>p</i>	soft
mezzo piano	2. _____	moderately soft
forte	<i>f</i>	3. _____
4. _____	<i>mf</i>	moderately loud



EXPLAIN

Tempo is one of the most important elements in music. Tempo refers to the speed of music. It tells how the music should be played, whether it is fast or slow.

1. Listen to the song “Lullaby and Goodnight”.
https://www.youtube.com/watch?v=ijd3bcRX_K0
2. Listen to the song “Baby Shark”.
<https://www.youtube.com/watch?v=S-kJQbq6oaA>

GUIDE QUESTIONS:

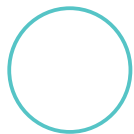
1. What can you say about the first song? Is it played fast or slow?
2. How about the second song? Is it fast or slow?

Whenever we hear a piece of fast-paced song our body movement becomes excited and you starting to move along with it. But, if the tempo is slow, our movement becomes slower too. Tempo is the most important element in making songs. It refers on how fast or slow the beat of a song is.

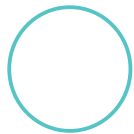


PRACTICE

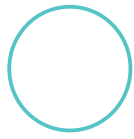
Directions: Draw a happy face 😊 on the circle if the given song is in a fast tempo and sad face ☹️ if it is in a slow tempo.



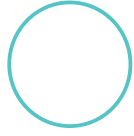
1. Old Macdonald
(<https://www.youtube.com/watch?v=Wm4R8d0d8kU>)



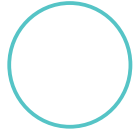
2. Rockabye Baby
(<https://www.youtube.com/watch?v=7ZWL4Kf4Tjk>)



3. You are my Sunshine
(<https://www.youtube.com/watch?v=dh7LJDHFaqA>)



4. Monkey Bananas
(<https://www.youtube.com/watch?v=rYHnOgwuDeM>)



5. Mask Do Do Do
(<https://www.youtube.com/watch?v=ieljgQ2X8kc>)



EVALUATE

Directions: Choose a song that you will sing in two versions. The first version is slow, meaning you are going to sing your chosen song in slow beat. The next version is that you are going to sing it on a fast beat. Take a video of your performance and show it to your teacher.

CRITERIA FOR GRADING:

Clarity of the song	20 POINTS
Able to show slow and fast version of a song	20 POINTS
TOTAL	40 POINTS



ARTS EDUCATION



OUTCOMES

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

- Recognize the artworks made by local Philippine artists.



CHECK

Directions: Let us check if you still remember your past lesson in arts.

What is a stencil?



EXPLAIN

Local Artworks are the pieces of artworks created by Filipino artists.

These are in the form of painting and sculpture.

1. Sculpture

- a. Napoleon Abueva from Bohol is the “Father of Modern Philippine Sculpture”.



- b. Eduardo Castrillo from Sta. Ana, Manila is known for his nationalistic artworks.



**Bonifacio Shrine
(1998)**

- c. Wood Sculpture in Paete, Laguna creates artworks made from wood. These masterpieces come in different objects and images.



2. Painting

- a. Carlos “Botong” Francisco from Angono, Rizal is known for his mural painting.



- b. Rafael “Paeng” Pacheco from Morong, Rizal is known as the “Father of Finger and Palm Painting”.





PRACTICE

Directions: Create your own artwork. Paint an image using your hands. Be creative!

CRITERIA FOR GRADING:

Creativity	20 POINTS
Composition	20 POINTS
Effort	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Check the box that corresponds to the local form artist that is known for.

Local Artists	Sculpture	Painting
1. Rafael "Paeng" Pacheco		
2. Eduardo Castrillo		
3. Carlos "Botong" Francisco		
4. Napoleon Abueva		



PHYSICAL EDUCATION



OUTCOMES

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

- Create movements with ribbon.



CHECK

Directions: Let us check if you still remember your past lesson in PE by identifying if the activity is **FREE** or **BOUND** movement. Write your answer on the space provided.

_____ 1. Robot Dance

_____ 2. Skipping Rope



EXPLAIN

Moving your body can be more fun when you include an object in it. Rhythmic ribbons or streamers are an interactive music activity that creates movement or routine using imagination. Ribbon sticks and satin colorful ribbons are used for ribbon dance. Ribbons can be long or short, depends on the size of the performer.

Ribbon movement strengthens the hands and arms muscles. It develops gross motor skills and coordination too.

Here are some movements that you should try using ribbons or streamers.

1. Raise your arm and move it in a circular motion.
2. Move your arm left to right, alternately.

3. Move your arm forward and backward.
4. Create a big circle in front.
5. Spin around and raising your arm and lowering it like a tornado.

You may reflect ribbon dance exercise here:

<https://www.youtube.com/watch?v=s8mphBCu5kk>



PRACTICE

Directions: Make a simple dance movement using a ribbon. Ask your parent to assist you in choosing music for this activity. Cover a video of your performance and share it with your teacher.

CRITERIA FOR GRADING:

Posture	25 POINTS
Creativity	25 POINTS
Rhythm	25 POINTS
Effort	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item and draw a curve line  if the statement is true about rhythmic ribbons and horizontal line  if not. Place your answer on the space provided.

- _____ 1. Rhythmic ribbon is not for kids.
- _____ 2. Dancing makes the body weak.
- _____ 3. It strengthens the arm muscles.
- _____ 4. The length of the ribbon should matter depends on who uses it.
- _____ 5. It develops your rhythmic dance movements.



HEALTH EDUCATION



OUTCOMES

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

- Identify hazardous areas at home.
- Identify hazardous household products that are harmful if ingested, inhaled, or touched.



CHECK

Directions: Write **TRUE** if the statement shows respect for others feelings and **FALSE** if it is not. Write your answer in the space provided.

- _____ 1. Juna was sad because her friend got a perfect score on the test.
- _____ 2. Christian listens to what his mother is saying.
- _____ 3. Sean is very happy for his classmate's achievements.
- _____ 4. Lenny sympathizes with Anna because her dog was lost.
- _____ 5. Tristan laughs at others mistake.



EXPLAIN

Have you reached every corner of your home? Which part of the house do you stay in most of your time? Do you know that even when you stayed inside of your own house, you might get hurt?



The kitchen is one of the most hazardous parts of the house. It is where your parent prepares dishes that is why it is one of the busiest part of the house. There are some objects that can be seen in the kitchen that might hurt you if you use them without your parents' supervision. Aside from the kitchen, you should stay away from the laundry room too. Harmful chemicals such as detergent powder and other cleaning agents are very harmful when you inhaled or ingested.

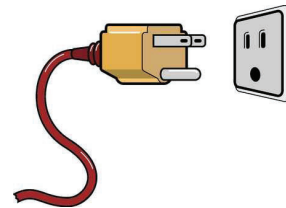


Never touch the plugs and sockets. Let the elders do that for you. They know how to do it the right way. If you want to turn on electrical appliances such as television, always ask your parent to do it for you. So you won't be able to harm yourself.



PRACTICE

Directions: Encircle the pictures that are harmful and can be seen inside your house.



EVALUATE

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

- _____ 1. Never touch anything that is sharp.
- _____ 2. Stay away from powdered detergents.
- _____ 3. You can make match sticks as a toy.
- _____ 4. Ask your parent when you need to use electrical appliances.
- _____ 5. You may mix different types of cleaning agents.

Lesson 02



MUSIC EDUCATION



OUTCOMES

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

- Identify the kinds of tempo.



CHECK

Directions: Let us check if you still remember your previous lesson in music. Identify what is being asked below.

_____ It refers to the fastness and slowness of a beat.



EXPLAIN

Tempo in music, tells how fast or slow the beat of a song.

KINDS OF TEMPO

1. Adagio – means slow.
2. Andante – means medium slow beat.
3. Moderato – means moderate slow beat.
4. Allegro – means fast beat.
5. Vivace – means quick and lively beat.



PRACTICE

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

Column A

- _____ 1. It refers to a fast beat.
- _____ 2. It refers to a medium slow beat.
- _____ 3. It has a moderate beat.
- _____ 4. It means quick and lively beat.
- _____ 5. Has a slow beat.

Column B

- a. Vivace
- b. Andante
- c. Adagio
- d. Moderato
- e. Allegro



EVALUATE

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

- _____ 1. Andante is slower than Adagio.
- _____ 2. Moderato has a moderate beat.
- _____ 3. Vivace is livelier than Allegro.
- _____ 4. Adagio is faster than Allegro.
- _____ 5. Allegro means slow beat.



ARTS EDUCATION



OUTCOMES

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

- Recognize Taka as a local artwork.



CHECK

Directions: List down three examples of artwork made by local Philippine artists.

1. _____
2. _____
3. _____



EXPLAIN

Taka is a papier-mâché made of molded carved wood with decorative patterns. A traditional craft carving in Paete, Laguna.

A papier-mâché is done by mixing wastepaper added with glue and other materials. It is a layer-by-layer paper strip to create a desired design. Once all the papier-mâché layers are dried, the artwork is now ready for decoration.

Here are some examples made of Taka:

1. Horse
2. Christmas decorations (Santa Claus)
3. Images in the church (angels, etc.)
4. Human figures
5. Animals (Carabao)



PRACTICE

Directions: Create a simple papier-mâché with your parent/guardian using old papers and glue at home.

CRITERIA:

Creativity	20 POINTS
Quality of work	20 POINTS
Effort	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Box the photo that refers to a papier-mâché.





PHYSICAL EDUCATION



OUTCOMES

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

- Perform movements using a hula hoop.



CHECK

Directions: Encircle the photo that shows ribbon activity and box out if it is not.

1.



2.



3.



4.



5.





EXPLAIN

Moving your body is so much fun, especially when you know how to coordinate your body with some objects or equipment. Another great fun activity that everyone should try is “hooping” or playing with hula hoop. Hula hoop helps develop muscular coordination, balance, and rhythm. It strengthens your core muscle too. You can create different activities using hula hoops.

You can move the hoop with your hands, or spin around your neck, hips, arms, and legs.



Follow this simple hula hoop dance activities: .

<https://www.youtube.com/watch?v=-4Gu7d2taHI>



PRACTICE

Directions: Dance with simple movement using Hula Hoop. Ask your parent to assist you in choosing music for this activity. Cover a video and share it to your teacher.

CRITERIA FOR GRADING:

Posture	25 POINTS
Creativity	25 POINTS
Rhythm	25 POINTS
Effort	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully. Draw a triangle "△" if each item states a fact about hula hooping and an oval "○" if not.

- _____ 1. Hula hooping is for adults only.
- _____ 2. It promotes fitness.
- _____ 3. Improves your balance.
- _____ 4. It strengthens your muscles.
- _____ 5. Hula hooping makes you weak.



HEALTH EDUCATION



OUTCOMES

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

- Identify different warning labels that identify harmful things and substances.
- Recognize rules of the safe use of household chemicals.



CHECK

Directions: Identify which of the pictures below is an example of a harmful product, then color it. Leave the picture uncolored if it is not.





EXPLAIN

There are different warning signs that you may see on the products that may contain harmful things and substances. Labels help you identify hazardous chemical products. It tells you how to use them safely.

	EXPLOSIVE These are products that can explode if heated or overheated.
	CORROSIVE These are products that may burn your skin or eyes.
	FLAMMABLE These are products that may produce fire quickly when exposed to water or air.
	TOXIC These are products that are poisonous and can cause you serious illness or may lead you to death. Products that contain this warning can burn your skin or eyes, if swallowed; they can damage your esophagus and stomach.

Beware of the products that you may see inside your house. Some products may cause danger when you use them without your parents' supervision.

GUIDELINES FOR USING HOUSEHOLD CHEMICALS

1. Always look for the label of the product.
2. Check for the warning signs.
3. Follow the proper steps in using the product.
4. Ask for the assistance of your parent in using chemicals.



PRACTICE

Directions: Match the picture in **COLUMN A** to **COLUMN B**. Write the letter of your answer in the space provided.

COLUMN A

_____ 1.



_____ 2.



_____ 3.



_____ 4.



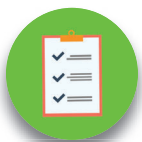
COLUMN B

a. Explosive

b. Corrosive

c. Flammable

d. Toxic



EVALUATE

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

- _____ 1. Always ask for your parent's assistance when using chemicals.
- _____ 2. You may use the product even without looking at its label.
- _____ 3. Look for warning signs.
- _____ 4. Use any chemicals that you might see inside your house.
- _____ 5. Play with all the chemicals and mix them.

Lesson 03



MUSIC EDUCATION



OUTCOMES

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

- Define texture.



CHECK

Directions: Arrange the different kinds of tempo from slowest to fastest. Write 1-5 in the space provided. 1 is the slowest and 5 is the fastest.

_____ Adagio

_____ Allegro

_____ Vivace

_____ Andante

_____ Moderato



EXPLAIN

Texture is one of the essential elements of music. It refers to the thinness and thickness of melodies.

Watch the two piano versions of “Itsy Bitsy Spider” song.

1. Itsy Bitsy Spider

<https://www.youtube.com/watch?v=iI2SWG7Wzp4>

2. Itsy Bitsy Spider

<https://www.youtube.com/watch?v=8cUpo99vx48>

Guide Questions:

1. What can you say about the two versions of “Itsy Bitsy Spider” song?
2. Can you identify the difference between them?

What you heard is the same song with a different version. They both have different textures too.



PRACTICE

Directions: Choose a song and sing it in front of your parents. Ask them to take a video of your performance and send a copy to your teacher.

CRITERIA FOR GRADING:

Voice Quality	20 POINTS
Confidence while doing the task	15 POINTS
TOTAL	35 POINTS



EVALUATE

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

- _____ 1. Texture is one of the most essential elements in music.
- _____ 2. It is not possible to have two versions of a song with different textures.
- _____ 3. Texture refers to softness and hardness of a sound.
- _____ 4. In music, the thinness and thickness of melodies are called texture.



ARTS EDUCATION



OUTCOMES

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

- Recognize saranggola as a local artwork.



CHECK

Directions: Let us remember your previous lesson in Arts by encircling the materials used in papier-mâché.

logs

magazine

glue

small pieces from carved wood

metal

newspaper

colored paper

plastic

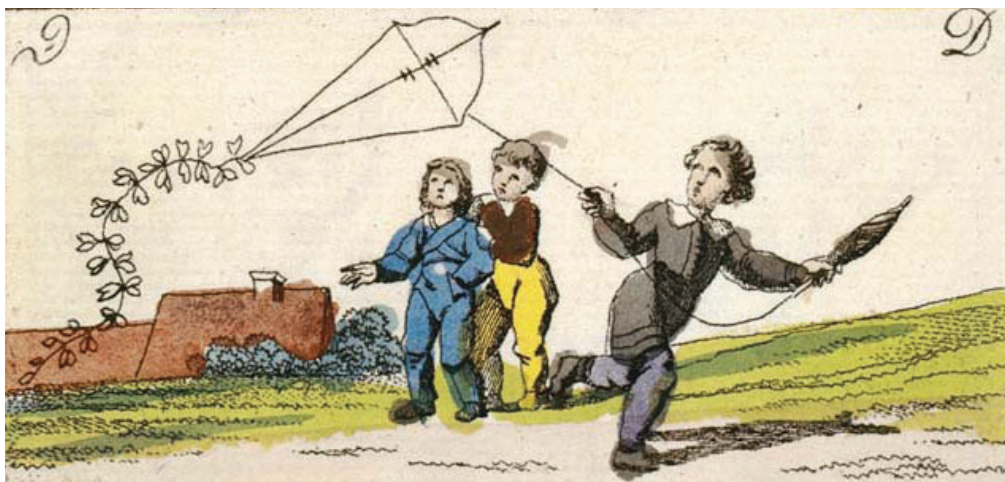


EXPLAIN

Saranggola or kite is an artwork created using sticks, paper, or plastic bags and rope.



Playing kite is an enjoyable and entertaining activity, and it has been a childhood tradition. It helps the children to discover how their bodies work, explore the world, and it builds relationship to others. One of the most popular games that Filipino children love to play is the saranggola. It is one of the oldest games in the Philippines. Saranggola or kite flying is an active and fun outdoor activity that allows you to exercise your body as you chase. It helps strengthen your hand-eye coordination and focus on observing and controlling the kite's flight. Saranggola is also known as bulador/burador and guryon (big saranggola).



Here is an easy way to create a kite!

MATERIALS NEEDED:

- Plastic bag
- Sticks
- Strings
- Tape
- Scissors

PROCEDURES:

Make a kite pattern by drawing it onto your plastic bag.

1. Cut out your designed sail.
2. Build the structure by using sticks.
3. Attach them using a tie or tape.
4. Make a tail for your creative kite.
5. Let it fly!



PRACTICE

Directions: Make a kite according to your desired design. Ask your parent/ guardian to assist or join you in doing so.

CRITERIA FOR GRADING:

Creativity	25 POINTS
Attractiveness	25 POINTS
Quality of work	25 POINTS
Effort	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully. Draw a smiley face 😊 in the circle if the statement is fact about kites and sad 😞 if not.

☐

1. Filipino children call it burador.

☐

2. Kites are made from cardboards to fly.

☐

3. Kite flying is one of the most popular games in Philippines.

☐

4. Children are the ones who only fly kites.

☐

5. The kite fliers should observe the kite's flight.



PHYSICAL EDUCATION



OUTCOMES

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

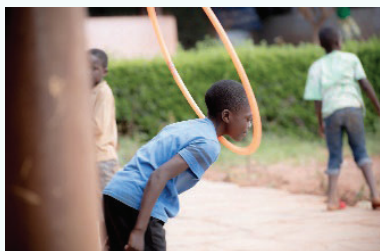
- Perform a simple movement using a ball.



CHECK

Directions: Color the heart orange  if a photo shows hula hoop activity and green  if not.

1.



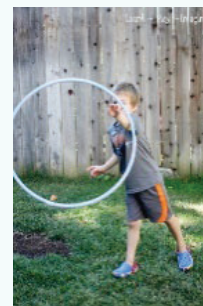
4.



2.



5.



3.





EXPLAIN

Another fun activity today is playing with balls. Playing balls can help children build hand-eye coordination, gross and fine motor skills. It is also a great way to spend time with family. You can play with a variety of choices of balls. There are lots of fun and learning ball activities that you can do just pick an activity that you will enjoy.

Here are simple ball activities that you can do:

1. Move your arms up and down while holding the ball.
2. Move your arms side to side while holding the ball.
3. Standing up straight and wrap the ball around your legs.
4. Raise your left/right leg and wrap the ball under your leg.
5. Roll the ball up and down against the wall.
6. Bounce the ball and then catch with both hands against the wall.
7. Toss the ball up in the air and then catch with both hands.
8. Kick the ball against the wall.
9. Hitting balls at a target with plastic bottles.





PRACTICE

Directions: Perform the simple movement with a ball. Ask your parent to assist you in choosing music for this activity. Cover a video of this task and share it to your teacher.

CRITERIA FOR GRADING:

Posture	25 POINTS
Creativity	25 POINTS
Rhythm	25 POINTS
Effort	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Color the triangle yellow  if the following activities or sports played with a ball and green  if not.



1. Volleyball



2. Biking



3. Basketball



4. Running



5. Dodgeball



HEALTH EDUCATION



OUTCOMES

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

- Identify safe and unsafe practices and conditions in school.



CHECK

Directions: Name the following warning labels. You may use the jumbled letters below. Write your answer in the box.

1.



IVEROROCS

2.



EAMMALBFL

3.



CXTIO

4.



XPSIVEELO



EXPLAIN

Each school has its own set of rules and regulations to keep everyone safe. School rules and regulations are important to ensure that the students know how to behave well and to maintain discipline and order inside the school. School rules tells you what to do and what not to do.

SAFE PRACTICES INSIDE THE SCHOOL

1. Falling in line properly.
2. Wearing proper uniform with ID.
3. Walking quietly in hallways.
4. Talk softly so you won't disturb others.
5. Help keep the classroom clean.

UNSAFE PRATICES INSIDE THE SCHOOL

1. Leaving behind broken things might cause accidents.
2. Placing things everywhere.
3. Running and shouting through the hallways.



PRACTICE

Directions: Encircle the picture that shows safe practices at school and box if not.



EVALUATE

Directions: Write the word **SAFE** if the statement shows safety practices at school and **UNSAFE** if not. Write your answer in the space provided.

- _____ 1. Following the school rules and regulations.
- _____ 2. Pushing other students in the cafeteria.
- _____ 3. Reading books while walking on the hallway.
- _____ 4. Listening to the teacher's instructions.
- _____ 5. Falling in line to stay organized.

Lesson 04



MUSIC EDUCATION



OUTCOMES

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

- Identify the kinds of texture.



CHECK

Directions: Put a check ✓ in the box placed before the number if the statement is true about texture, cross ✗ out if it is not.

- ☐ 1. Texture is the thinness and thickness of melodies.
- ☐ 2. Texture is important in music.
- ☐ 3. An example of thin texture is a musical band performing on stage.



EXPLAIN

Texture can be classified as thin or thick. We can say that a song or melody is thin in texture when we hear only one or single melody and there is no accompaniment of any instrument. A song or music is thick in texture when we hear many sounds at the same time.

THIN TEXTURE



THICK TEXTURE





PRACTICE

Directions: Create a video performance showing the two types of textures. You may ask your parents and siblings to help you with this task. Send a copy of your performance to your teacher.

CRITERIA FOR GRADING:

Able to show the two types of texture	20 POINTS
Overall performance	15 POINTS
TOTAL	35 POINTS

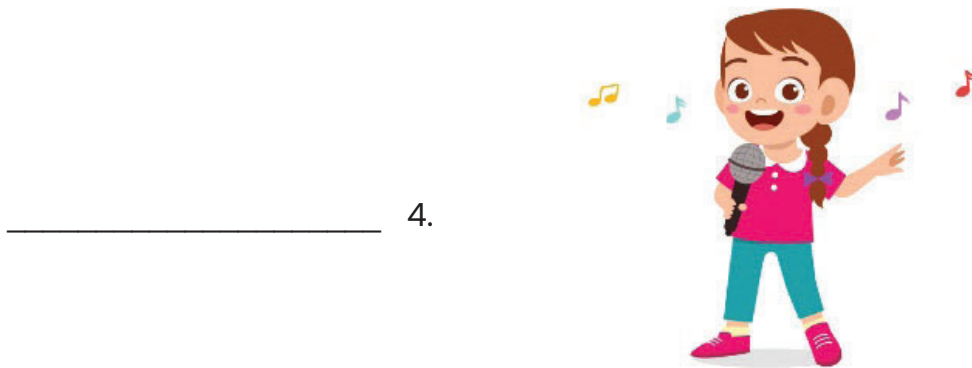


EVALUATE

Directions: Identify type of texture being shown on each picture. Write the word **THIN** or **THICK** in the space provided.

_____ 1.







ARTS EDUCATION



OUTCOMES

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

- Recognize the functions of Philippine banca boats.



CHECK

Directions: List down the three main materials used in making a kite.

1. _____
2. _____
3. _____



EXPLAIN

Banca or native boats are watercraft used for transporting people, goods, and fishing. These are made of wood with a bamboo as outriggers used to support the native watercraft.

In tourist destination beaches, this craft is widely used to transport tourist for island hopping and roam them in the beautiful spots along the water area.





PRACTICE

Directions: Create a simple paper boat. Invite your family to join you in doing the task. Be creative in each of your boat. You may watch the video here in making a paper boat.

How to make a Paper Boat

<https://www.youtube.com/watch?v=3N7EUi3-PG8>

CRITERIA FOR GRADING:

Creativity	25 POINTS
Attractiveness	25 POINTS
Proper and Neatness of folds	25 POINTS
Effort	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and check ✓ the statement that corresponds to the functions of boats and ✗ if not.

Boats are:

- _____ 1. used for fishing.
- _____ 2. used in farming.
- _____ 3. do not float in water.
- _____ 4. used to transport tourists.
- _____ 5. made from wood with bamboo outriggers.



PHYSICAL EDUCATION



OUTCOMES

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

- Create movements with an improvised material available at home.



CHECK

Directions: Put a check ✓ if each item states fact about movement with ball and ✗ if not.

- _____ 1. Weakens the arms.
- _____ 2. Enhances balance.
- _____ 3. Learn proper posture.
- _____ 4. It is not good for children.
- _____ 5. Learn to lift the ball properly.



EXPLAIN

Moving your body helps you build your confidence, enhances your balance, and strengthens your muscles. Making this activity even more enjoyable is using objects that can be found in your home.

What could be these possible objects?

Pillow? Stuff toy? Notebook?



Movements with an object does not have to be expensive. It is your creativity that brings you towards fitness and health.



PRACTICE

Directions: With the guidance of your parents, perform steps using the material you selected from your home. Ask your parent to help you choose a piece of music you like for this task. Cover a video of this task and share it to your teacher.

CRITERIA FOR GRADING:

Posture	25 POINTS
Creativity	25 POINTS
Rhythm	25 POINTS
Effort	25 POINTS
TOTAL	100 POINTS



EVALUATE

Directions: Read each item carefully and draw a diamond  if each item states true about movement with an object and a rectangle  if not. Place your answer on the space provided.

- _____ 1. The materials hinder in doing the activities.
- _____ 2. Simple movement is the same as workout exercise.
- _____ 3. A child needs to be active and do physical exercises.
- _____ 4. Music adds energy in performing the movements properly.
- _____ 5. No need for an instructor to guide you in practicing the exercises.



HEALTH EDUCATION



OUTCOMES

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

- Recognize different safety rules during school activities.



CHECK

Directions: Name 2 safe and unsafe practices at school. Write your answer in the space provided.

SAFE PRACTICES

UNSAFE PRACTICES



EXPLAIN

As a student, you should know the importance of following safety rules during school activities so that no one will be harmed. Let us first identify the different safety rules to follow during school activities.

SAFETY RULES DURING SCHOOL ACTIVITIES

1. Pay attention to the different safety signs that are being posted.
2. Wear clothes that are appropriate with the activity.
3. Listen carefully to the instruction given by the teacher.
4. Secure your personal things.
5. Stay on the area where you were assigned.
6. Be mindful of what is happening around you.
7. Refrain from using sharp objects such as scissors.



PRACTICE

Directions: Put a check ✓ on the box before the number if the statement follows safety rules during school activities and put a cross ✗ if it is not.

- ☐ 1. Paying attention to the safety signs.
- ☐ 2. Listening to the instructions given by the teacher.
- ☐ 3. Wearing clothes that are appropriate with the activity.
- ☐ 4. Securing personal things.
- ☐ 5. Going somewhere and stop participating with the activities.



EVALUATE

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

- _____ 1. It is important to follow the different safety rules.
- _____ 2. Following rules can keep everyone safe.
- _____ 3. Safety rules are just for students.
- _____ 4. You must secure your personal belongings before participating to the different activities at school.
- _____ 5. It is important to follow all the instructions given by your teacher.