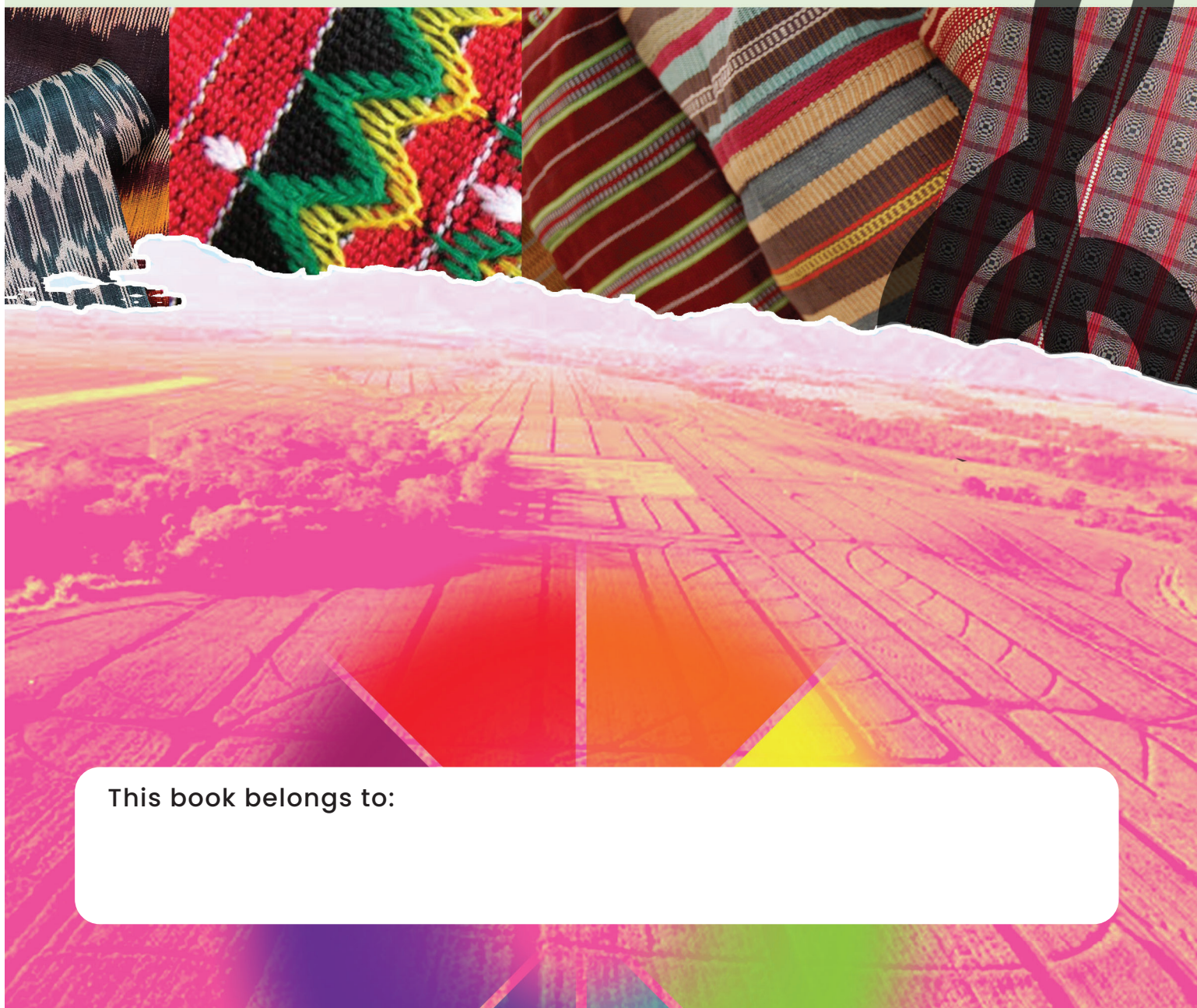


MundiTek 4

Appreciating Music, Arts, Physical Education, and Health

EDITION 1

Author Rockford Auguis



This book belongs to:

MundiTek 4

Appreciating Music, Arts, Physical Education, and Health

Rockford Auguis
Author



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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

Rockford Q. Auguis

Rockford Q. Auguis is a graduate of Jose Rizal University with a Bachelor's Degree in Education, Major in English.

He was the Chief Captain of the JRU Bombers PepSquad from 2008 – 2011. He became the Head Coach of the same squad from 2012–2013. A former member of the Philippine Cheerleading Team.

He continued to pursue his aspiration as an educator after passing the Licensure Examination for Teachers on November of 2012. He applied for a teaching position in Sta. Lucia High School, Division of Pasig City as a MAPEH Teacher.

Currently, he is handling Grade 9 MAPEH at Sta. Lucia High School Pasig where he exhibits prismatically his métier in this field. He is also the director of the SLHS RHINOS PepSquad of the same school. His dedication to his profession makes him standout.



HOW TO USE THIS RESOURCE



OUTCOMES

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



CHECK

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



EXPLAIN

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



PRACTICE

This contains exercises after the discussion.



EVALUATE

This will measure how much you have learned.

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UNIT 1

Lesson 01

MUSIC EDUCATION



OUTCOMES

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

- Discuss time signature and what it is used for.
- Identify how time signature is used in musical notation.



CHECK

Directions: Identify the name of each note. Write your answer on the space provided.

_____ 1.



_____ 2.



_____ 3.



_____ 4.



_____ 5.

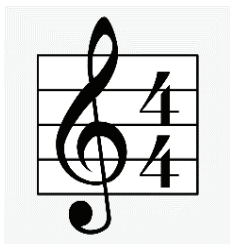




EXPLAIN

Time Signature

Some musicians use note diagrams when they are composing. These note diagrams, also known as **sheet music**. Aside from notes, you can see the pitch, duration, and even the speed at which the music is to be played in a sheet. Sheet music does all of this through different symbols. One of these symbols are a pair of numbers that are written like a fraction. They are called **time signature**. We can often find them after the clef and key signatures of the musical piece. It also an important symbol because they tell the person reading the sheet music two things:



1. The number on top tells how many beats are in a measure. On the other hand, the number at the bottom tells which note receives one whole beat.
2. The example on the left has a 4-4 (four-four) time signature. There are 4 beats in a measure and a quarter note receives one beat. This means a half note gets 2 beats and a whole note gets 4 beats.

The 4-4-time signature is also known as **common time**. This is because so many forms and kinds of western music use this time signature.

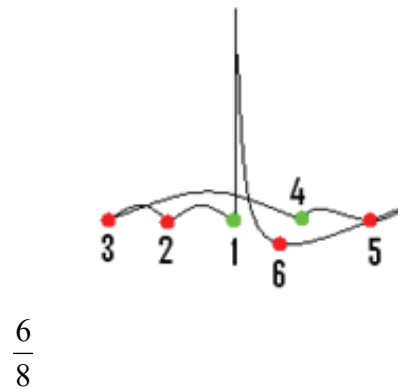
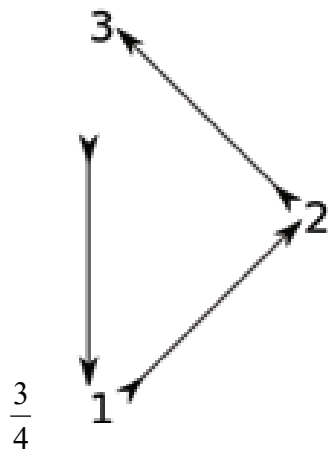
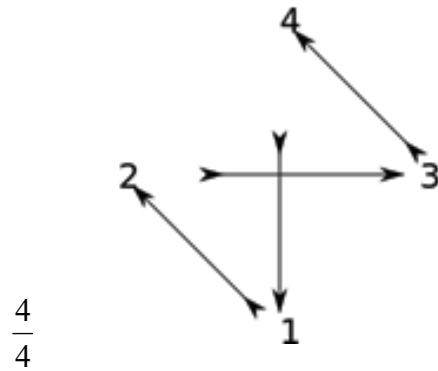
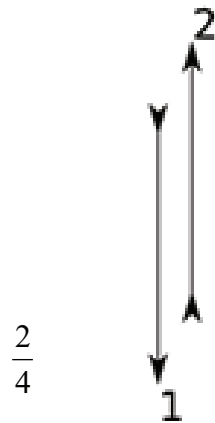
A whole note has the time value of two half notes or four quarter notes. It is the note with a ring and no stem. The whole note is the longest note of all.

A half note has the time value of two quarter notes or half of a whole note. It is the note with a ring and a stem.

NOTE	NAME	BEAT
	Whole Note	4 beats
	Half Note	2 beats
	Quarter Note	1 beat

A quarter note has the time value of a quarter of a whole note. It is the note with a large solid dot and a plain stem.

Here are the hand gestures to signal the following time signatures:





PRACTICE

Directions: Twinkle, Twinkle Little Star has the $\frac{4}{4}$ time signature. Take a video of yourself conducting the hand gesture for $\frac{4}{4}$ time signature while singing the song. Ask for your parent/guardian to assist you with this activity. Then, share it to the class.

Twinkle Twinkle Little Star

Twinkle, twin-kle, lit - tle star, how I won-der what you are!

Up a - bove the sky so high, like a dia-mond in the sky.

Twin-kle, twin-kle, lit - tle star, how I won-der what you are!

CRITERIA FOR GRADING:

Mastery of Piece	20 POINTS
Confidence	20 POINTS
Overall performance	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read each sentence carefully. Write your answer on the space provided before each number.

- _____ 1. It tells how many beats are in a measure.
- _____ 2. It tells what note receives one beat.
- _____ 3. It is the pair of numbers found at the beginning of a music sheet.
- _____ 4. It is the note with a ring and no stem.
- _____ 5. It is the note with a large solid dot and a plain stem.

ARTS EDUCATION



OUTCOMES

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

- Identify the art forms of the cultural communities in Luzon through their clothing and accessories.
- Create a simple design based on the art works of the cultural communities of Luzon.



CHECK

Directions: Look for five (5) familiar color and shapes from the word search puzzle. Write your answers on the space provided below.

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

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



EXPLAIN

Cultural Communities in Luzon Region

The cultural communities in Luzon like the Ivatan, Kalinga, Bontoc, Agta, and Gaddang have their own art forms. Although some may be like another, they are still different from each other. Their art is largely based on nature. Usually, their designs are displayed in different lines, color, and shape. The lines are commonly straight, arched, vertical, and horizontal. They use a lot of colors like red, yellow, green, and black on their designs.

IVATAN

The Ivatan people live in Batanes, and the Babuyan Island groups. Their location is at the northern coast of Luzon. Because they are between the Philippines and Taiwan, both countries have influenced their culture. The place where they live in often experience strong typhoons. That is why Ivatan people are seen as very strong people. One of their most noticeable clothing is the *vakul*. This headgear is made from *vuyavuy*, a type of plant that is common in their area. Ivatan people use the *vakul* to protect them from the sun and rain.



KALINGA

The Kalinga people live in a land surrounded with mountains. This is the province of Kalinga in the Cordillera Administrative Region. *Kalinga* comes from the Ibanag and Gaddang word for “enemy”. This is because of their ancient tradition of headhunting.

The Kalinga are sometimes called “the peacock of the North”. They greatly pay attention of the way they look. Aside from their colorful clothing and accessories, tattoos and body art are important parts of their culture. For them, tattoos are the symbols of bravery for men, beauty for women, and of their status in Kalinga society.

One of the oldest “mambabatok”, or tattoo artists is Apo Whang-od Oggay. She has been making traditional tattoos since she was a teenager. She is currently 103 years old.



BONTOC

The Bontoc people commonly live in the Mountain Province of the Cordillera Administrative Region. They are most known for their process of backstrap weaving. Backstrap weaving, or *sinnawed*, only needs sticks, threads, and the weaver's talent. The cloth that the Bontoc people produce undergo numerous stages.

The most common designs that can be found are the *tiktiko*, *pagpag*, and the *matmata*. Both the *tiktiko* and *pagpag* describe their home. *Tiktiko* is the zigzag design that symbolizes their mountain ranges. On the other hand, *pagpag* is about the richness of their rice fields. *Matmata* is a diamond symbol that stands for the eye of God (Ijarie, 2019, pp. 13-19). These symbols heavily reflect on the Bontoc beliefs and culture.



GADDANG

The Gaddang people are mostly found in the middle of Cagayan. Like the Bontoc, the Gaddang people are known for their talents in *agabil* or weaving. However, they have the process of *garasiban* or cutting and sewing the fabric on the *baag* (bottom clothing for men), *aken* (bottom clothing for women), and *tsaleko* (cape for men).

Aside from weaving, the Gaddang people add beads in their clothing. They also use these beads to make traditional accessories like earrings, necklaces, and bracelets. Even their combs are designed with beads to their liking. Color is very important to the Gaddang, especially the color of happiness: red (Garra, 2016, pp. 65-67).



AGTA

The Agta people are known for their dark skin, curly hair, and small size. They are found in various parts of Luzon, moving from one place to another to hunt for food. However, most of them can be found along the eastern side of Luzon.

Weaving and hunting are their main practices. Though the most notable traditions of Agta people are scarring their backs with different designs and teeth filing.



By Seanaleta - Own work, CC BY-SA 4.0,

MANGYAN

The Mangyan community originally lived in the island of Mindoro. However, some can be found in the island of Tablas and Sibuyan and in some areas of Negros and Palawan. Mangyans are skilled basket weavers and make crafts of high quality.

One of their most notable characteristic is the simple pattern of pakudos. Their traditional clothing is made from dried tree bark. Women wear rutay, one of their traditional attire. On the other hand, men often wear loincloth and are dressed with necklaces and bracelets.



PRACTICE

Art Production!

Directions: Get a carton or box that can be used for your project. Think of a design from the cultural community of Luzon. You may choose if you prefer Ivatan, Gaddang, Kalinga, Agta, or Igorot. Draw your selected art style on the carton or box. Make your work colorful and have fun!

CRITERIA FOR SCORING:

Creativity	20 POINTS
Design and Pattern	20 POINTS
Neatness of Work	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Draw a star ☆ if you think that the statement is true and circle ○ if the statement is false.

- _____ 1. Apo Whang-od Oggay is the oldest “*mambabatok*” in Kalinga.
- _____ 2. *Kalinga* comes from the Ibanag and Gaddang word for “enemy”.
- _____ 3. The Agta women are famous for weaving basket and sleeping mats.
- _____ 4. *Matmata*, *tiktiko*, and *pagpag* are commonly found designs in Bontoc cloths.
- _____ 5. The Ivatan people are commonly found in the Mountain Province.
- _____ 6. Kalinga means “enemy” in Ibanag and Gaddang.

PHYSICAL EDUCATION



OUTCOMES

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

- Discuss the Physical Activity Pyramid.



CHECK

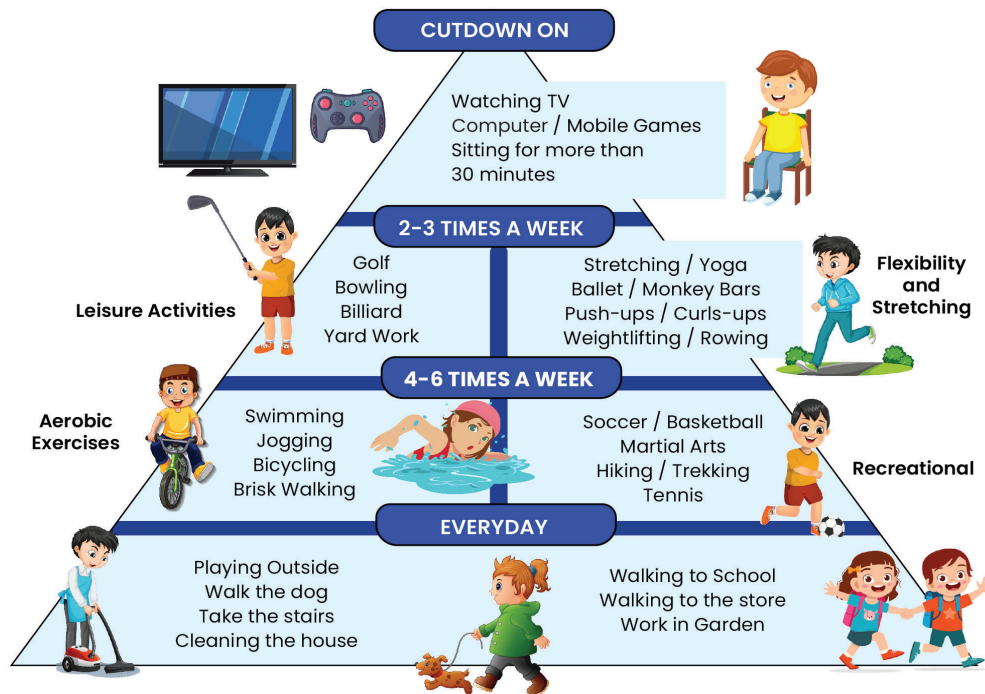
Directions: Draw a heart ♥ if you are doing the following activities daily, 3-5 times a week, 2-3 times a week, or once a week.

Activity	Daily	3-5 Times	2-3 Times	Once
Walking going to school				
Helping with the house chores				
Feeding your pets				
Jogging				
Playing Basketball or Volleyball				
Playing Larong Pilipino				
Dancing				
Going to mall, park, or other places				
Spending time watching TV				
Playing online games				



EXPLAIN

The picture shows the **Physical Activity Pyramid Guide for Filipino Children**. This is a guide to help children become more active and healthier.



Energy is what the body needs to move. There are activities that do not need too much energy such as reading and writing. On the other hand, there are tasks that need a lot of energy such as dancing and running.

Frequency refers to how many times a task is done. There are activities that you do daily and there are activities that you can do only occasionally. Knowing and following the proper frequency of doing a task will help improve your health.

Physical Activity Pyramid Guide for Filipino Children is divided into four levels. The four levels tell how much time it is recommended to do a certain activity that would develop children's health and fitness.

Level 1

- Activities under level 1 are encouraged to be done every day. These activities include doing household chores, working in the garden, walking the dog and playing outside.

Level 2

- Activities under level 2 are fun activities that you can do sometimes. They can be done 3–5 times a week. Recommended activities on this level are playing different recreational activities such volleyball, basketball, badminton, dancing, biking, running, and swimming.

Level 3

- Activities under level 3 are about physical activity. You are encouraged to do this 2–3 times a week. Recommended activities are exercise for strength and flexibility such as push-ups, curl-up, basic gymnastics, or martial arts.

Level 4

- Activities under level 4 is the lack of physical activities. They should be done as little as possible. These activities include watching tv, sitting around, and playing video games.



PRACTICE

Directions: Make a chart of your daily activities from Monday to Sunday. Use the chart below as your guide. Be sure to follow the recommended activities found in the Physical Activity Pyramid Guide.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Example: I helped wash the dishes. I took a walk with my dog. My parents and I jogged in the park.	Example: I watered the flowers in the garden.	Example: We did some stretching exercises. We played volleyball in PE. I played with my friends.	Example: I took a bike ride after school.	Example: I took a walk with my dog.	Example: I learned some ballet poses today. I watched a movie with my parents.	Example: I played with my friends outside. My family and I swam at the beach.



EVALUATE

Directions: Answer the following questions. Write your answers on the space provided.

1. What activities do you daily or often do?

2. Why do these tasks need to be done every day?

3. What activities are commonly done once a week?

4. Why is it important to monitor your activity based on the Physical Activity Pyramid Guide for Filipino Kids?

HEALTH EDUCATION



OUTCOMES

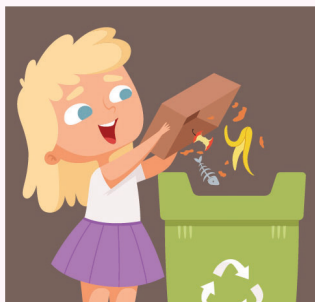
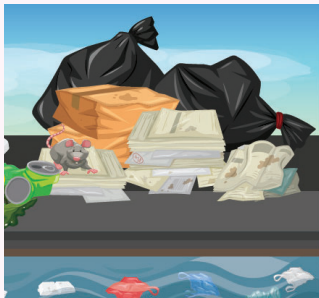
At the end of this module, you are expected to:

- Identify the importance of the information printed on food labels.



CHECK

Directions: Put a check mark (✓) inside the box if it shows how to keep your community safe and clean.

☐☐☐☐☐☐



EXPLAIN

Nutrition Facts		
Serving Size 50g		
Amount per serving		
Calories	235	Calories from fat 12
% Daily Value		
Total fat	2g	4%
Saturated fat	2g	4%
Trans Fat	0g	
Cholesterol	0mg	0%
Sodium	0mg	0%

Food labels show us whether the food we are buying are suitable and good for us. They also contain **Nutrition Facts** which show how much nutrients one product has from another product. Through food labels, we get to decide which among the following will suit us best.

Here are the things that **MUST** be seen or printed on every food package.

- 1. Name of food**
used to identify a product.
- 2. Net Weight**
exact weight of the product.
- 3. Date Mark**
used to identify the expiration date of the product.
- 4. Ingredient List**
the things that make up the product.
- 5. Nutrition Facts**
provides product information such as serving size, calories, total fat, saturated fat, cholesterol, protein, carbohydrate, and vitamin content of one package.
- 6. Name or Address of Manufacturer/ Distributor**
- 7. Storage Instruction**
provides information on how to use and to properly store the product.
- 8. Lot or Batch Instruction**
exact quantity of the product.
- 9. Allergy Warning**
gives warning to people with allergies based on the ingredients used.
- 10. Bar Code**
used to quicken the checkout at the store as well as the inventory.



PRACTICE

Let us practice your knowledge!

Directions: Collect all the food labels of the food that you have eaten in a day. Paste it on a short bond paper. Add the calories all together and encircle the total. You may ask help from your parent/guardian for this activity. Write a reflection on what you have learned in doing this activity.

CRITERIA FOR GRADING:

Organization	15 POINTS
Creativity	10 POINTS
Relevance	15 POINTS
Overall Impact	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read the statement carefully and write your answers on the space before each number.

- _____ 1. It is used to quicken the checkout at the store as well as the inventory.
- _____ 2. It provides information on how to use and properly store the product.
- _____ 3. It is used to identify the expiration date of the product.
- _____ 4. It is used to identify a food or drink.
- _____ 5. It carries useful information to help you make good choices about food.

Lesson 02

MUSIC EDUCATION



OUTCOMES

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

- Identify the simple time signatures.



CHECK

Directions: Read each sentence carefully. Write **TRUE** if the statement is correct.

Write **FALSE** if it is not. Place your answer on the space before each number.

- _____ 1. The number on top tells how many beats are in a measure.
- _____ 2. The 4-4-time signature is also known as common time.
- _____ 3. A quarter note is the note with a ring and no stem.
- _____ 4. A half note has the time value of two quarter notes or half of a whole note.
- _____ 5. A whole note is the note with a large solid dot and a plain stem.



EXPLAIN

You may have heard people talk about $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$ in music. These numbers tell

the rhythm of a musical piece known as the **time signature**. The time signature tells how many beats there are in a measure. You can see it at the start of each musical piece.

Look at the examples below.

Simple Time Signatures:

4	3	2	2	3	4	3
4	4	4	2	2	2	8

- ④ The number will tell us that in each measure, there will be 4 beats.
- 4 The number below tells that the note will receive one beat.

Example:

- 4 The number will tell us that a QUARTER note will receive one beat.
- ④

In here, we can see that the total number of beats in every measure is 4. Each quarter note receives one beat.





PRACTICE

Directions: Look at the time signatures below and search for a nursery rhyme that fits each time signature. Take a video of yourself singing the song of your choice. Then, show it to the class.

1. $\frac{4}{4}$

2. $\frac{3}{4}$

3. $\frac{2}{4}$

CRITERIA FOR GRADING:

Mastery of Piece	20 POINTS
Content	20 POINTS
Overall Performance	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Identify the time signature of each song. Write your answers on the space before each number.

_____ 1. Ding Dong Bell Ding Dong Bell Traditional



_____ 2. Tom Tom the Piper's Son

Tom Tom the Piper's Son

Traditional



_____ 3. Three Blind Mice

Musical notation for 'Three Blind Mice'. It is a three-part setting in 4/4 time, key of D major. Part 1 (soprano) has lyrics: 'Three blinde mice, three blinde mice,'. Part 2 (alto) has lyrics: 'Dame Iu - li - an, Dame Iu - li - an, the'. Part 3 (bass) has lyrics: 'mil-ler and his mer-ry olde wife, she scrapte her tripe licke thou the knife.' The notation includes treble clefs, a key signature of one sharp (F#), and a common time signature (C). The melody for all parts is: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), A4-G4 (beamed eighth notes), F#4-E4 (beamed eighth notes), D4 (half).

_____ 4. Twinkle, Twinkle Little Star

Twinkle Twinkle Little Star

Musical notation for 'Twinkle, Twinkle Little Star'. It consists of three staves in common time, key of C major. The melody is: C4 (quarter), D4 (quarter), E4 (quarter), F4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), A4-G4 (beamed eighth notes), F4-E4 (beamed eighth notes), D4 (half). The lyrics are: 'Twinkle, twin-kle, lit - tle star, how I won-der what you are! Up a - bove the sky so high, like a dia-mond in the sky. Twin-kle, twin-kle, lit - tle star, how I won-der what you are!'.

ARTS EDUCATION



OUTCOMES

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

- Identify the art forms of the cultural communities in Visayas based on their clothing and accessories.
- Create a simple design based on the cultural community of the Visayas region.



CHECK

Directions: Recall your previous lesson and name the different cultural communities of Luzon.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |



EXPLAIN

Before the Spanish colonization, our tribal communities have had a long running designs or patterns in their artworks, clothes, tattoos, and other forms alike. Until today, they continue to treasure value these cultural traditions.

PANAY-BUKIDNON

One of the cultural communities here in the Visayas region are the **Panay-Bukidnon**. They are commonly found in the mountains of Lambunao, Iloilo. One of their most famous features are their skill for weaving. They are known for their detailed embroidery called *panubok*.

Panubok is passed down from generation to generation. This art form is woven into their traditional dresses and attire as they dance their famous *Binanog*, the eagle dance.

ATI

The Ati people live in the mountains of Panay and Negros. They are known for their curly hair; dark skin; small, broad nose; and round, black eyes. One of their most notable customs is wearing a bracelet that protects them from illnesses and defends them from dangerous things. The Ati people are also known for wearing accessories made from stones and animal bones.

The famous festival *Ati-atihan* comes from the Ati. It was once a pagan celebration in honor of the Barter of Panay. This was when the Ati people welcomed the *datus* who escaped from cruel leaders. The name means “like the Ati”, so people cover themselves with soot in honor of the Ati people’s kindness and dance happily. Now, it is celebrated with colorful costumes and fun parades.





PRACTICE

Art Production!

Directions: Make a bracelet inspired by the accessories worn by the Ati. You can choose any material of your choice. Take a picture of your output and show it to the class.

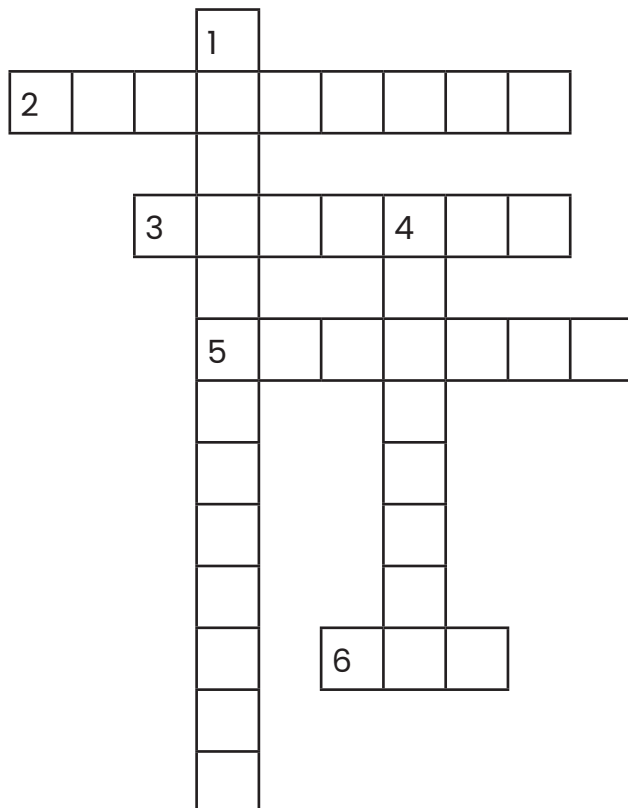
CRITERIA FOR SCORING:

Creativity	20 POINTS
Design and Pattern	20 POINTS
Neatness of Work	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: What is being asked? Write your answers on the boxes below to complete the crossword.



ACROSS:

- What is the celebration of which people cover themselves in soot and dance happily?
- What is the traditional art form of the Panay Bukidnon?
- What is known as the dance of the eagle?
- Who are known for wearing accessories made by stones and animal bones?

DOWN:

- Which cultural community of Visayas is famous for their weaving skills?
- What accessory is used as protection from sickness and defense for evil things?

PHYSICAL EDUCATION



OUTCOMES

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

- Discuss the skill-related fitness.
- Practice performing simple exercises of skill-related fitness.



CHECK

Directions: Let us remember your past lesson. Group each activity to their proper level. Write it under Level 1 if it should be done daily. Write it under Level 2 if it should be done 2-3 times a week. Write it under Level 3 if it should be done 3-5 times a week. Finally, write it under Level 4 if it should be done as little as possible.

Watching TV

Go for a walk

Biking

Doing household chores

Playing video games

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4



EXPLAIN

In this lesson, you will understand the various skill-related fitness.

Physical fitness lets the different parts of your body to move together and do daily tasks. It has two types: Skill-Related Fitness and Health-Related Fitness. Let us begin with Skill-Related Fitness.

SKILL-RELATED FITNESS COMPONENTS:

- | | | |
|------------|------------------|-----------------|
| 1. Agility | 3. Balance | 5. Coordination |
| 2. Power | 4. Reaction Time | 6. Speed |

According to the Oxford Learner's Dictionaries:

Agility is the ability to move quickly and easily.

Balance is the ability to keep steady with an equal amount of weight on each side of the body.

Coordination is the ability to control your movements well.

Power is the physical strength used in action.

Reaction Time is the amount of time it takes for a person or system to respond to something.

Speed is the quality of being quick or rapid.



PRACTICE

Directions: Look at the following skill-related activities. Take a picture of yourself while performing and share it to the class. Then, tell whether the activity is **agility**, **balance**, **coordination**, **power**, **reaction time**, or **speed**. Write your answers on the space before each number.

- _____ 1. Juggling balls made of socks.
- _____ 2. Sweeping the floor.
- _____ 3. Lifting a gallon of water.
- _____ 4. Playing catch with your parents.
- _____ 5. Hopping with one leg.



EVALUATE

Directions: Choose the correct answer from the words below. Write your answers on the space provided before each number.

AGILITY	POWER
BALANCE	REACTION TIME
COORDINATION	SPEED

- _____ 1. It is the ability to move quickly and easily.
- _____ 2. It is the ability to keep steady with an equal amount of weight on each side of the body.
- _____ 3. It is the quality of being quick or rapid.
- _____ 4. It is the physical strength used in action.
- _____ 5. It is the ability to control your movements well.

HEALTH EDUCATION



OUTCOMES

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

- Discuss how to keep food clean and safe.



CHECK

Directions: Let us recall your past lesson. What is the importance of reading the labels of food packages? Write your answers on the space below.



EXPLAIN

It is important that the food we eat and the water we drink are clean and safe. So, we must prepare our meals in a safe, hygienic way. If germs such as parasites get into our foods and drinks, they may give us food poisoning. Food poisoning can cause diarrhea and vomiting.

Ways to Keep Food Clean and Safe

1. Clean

Always wash your food, hands, counters, and cooking tools.

Wash your hands with soap for twenty seconds or more. Make sure to do this before and after meals.

Make sure to properly wash your kitchen tools such as spoons, forks, plates, etc.

Hot water can help clean them more thoroughly. Do this after using each tool.

After buying or gathering fruits and vegetables, make sure to wash them before using.

Clean the top and bottom of canned goods before opening them.

2. Separate (Keep Apart)

Keep raw foods to themselves. Germs can spread from one food to another.

Keep raw meat, poultry, seafood, and eggs away from other foods. Do this whenever you are shopping using a cart, after buying groceries and placing them on the bag, and upon placing them on the refrigerator.

Use a separate cutting board only for raw foods.

3. Cook

Foods need to get hot and stay hot. Heat kills germs.

- Cook to safe temperatures:

- ° Beef, Pork, Lamb 145 °F

- ° Fish 145 °F

- ° Ground Beef, Pork, Lamb 160 °F

- ° Turkey, Chicken, Duck 165 °F

- Use a food thermometer to make sure that food is done.

4. Chill

Put food in the fridge right away.

- 2-Hour Rule: Put the foods in the refrigerator or freezer within 2 hours after cooking or buying them from the store. Do this within 1 hour if it is freshly cooked.



PRACTICE

Directions: In a separate sheet of paper, draw three different foods. Then, write how to keep each food clean and safe in two to three sentences. Then, show your work to the class afterwards.

CRITERIA FOR SCORING:

Content	20 POINTS
Creativity	20 POINTS
Neatness of Work	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Write **True** if the statement is correct and **False** if it is not. Write your answers on the space before each number.

- _____ 1. Wash your hands with water only.
- _____ 2. Do not separate raw foods from other foods.
- _____ 3. Clean the top and bottom of canned goods
before storing.
- _____ 4. Cook your meals with their right temperatures.
- _____ 5. Do not wash your food packages after buying
them.

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

- Discuss rhythmic patterns.



CHECK

Directions: Write the name of the given note on the first column. Then, tell the number of its beat on the second column.

NOTE	NAME	BEAT
○		
♪		
♩		



EXPLAIN

RYTHMIC PATTERNS

The **rhythm pattern** is a combination of notes and rests. A **note** tells a single tone of a specific pitch. A **rest** tells that there is no sound to be played.

Symbol	Name	Number per measure	Rest
	Whole Note	 1 per measure	
	Half Note	 2 per measure	
	Quarter Note	 4 per measure	
	Eighth Note	 8 per measure	
	Sixteenth Note	 16 per measure	

1. **Time Signature** tells us the number of beats per measure.
2. **Meter** is the organized grouping of beats.

Tempo is the speed of the beat on a piece of music.

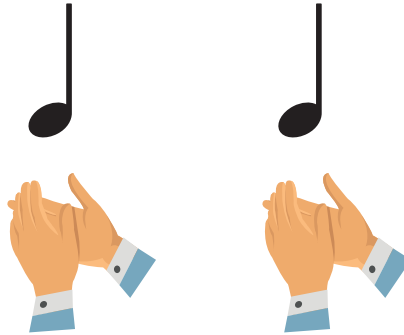


PRACTICE

Directions: Did you know that you can clap your hands to make a beat? With the help of your parent/guardian, perform the rhythmic patterns below. Clap based on the number of beats given in each measure.

Example:

2
4



1. **2**
4 ♪ ♪ | ♪ ♪ | ♪ ♪ | ♪ ♪ | ♪ ♪ |

2. **3**
4 ♪ ♪ ♪ | ♪ ♪ ♪ | ♪ ♪ ♪ | ♪ ♪ ♪ | ♪ ♪ ♪ |

3. **4**
4 ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ | ♪ ♪ ♪ ♪ |

CRITERIA FOR GRADING:

Appropriate Hand Gesture	10 POINTS
Participation	5 POINTS
TOTAL	15 POINTS



EVALUATE

Directions: Study the notes below. Group them together based on the time signature given. Add bar lines to separate the notes as seen from the example below.

Example.



ARTS EDUCATION



OUTCOMES

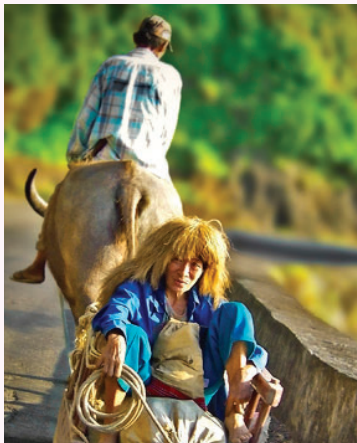
At the end of this module, you are expected to:

- Identify the cultural communities in Mindanao.
- Create a simple design based on the cultural community in Mindanao.



CHECK

Directions: Recall your previous lesson and tell if the picture below is from **LUZON**, **VISAYAS** or **MINDANAO**. Write your answer inside the box below.





EXPLAIN

Cultural Communities in Mindanao

Many of the indigenous designs in the country are produced by the cultural communities of Mindanao. They are known experts of various things such as dresses, mats, earrings, necklaces, small bells, placemats, table runners, wall decors, and so much more. They use a variety of shapes, colors, and lines in their crafts.

YAKAN

The Yakans are the main group of Muslims in Basilan. They dye fibers in different colors and designs for their traditional attire. This cultural community has its own design worn by women known as the seputangan. It can be worn around the waist or as a headpiece. They also have this patterned cloth named after the color of the rainbow called the palipattang and the bunga-sama named after the python.



MANOBO

The Manobo dresses like any other rustic Cantilangnon. Males only wear *bahag* while females wear a tapis wrapped to their knees. The tapis that is long enough to touch the ground is called the *saja*. Their traditional attires are usually made from the barks of trees and are very colorful. During the time of The Old Manobos, covering the lower parts of their bodies is important based on their traditional practices of what is right and wrong.



BADJAO

Traditionally, the Badjao people had no permanent place to live since they stayed on their boats all the time. Because of this, they are also known as “gypsies of the seas”. Until now, they have managed to hold on to their pre-Islamic beliefs. The *patadjong* is the traditional attire of the Badjao. It is used by both men and women as a skirt or gown tucked at the chest level. This traditional attire has many uses since they made this piece of cloth large enough to fit anyone.



SUBANON

The Subanon people live in the Zamboanga peninsula. They are commonly known as the “people of the river”. Traditionally, cloth was not very common among them. So to cover the bodies, they clothe themselves with *hanagdong*, a material made from the barks of trees. Men used to wear *bahag* and women wrapped their waists with *tapis*. Before long, they discovered how to weave *abaca*. Thus, the Subanon people are known for being skillful in the art of weaving.





PRACTICE

Art Production!

Directions: Create a simple design using the designs of the cultural communities of Mindanao. Place it on a separate sheet of paper. Be creative and make your work as colorful and bright as it can be. Then, show your work to the class.

CRITERIA FOR SCORING:

Content	20 POINTS
Design and Pattern	20 POINTS
Neatness of Work	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read and analyze the questions below. Draw a 😊 if that the sentence is TRUE and a ☹️ if you think that the sentence is FALSE. Write your answer on the space before each number.

- _____ 1. The *patadjong* is the traditional attire of the Badjao.
- _____ 2. The tapis that is long enough to touch the ground is called the *saja*.
- _____ 3. Yakans are the main group of Muslims in Basilan.
- _____ 4. The Subanon used the bark of the tree called “Hanagdong” to cover their body. The men wore ‘bahag’ while the women wore tapis wrapped around their waists.
- _____ 5. Mangyans are skilled basket weavers and produce crafts of high quality.

PHYSICAL EDUCATION



OUTCOMES

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

- Identify health-related fitness.



CHECK

Directions: Recall your previous lesson. Look for 5 words related to skill-related fitness on the word search below. Draw a line to the word that you will find. Write your answers on the space provided.

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

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



EXPLAIN

Health-Related Fitness Components

- **Cardiovascular fitness** is the ability of your heart to pump effectively. Having a healthy heart means it, along with the other parts of the body, can work easily and smoothly.

Example: 3-minute step test

- **Body Composition** refers to the proportion of lean body mass to fat body mass.

Classification:

Below 18.5	Underweight
18.5 – 24.9	Normal
25 – 29.9	Overweight
30.0 – Above	Obese

- **Flexibility** allows our body to move and form different positions in ease.

Example: zipper test, sit and reach

- **Muscular strength** is the ability to carry heavy loads or resist pressure properly.

Example: 90-degrees push up, curl-ups

- **Muscular endurance** is the quality of the muscle to undergo an action.

Example: walking lunges



PRACTICE

Directions: Identify the pictures based on the Health-Related Fitness. Write your answer on the space provided.

_____ 1.



_____ 2.



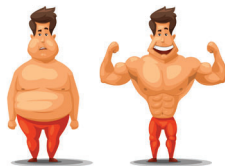
_____ 3.



_____ 4.



_____ 5.



EVALUATE

Directions: Read the statement carefully and write your answer on the space provided before the number.

_____ 1. It is the quality of the muscle in undergo an action.

_____ 2. It is the ability to carry heavy loads or resist pressure properly.

_____ 3. It allows our body to move and form different positions in ease.

_____ 4. It refers to proportion of lean body mass to fat body mass.

_____ 5. It is the ability of your heart to pump effectively.

HEALTH EDUCATION



OUTCOMES

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

- Identify common food-borne diseases.
- Discuss the importance of keeping food clean and safe.



CHECK

Directions: Let us recall your past lesson in Health. Write at least 3 ways to keep food clean and safe.

1. _____
2. _____
3. _____



EXPLAIN

The Importance of Keeping Food Clean and Safe

- As our body grows, it needs more energy to do work. The food we eat need to be clean and safe so we can keep ourselves healthy and disease-free.

What is food-borne illness?

- Foodborne illness comes from unsafe food and drinks.
- Two most common types of foodborne pathogens:

1. Bacteria, like Salmonella, Listeria, or E. coli
 2. Viruses, such as Norovirus or Hepatitis A
- The common symptoms of foodborne illnesses are diarrhea, vomiting, fever, and fatigue.

Common Bacteria Caused by Foodborne Disease:

E-coli

- E-coli is a bacterium that can be found in the intestines of a person or an animal.

Norovirus

- Norovirus infects your stomach or intestine. You can get this virus from eating spoiled food and drinking dirty water.
- Norovirus is a dangerous foodborne disease that can spread to other people.

Salmonella

- Salmonella is a common bacterium that usually comes from human and animal intestines. Most cases are caused by eating foods that are infected by waste.



PRACTICE

Directions: Write a short reflection about the importance of keeping food clean and safe.



EVALUATE

Directions: Read each sentence carefully and write your answer on the space before the number.

- _____ 1. It is a common bacteria caused by eating foods that are infected by waste.
- _____ 2. It is a bacterium that can be found in the intestines of a person or an animal.
- _____ 3. It is a dangerous foodborne disease that can spread to other people.
- _____ 4. It is the type of illness that comes from unsafe food and drinks.
- _____ 5. Give one common symptom of foodborne illnesses.

Lesson 04

MUSIC EDUCATION



OUTCOMES

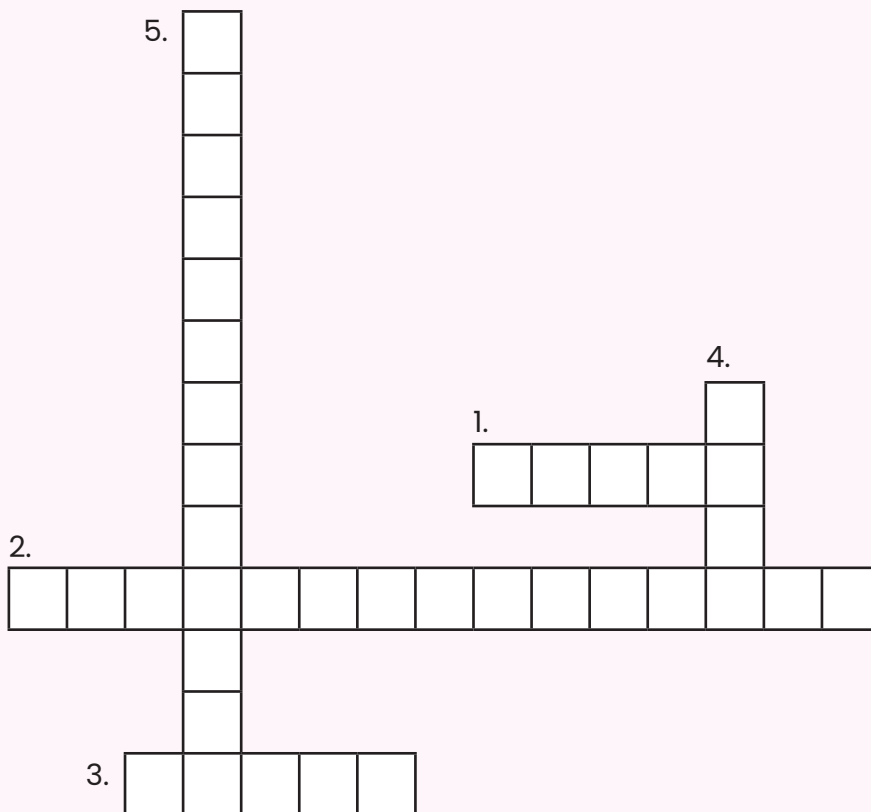
At the end of this module, you are expected to:

- Discuss the accent of a musical note.



CHECK

Directions: Answer the crossword puzzle. Write your answer on the space provided.



ACROSS:

1. It is the speed of the beat of music.
2. It is the combination of notes and rests.
3. It is the organized grouping of beats.

DOWN:

4. It tells a single tone of a pitch.
5. It is the number of beats per measure.



EXPLAIN

ACCENT

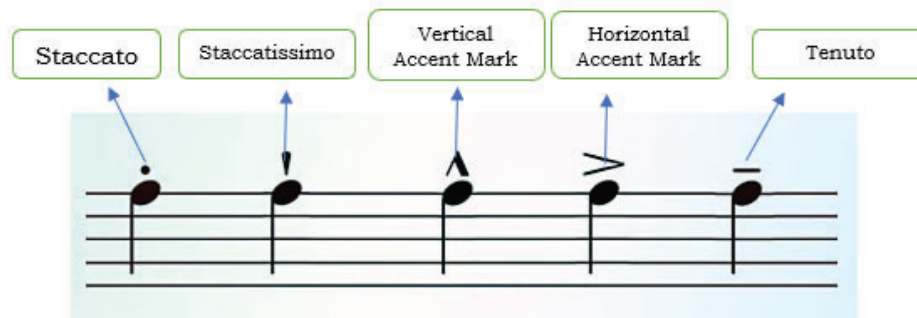
An **accent** is placed on a note to show emphasis on its loudness. To show emphasis means to give more strength into a tone. There are some common accents and it depends on the instruments used and the period of music.

Pulse is made up of strong and weak beats. This refers to a steady beat, similar to a ticking clock.

Beat is the basic unit of time. Musicians use this to count the note being played. This is used so that each note stays at the same beat with the other notes.

Accented Note refers to the note with strong beats.

Unaccented Note refers to the note with weak beats.



The marks below show strong emphasis on a given note. The note where the accent mark is placed has a strong beat. On the other hand, the note without no accent mark has a weak beat. In this lesson, you will learn the most common mark in music, the horizontal accent mark.

This **horizontal accent mark** is commonly placed on the top of the note. Let us now identify on how this accent mark is used to show strong emphasis on a rhythmic pattern.



Remember!

The pictures above show the accented note based on the time signature.



PRACTICE

Directions: Sing the song “Baa Baa Black Sheep” with a 4-4-time signature. After singing the song, draw a horizontal accent mark to the note/s that show a strong beat.

Baa Baa Black Sheep

Traditional

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

5 One for the mas - ter, one for the dame, one for the lit - tle boy who lives down the lane,

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



EVALUATE

Directions: Look at the images below. Draw a heart inside the box if the note has an accent. Leave the box blank if it does not.



ARTS EDUCATION



OUTCOMES

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

- Identify the cultural communities in Mindanao.



CHECK

Directions: Recall your previous lesson. Which cultural community in Mindanao does this belong to? Read each sentence carefully and choose your answer from the words inside the box. Write your answer on the space provided.

YAKAN

MANOBO

BADJAO

SUBANON

_____ 1. The tapis that is long enough to touch the ground is called the saja.

_____ 2. The name of their traditional attire is called *patadjong*.

_____ 3. This cultural community has its own design worn by women known as the *seputangan*.

_____ 4. They clothe themselves with *hanagdong*, a material made from the barks of trees.



EXPLAIN

Cultural Communities in Mindanao

HIGAONON

The Higaonon people of Bukidnon are known as the “people of the living mountain”. One of their noticeable characteristics is the fabric called *hinabol*. It means “woven” in their language, and it has many patterns, designs, and colors. This artful tradition of weaving has been passed from one generation to another as a source of livelihood for the community of Higaonon tribe.



TALAANDIG

The Talaandig people of the province of Bukidnon believe in the existence of gods and spirits as their protectors. To this day, they still hold on to their old customs and traditions. This includes their traditional attire that they wear during rituals to honor their God, Magbabaya. The traditional attire of this community is made from *abaka*. Furthermore, women wear a headdress called *panika*. This is made from bamboo sticks and chicken feathers and is worn during festivities.



MATIGSALUG

The Matigsalug people live along the Tigwa-Salug Valley in Bukidnon now known as Davao River. They are often viewed as part of the Manobo community, but they are known for being the people who live along the Salug river. One of their most notable skills is hunting. Because of this, they decorate their fabric called *pinamulaan* with designs related to hunting.



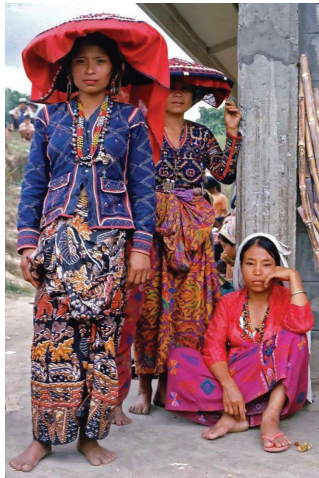
T'BOLI

The T'boli are commonly found in Southern Mindanao. They are known for their traditional cloth called the *t'nalak*. This fabric is made from alpaca leaves that are common in their area. Because the T'boli people are known for being spiritual in nature, most of their designs for their *t'nalak* are inspired by their dreams and beliefs. They also celebrated a festival called T'nalak every month of July to promote the uniqueness of their colorful woven cloth. This material is often used in childbirths, marriages, and funerals. Furthermore, to complete their traditional dress, T'boli women wear the *kegal* with a headdress called *sewat*.



MANSAKA

The Mansaka are the first people to live in the mountains of Davao Del Norte and Compostela Valley. They are most notable for the farming and hunting skills. Most men are assigned to do farm-related task, fishing, and hunting while women are asked to produce clothing and weave mats. Large earrings, wood bracelets, and circular silver breastplates are also common parts of their attire. Mansaka's traditional clothing are made from a native shrub called abaca and saragboy. However, due to modernization many Mansaka are migrating to the city as they become educated, and opportunities are available.



TAUSUG

The Tausug are considered as one of the largest ethnic group in Mindanao. Agriculture is their main source of living. Their traditional attire is made of cotton. Through their designs, they are shown as great warriors and craftsmen. This cultural community is known for their loyalty. To show loyalty to one other, blood compact is shared.



B'LAAN

The B'laan people live in the southern part of Mindanao. This community is famous for their skills in weaving. They invented the weaving system using abaca fiber, *mabal*. The cloth they make from this is called *tabih*. The B'laan create designs for women's clothing called *takumon* where they add plastic beads and shell sequins to the fabrics. On the other hand, they decorate men's clothing using cotton yarns and add designs from the environment known as *msif*.



TIRURAY

The Tiruray people are usually found in Southern Mindanao. Traditionally, Tiruray's clothes were made from tree barks. Because they were in need of more comfortable clothes, they traded with Maguindanaoans for cloth. Their traditional clothing is known for being colorful and unique. Men wear long-sleeves and fitted pants. On the other hand, women wear buttoned blouses and *sarong* skirts. The Tiruray people also prefer to wear accessories like necklaces, earrings, and anklets made from brass.



PRACTICE

Art Production!

Directions: Make an accessory (necklace, earring, or bracelet) inspired by the different cultural communities in Mindanao. You can use any materials available in your house. Ask for your parent/guardian to help you with this activity.



CRITERIA FOR GRADING:

Creativity	20 POINTS
Execution	20 POINTS
Neatness	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Match the description on Column A with the correct answer in Column B. Write the letter of the word on the space provided.

Column A	Column B
_____ 1. They decorate their fabric called pinamulaan with designs related to hunting.	a. Tausug
_____ 2. One of their noticeable characteristics is the fabric called hinabol.	b. Mansaka
_____ 3. They use a traditional cloth called the t'nalak.	c. Higaonon
_____ 4. They traded with the Maguindanaoans for cloth.	d. Talaandig
_____ 5. Their traditional attire is made of cotton.	e. T'boli
_____ 6. Their traditional clothing are made from a native shrub called abaca and saragboy.	f. Tiruray
_____ 7. They invented the weaving system using abaca fiber, mabal.	g. B'laan

PHYSICAL EDUCATION



OUTCOMES

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

- Practice performing physical fitness exercises.



CHECK

Directions: Recall your previous lesson about health-related fitness. Read each sentence carefully and write your answer on the space before each number.

Flexibility

Body Composition

Muscular Strength

Cardiovascular

Muscular Endurance

- _____ 1. It is the ability of your heart to pump effectively.
- _____ 2. It is the ability to carry heavy loads or resist pressure properly.
- _____ 3. It allows our body to move and form different positions in ease.
- _____ 4. It is the quality of the muscle in undergo an action.
- _____ 5. It refers to the proportion of lean body mass to fat body mass.



EXPLAIN

Keep track of your fitness level by having a record of your heart rate before and after every physical activity. Before doing any physical activity, warm-up exercises should be done first. This is to avoid getting hurt while doing said activity.

There are two kinds of stretching:

- **Static stretching** it can be done in a single position such as standing, sitting, or lying that holds about 45 – 60 seconds.

Examples of static stretching exercises are neck stretches, shoulder curls, and arm stretches.

- **Dynamic Stretching** it refers to any form of stretches performed with movement.

Examples of dynamic stretching are jogging, high knee pulls, and jumping jacks.

Here are the things to be done before doing any physical activity.

- Wear appropriate clothing.
- Perform warm-up exercises before doing any physical activity.
- Follow the instructions of your teacher properly.

Remember!

You must drink water to stay hydrated when doing physical activity.



PRACTICE

Directions: Complete the table by filling in the blanks below. After filling in your personal information. Then, perform the given activities. Put a check mark if you are done doing the given activity.

Fitness Assessment Form

Name:		Grade:	
Age:		Sex:	
Weight:		Height:	
BMI Classification:			
Teacher:			
Activity		Remarks	
1. Shuttle Run			
2. Alternate Hand Wall Test			
3. Ruler Drop Test			
4. Sit and Reach			
5. Vertical Jump			



EVALUATE

Directions: Read the question carefully each sentence carefully and write the letter of your answer on the space provided.

___1. What should be done to avoid getting hurt before any physical activity?

- A. Follow instructions properly.
- B. Wear appropriate clothing.
- C. Perform warm-up exercises before doing any physical activity.
- D. All of the Above

___2. Which of the following is an example of Dynamic stretching?

- A. Shoulder curls
- B. Jumping jacks
- C. Arm stretches
- D. All of the Above

- ___3. What should be done before performing any task?
- A. Playing online games
 - B. Start the activity right away
 - C. Prepare for the activity by stretching
 - D. None of the Above
- ___4. What is the most important thing to do after doing physical activity?
- A. Drink water to stay hydrated.
 - B. Sleep after the activity.
 - C. Take a bath.
 - D. All of the Above
- ___5. This exercise can be done in a single position such as standing, sitting, or lying that holds about 45-60 seconds.
- A. Dynamic Stretching
 - B. Static Stretching
 - C. Jogging
 - D. Jumping Jacks

HEALTH EDUCATION



OUTCOMES

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

- Identify the general signs of food-borne diseases.
- Discuss the cause and effect of food-borne diseases.



CHECK

Directions: Let us recall your past lesson in Health. Draw a smile 😊 if the picture is showing us how to keep our food safe and clean. Leave it blank if it is not.



















EXPLAIN

Foodborne illness refers to any illness related to unsafe foods. These illnesses can cause stomach cramps, nausea, dehydration, and vomiting.



Diarrhea

It is an illness that causes you to empty your bowels so much more than normal. You can find your bowels in liquid form and experience dehydration and vomiting.



Food poisoning

It is an illness that causes an upset stomach from eating dirty food. You will experience diarrhea, vomiting, and even fever after being infected.



Typhoid Fever

It is a bacterial fever caused by *Salmonella Typhi*. This dangerous disease can easily spread to others, causing high fever, chills, and stomach pain.



Amoebiasis

It is an infection caused by an amoeba called *Entamoeba Histolytica*. It is often caused by toxic food or water.



Cholera

It is a disease from bacteria in the water. Like other foodborne illnesses, it can cause diarrhea and vomiting. If untreated, it can even lead to death.



PRACTICE

Directions: Let us recall our discussion. Write the cause and effect of each disease being asked. Write cause under the second column and effect on the third column.

Food-borne Diseases	Cause	Effect
Diarrhea		
Food Poisoning		
Typhoid Fever		
Amoebiasis		
Cholera		



EVALUATE

Directions: Identify the disease described in each number. Unscramble the words to get the right answer. Then, write it on the blank before each number.

_____ 1. It is an illness that causes you to empty your bowels so much more than normal.

HERRADAI

_____ 2. It is a disease from bacteria in the water and can lead to death.

ACOHELRL

_____ 3. It is caused by an amoeba called *Entamoeba histolytica*.

MOESSIABIA

_____ 4. It is a dangerous disease that can spread to others causing high fever, chills, and stomach pains.

REVEFDIOHPYT

_____ 5. It is an illness that causes you to have diarrhea, vomiting, and even fever.

OODFNIGNOSPOI

UNIT 2

Lesson 01

MUSIC EDUCATION



OUTCOMES

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

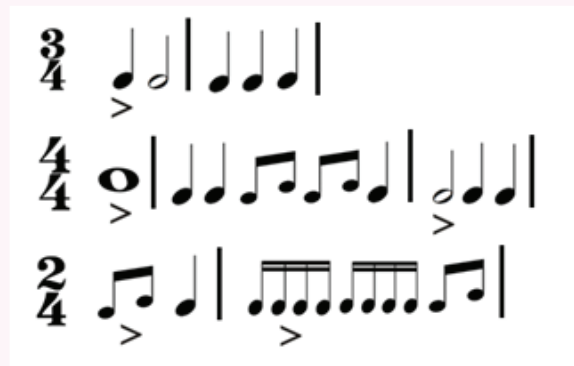
- Discuss the clef symbols in music.
- Draw different types of clefs.



CHECK

Directions: Look at the image below. What are the notes that have an accent? Name the notes and write your answers on the blanks.

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



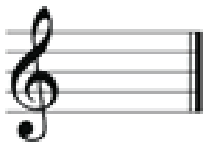


EXPLAIN

CLEF SYMBOLS

Clef symbols tell us how to read the given notes on a musical stave. They tell the name and pitch of the notes as well. So, reading music becomes easier for any instruments or voices with different ranges of sound.

Four basic clefs are used in music. Clef symbols are always found at the beginning of the stave as seen in the images below.



The **Treble Clef**, also known as the G clef, is the most used clef in music. This clef curls around the line where the G note falls. It is commonly used for high-pitched instruments like the violin, flute, and guitar.



The **Bass Clef**, also known as the F clef, is a type of clef where the F note falls on the stave with two dots placed beside it. This clef is commonly used for low-pitched instruments such as the bass guitar, cello, and tuba.



The **Alto Clef**, also known as the Viola Clef, is one of the C clefs. It is placed on the third line of the stave where the C note falls. The Alto clef is commonly used for the viola, English horn, and trombone.



The **Tenor Clef** is also a C clef that is placed on the fourth line of the stave. It is used in musical composition for low-pitched instruments like the bassoon, cello, and tenor trombone.



PRACTICE

Directions: Draw the types of clef on the stave below. Make sure that the clef is placed on the correct line of the stave.

Treble Clef

Bass Clef

Alto Clef

Tenor Clef



EVALUATE

Directions: Read each sentence carefully. What is being asked? Write your answer on the blanks before each number.

- _____ 1. This clef is placed on the fourth line of the stave. It is used for the bassoon, cello, and tenor trombone.
- _____ 2. This symbol tells how to read the given notes on a musical stave and shows the name and pitch of the notes.
- _____ 3. It is a type of clef where the note F falls on the line with two dots placed beside it.
- _____ 4. This clef curls around the line where the G note falls. It is used for high-pitched instruments like the violin, flute, and guitar.
- _____ 5. This clef is placed on the third line of the stave where the C note falls.

ARTS EDUCATION



OUTCOMES

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

- Discuss how and why the houses are built by different cultural communities of Luzon and Visayas.
- Draw a place or an area for your dream house.



CHECK

Directions: Do you remember your previous lesson? Group the following cultural community based on the island they belong to. Write it under the first column if it is part of Luzon. Place it under the second if it is part of Visayas. Place it under the third if it is part of Mindanao.

Ati	Matigsalog	Manobo	Ivatan
Yakan	Kalinga	Panay-Bukidnon	Bontoc

LUZON	VISAYAS	MINDANAO



EXPLAIN

The Cultural Communities of Luzon



The **Ivatans** are mostly found in the Philippines' province of Batanes. Batanes is a typhoon-prone province. As a result, the Ivatans construct stone houses to defend themselves from this recurring disaster. Furthermore, they use thick cogon grass, a natural plant in their region, to construct their roofs. This is because cogon grass roofs can resist the high winds of typhoons.

This cultural community built their houses to defend themselves from any typhoons that could threaten the province of Batanes, where this tribe originally resided. They utilized stones as the main material for their houses, as well as materials that were available where their houses were located.

The **Kalingas** are people that live in the mountains near rivers and streams in the Cordillera region. Their wooden and octagonal homes were traditionally built on steep slopes to detect their attackers. They, like the Ivatan, utilize cogon grass for their roofing because the plant grows abundantly in their location. This tribe purposefully placed their traditional houses at the top of the mountain so that they could readily see the attackers approaching their area.



The **Bontocs** dwell in the Mountain Province of Luzon, along the upper Chico River. They make a living by hunting, fishing, and farming. The Bontocs utilize wood and cogon grass to construct their traditional pyramid-shaped homes. This tribe, like many other traditional houses, is highly dependent on the readily available materials where their houses are built.



The **Agtas** were traditionally nomadic people. This means they move from one location to another whenever their food supplies become limited and few. They build their temporary shelters out of sturdy sticks that are buried in the ground. Then they top it with banana leaves. Some Agtas bring these shelters with them, while others leave them behind. Currently, they live in permanent bamboo and cogon grass homes.

The **Gaddangs** have traditionally lived in the Cordillera foothills as well as parts of Ifugao and Kalinga. This cultural community cultivates rice and sweet potatoes using various ways, ensuring that their houses are built on rich land. Their homes are built of bamboo and cogon grass, but the Gaddang have removable ladders in case of predators or invaders invading their place.

The Cultural Community of Visayas

The **Atis** reside in the Panay and Negros mountain ranges. They live near rivers and streams to guarantee a steady supply of water. They construct their houses out of any nearby native wood and covers their house with cogon grass as their roofs. To keep their houses dry and warm, they use sturdy bamboo flats as flooring. They use ropes instead of nails to bind the house and secure it from natural disasters.



PRACTICE

Directions: Draw an area or a place where you want to build your dream house. You may use any canvas and coloring materials of your choice. Color your work, then present it to the class afterward.

CRITERIA FOR GRADING:

Creativity and originality	20 POINTS
Quality of artistic composition	20 POINTS
Overall impression	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Write **T** if the statement is True and **F** if it is False. Place your answer on the space before each number.

- _____ 1. The Ati used ropes instead of nails to secure the house and to protect them from natural calamity.
- _____ 2. This cultural community practices different techniques of cultivating rice and sweet potatoes, making sure that they build their houses in fertile soil.
- _____ 3. The Agta build their temporary shelters using strong sticks that are buried in the ground.
- _____ 4. The Bontoc build their traditional pyramid-shaped houses using wood and cogon grass.
- _____ 5. Kalinga used thick cogon grass, a native plant in their area, to build their roofs. This is because cogon grass roofs can withstand the strong winds of typhoons.

PHYSICAL EDUCATION



OUTCOMES

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

- Discuss muscular strength and endurance.
- Practice performing activities for muscular strength and endurance.



CHECK

Directions: Write **S** if the activity is static stretching and **D** if it is dynamic stretching. Write your answer on the space before each number.

_____ 1. jogging

_____ 4. jumping jacks

_____ 2. high knee pulls

_____ 5. shoulder curls

_____ 3. arm stretches

_____ 6. neck stretches



EXPLAIN

One of the most essential things you can do for your health is to engage in physical activities. When engaging in any physical activity, a part of your body will be developed. In this lesson, you will learn about several activities that can help you improve your muscular strength and endurance.

Muscular strength is a person's ability to determine the force exerted or used in carrying or lifting an object.

Examples of muscular strength exercise are the following:

- Overhead Reach
- Kick Backs
- Burpees
- Arm Workouts with Weights
- Shoulder Press

Muscular endurance is the capacity of the muscles to do a task repeatedly without tiredness.

Examples of muscular strength exercise are the following:

- Planking
- Body Weight Squats
- Walking Lunges
- Power Lunges
- Jump Rope

The importance of muscular strength and endurance are the following:

- You can perform more activities without getting tired.
- You can prevent yourself from getting injured.
- You can be more self-confident.
- You can have a healthier body.



PRACTICE

Directions: Perform three (3) exercises of muscular strength. Then, perform three (3) exercises of muscular endurance. You may use background music while doing this activity to keep your energy going. Take a picture of each exercise. You may ask your parent/guardian to help you. Then, paste it on a sheet of paper and show it to the class.

CRITERIA FOR GRADING:

Execution	20 POINTS
Energy Level	15 POINTS
Creativity	10 POINTS
Proper Attire	5 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Draw a heart ♥ if the sentence tells the benefit of muscular strength and endurance. Leave it blank if not.

- _____ 1. You can perform more activities without getting tired.
- _____ 2. You can be more self-confident.
- _____ 3. You can get more injured.
- _____ 4. You can have a healthier body.
- _____ 5. You can get lazier.

HEALTH EDUCATION



OUTCOMES

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

- Discuss communicable diseases.
- Make a photo collage.
- Compare and contrast the different communicable diseases.



CHECK

Directions: Read each sentence carefully. What disease is being asked? Write your answers in the blanks before each number.

Cholera	Diarrhea	Typhoid	Fever
Amoebiasis	Food Poisoning		

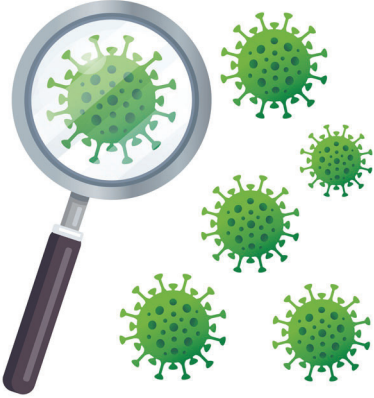
- _____ 1. It is an infectious disease that causes severe watery diarrhea, which can lead to dehydration and even death if untreated.
- _____ 2. It is the disease where your bowels are in liquid form and you experience dehydration and vomiting.
- _____ 3. It is an illness that causes an upset stomach from eating dirty food.
- _____ 4. It is a bacterial fever caused by Salmonella Typhi.
- _____ 5. It is an infection caused by a certain amoeba called *Entamoeba histolytica*.



EXPLAIN

Communicable Disease

A communicable disease is an infectious disease caused by disease-carrying bacteria and viruses that enter the body and can transmit from one person or animal to another.

Communicable Disease	Mode of Transmission and Symptoms
COVID 19 	It refers to the new viral strain of coronavirus. People can be infected by direct contact with a virus-infected individual or through indirect contact with virus-contaminated surfaces. Because Covid-19 can live for several hours, it is recommended that we clean our homes regularly. Most common symptoms: fever, chills, dry cough, fatigue Other symptoms: loss of taste or smell, sore throat, nausea, vomiting, diarrhea, headache, shortness of breath, runny nose, muscle or joint pain, rashes, discoloration of fingers or toes
Common Colds 	It is a viral respiratory infection caused by different viruses. It is spread by physical contact with a person carrying this virus, such as handshakes. This can also spread if the virus is sneezed into the air and inhaled by another person. Symptoms: cough, runny or stuffy nose, sore throat, sneezing, fever, loss of appetite, slight body ache, and mild headache

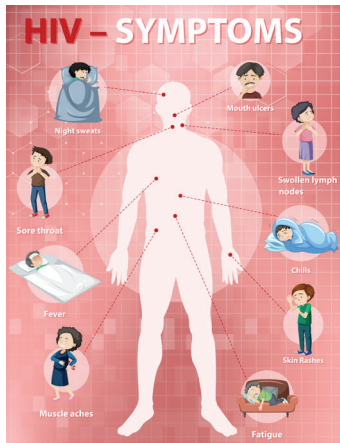
Influenza



It is an infectious disease caused by a viral infection that targets your respiratory system and is usually referred to as the flu. This infectious disease will give you chills, make you weak, and cause muscle aches. Droplets from a flu patient's coughing, sneezing, or talking can spread this virus.

Symptoms: fever, chills, cough, sore throat, runny or stuffy nose, muscle or body pain, headaches, fatigue, diarrhea, drowsiness

HIV



HIV (human immunodeficiency virus) is an infectious illness that weakens the host's immune system. It can spread by the transfer of bodily fluids from an infected host, such as blood.

Symptoms: night sweats, mouth ulcers, swollen lymph nodes, chills, skin rashes, fatigue, muscle aches, fever, sore throat

Tuberculosis



This communicable disease is widely regarded as one of the leading causes of death caused by bacteria invading the host's lungs. This can be spread when an infected host sneezes the virus into the air, which is then inhaled by another.

Symptoms: fever, fatigue, weight loss, persistent cough, blood in cough, night sweats



PRACTICE

Directions: Make a photo collage that shows the preventive measures to prevent a possible outbreak of a communicable disease in your community. Limit your output to only 5 pictures. You may ask for assistance from a family member in doing this activity.

CRITERIA FOR GRADING:

Relevance of Materials	25 POINTS
Organization	15 POINTS
Creativity	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Compare and contrast each communicable disease in the table below.

Communicable disease	Similarities	Differences
COVID 19		
Common Cold		

Influenza(FLU)		
HIV		
Tuberculosis		

Lesson 02

MUSIC EDUCATION



OUTCOMES

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

- Identify a stave.
- Locate the notes on a stave.
- Discuss the importance of stave.



CHECK

Directions: Can you name the clef symbols below? Write your answer in the blanks below.



1. _____



2. _____



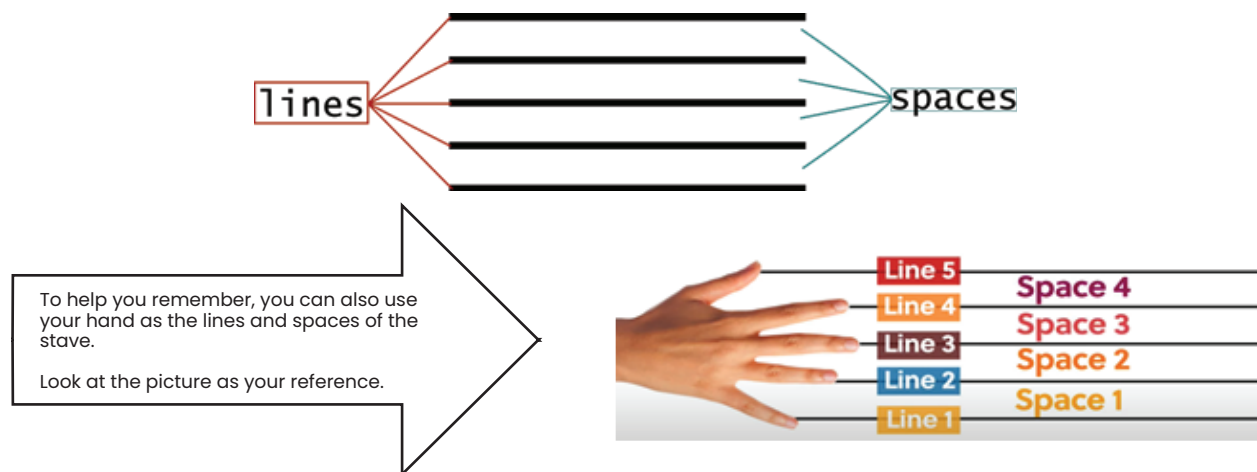
3. _____



EXPLAIN

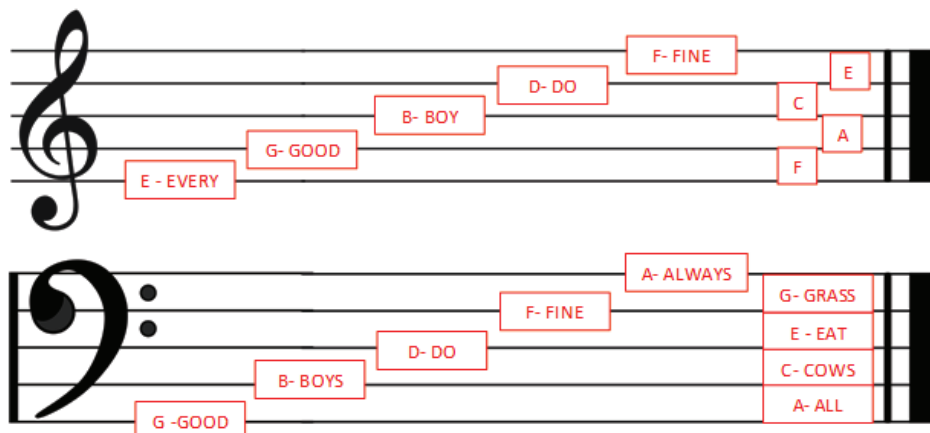
Music may have a long and short sound, as well as a low and high sound. We can observe how the pitch of a sound defines it in a musical composition. Notes and pauses have different pitches depending on where they are placed. The lines and spaces of a stave will be discussed in this lesson.

The **stave** has five lines and four spaces. This is where you'll find musical notes and pauses. These lines and spaces are counted from lowest to highest sound, with the lowest at the bottom line and the highest at the top line.



Look at the pictures below. The notes are properly written on the lines and spaces of the staff based on the given clef symbol.

TREBLE CLEF or G-CLEF AND BASS CLEF or F-CLEF

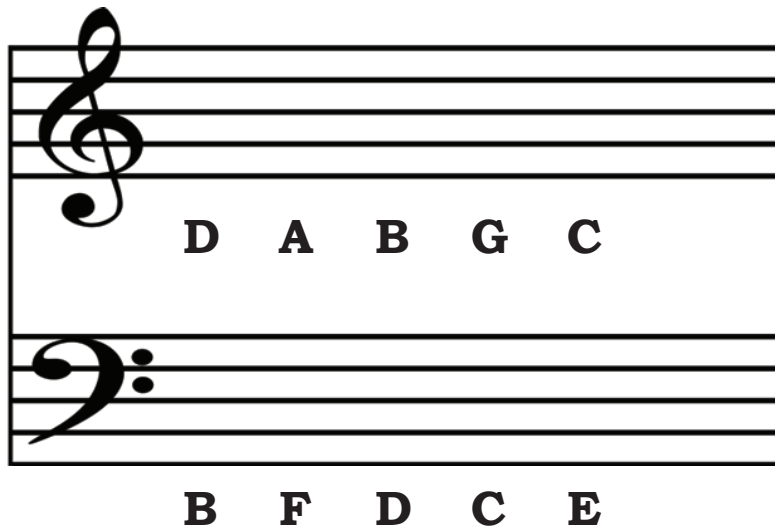


Using mnemonic devices or short sentences, such as the images above, will assist you in remembering where each note is located on the staff.



PRACTICE

Directions: Study the letters given below. Place a whole note in the line or space where each note should be based on the given letters.



EVALUATE

Directions: Write **T** if the sentence is true and **F** if it is false. Place your answer on the space before each number.

- _____ 1. You can use your hand to help you remember the numbers of lines and spaces of a staff.
- _____ 2. The lines and spaces are counted from the lowest to highest sound where the bottom line is the lowest and the top line is the highest.
- _____ 3. Notes and rest are written on the line or space of the staff.
- _____ 4. The F note in Bass Clef falls on the third line of the staff.
- _____ 5. The C note in Treble Clef falls on the first space of the staff.

ARTS EDUCATION



OUTCOMES

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

- Discuss how and why the houses are built by different cultural communities of Mindanao.
- Create your own mini *Bahay-Kubo*.



CHECK

Directions: Identify the cultural community described below. Choose your answers from the box below.

IVATAN

ATI

KALINGA

AGTA

BONTOC

GADDANG

- _____ 1. They primarily built their houses using stones for protection from any disaster that might happen on the island.
- _____ 2. They strategically built their octagonal house made of wood or flattened woven bamboo and topped with cogon grass roofs on a steep mountain slope to see their enemy's approach.
- _____ 3. They typically built their traditional houses using wood or cogon grass that can be found where their houses were situated. They lived by hunting, fishing, and farming.
- _____ 4. They temporarily build their shelters using strong sticks buried to the ground and covered with the palm of banana leaves.
- _____ 5. They intentionally built their houses with tall posts of wood and bamboo, topped with cogon grass-roofed as well as a ladder that can be removed anytime to avoid intruders or enemies.
- _____ 6. This cultural community built their shelter made of materials that may be gathered near their settlement such as wood, cogon grass for its roofing, small bamboo for the walls, and bamboo slats for the flooring. They also used ropes instead of nails to secure the house and to protect them from natural calamity.



EXPLAIN

Cultural Communities in Mindanao



The **Badjaos** are mostly found around the coasts of Sulu and Tawi-Tawi. They are known as “Sea Gypsies” because of their dependence on the sea. To easily access fish and pearls, this cultural community has traditionally lived on houseboats and stilt homes in shallow waters. However, some of them have been forced to abandon their traditional homes due to ongoing disputes.

The **Yakans** commonly live on the island of Basilan in Mindanao. Despite their close relations with the Badjao, they live in scattered communities surrounded by fields of vegetables, fruits, and trees. Their traditional houses are made of bamboo, reed, and timber. The Yakans have a covered porch topped with palm leaves and it is considered a very important part of the house. Although iron roofs are now used, traditional houses of the Yakans have high thatched roofs (roofs made up of dried materials such as stems, reed, straws, etc.)



The **Subanons** reside in the Zamboanga Peninsula’s mountainous region. They, like the Yakan, like to dwell in fertile lands where they may cultivate crops such as rice. They built their residences high up the hills to get a good view of their fields. Their houses, like those in other communities, are built of wood and have palm branches as roofs.

The **Manobos** live in Sarangani Island and various parts of Mindanao. Like the Yakans, they live around bodies of water and hills. As they change their roofs every rainy season, they generally build their house from tree bark and branches with leaves. They usually constructed their houses to be able to accommodate. This tribe is a male-dominated community where males are considered as the head of the family. The Manobo communities are small which consist only of 4-12 houses.

The **Higaonons** live in the mountainous regions of Misamis Oriental and some areas in Bukidnon. Like the others, they live in fertile lands to plant rice, corn, and other root crops. Traditionally, they build their houses on treetops to overlook their fields and to

protect themselves from predators and invaders. The materials used are split bamboo, nipa or cogon grass, and tree barks.

The **Talaandigs** live in the province of Bukidnon. This tribe established their own religious beliefs in which these beliefs also reflected in their houses. They settle on steep mountains and forests where there are foods and medicinal plants. Like the others, the traditional houses of the Talaandig are made up of wood, nipa or cogon grass, and bamboo.

The **Matigsalugs** inhabit the hills between Davao and Bukidnon. This cultural community is noted for its skilled hunters, who ultimately became farmers after being inspired by the area's migrant farmers. They came from the river, and their homes were mostly built next to it. The river thus became their primary source of food. Traditionally, their houses were composed of nipa or cogon grass as roofs, woven bamboo, and wood.

The **B'laans** mostly live in the province of South Cotabato, Sarangani, and Davao del Sur. Their houses share a great distance, with rice fields between one neighbor to another. Both men and women are tasked with building a house, but they have to perform a ritual before the construction. The B'laan only build their houses during a full moon, with the house facing the morning sun to bring luck to their household. Similar to the others, their houses are made of timber, bamboo, and cogon grass as roofs.

The **T'bolis** live in the mountain ranges in southwestern Mindanao. They are neighbors of the Manobo tribe, which the T'boli considered an enemy since they occasionally clashed with them. This Tribe built semi-permanent houses at the top of the mountain to protect themselves from their enemies. They purposefully designed a semi-permanent house so that they could readily depart it if they needed to flee a fight with their foes. Their houses are often built of dried cogon grass for the roof, bamboo for the walls, and wooden boards for the flooring.

The **Tirurays** live along the southwestern Mindanao highlands. They reside in the region limited to the north by the Tamontaca River, to the south by the Tran River, to the west by the ocean, and to the east by the Cotabato Valley. Their houses are typically located near the upland fields, clustered more or less around the house of the group leader, forming a grouping known as an *inged*. Their houses in the 19th century appear to have been of flimsier build than those built now. It was nothing more than a "field hut", with flimsy poles placed a few inches into the earth and easily blown away by the wind. The house's flooring was constructed of tree bark, with only just a few bamboos. There was no wall, just hangings of bark or rattan leaves. This design was for their

defense, for them to see the enemies clearly when they raided, allowing them to shoot their arrows anytime. In recent years, their traditional houses were built more steadily, using wood and bamboo for the body of the house, and grass for the roof.

The **Mansakas** are mostly found in the provinces of Davao del Norte and Compostela Valley. Traditionally, they try to escape their neighbors' tribal conflicts by building their houses on treetops or bamboo groves. To protect themselves from surprise attacks, they now build their houses surrounded by their farming grounds. Their houses are built of wood and bamboo, which are typical building materials in Mindanao.

The **Tausugs** are commonly found in the Sulu Archipelago. This tribe primarily depend on agriculture, fishing, and trading as their source of livelihood. Tausug, like many other tribes in this region, resided near coastal fishing communities and spread from different places, with their houses generally located near the farms they own. Their house is built of bamboo or timber for the walls, water reed for the roof, and long posts to keep them elevated from the ground.



PRACTICE

Directions: Traditional houses are mostly made from bamboo and wood topped with thick grass roofs. Make your own Bahay-Kubo using popsicles, toothpicks, and any woven material as roofs. Ask for the help of your parent/guardian in doing this activity. Be creative and show your work to the class.

Refer to these videos showing how to make mini Bahay-Kubos:

<https://www.youtube.com/watch?v=Lmn9ZCTFQog&t=104s>

<https://www.youtube.com/watch?v=00ZBzcrewk>

<https://www.youtube.com/watch?v=8EIUtvI9vOQ>

CRITERIA FOR GRADING:

Creativity and originality	20 POINTS
Quality of artistic composition	20 POINTS
Participation	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read each sentence carefully. What cultural community is being described based on their traditional house? Write your answers in the blanks before each number.

- _____ 1. They mostly live in the coastal areas of Sulu and Tawi-Tawi. Because of their dependence on the sea, they are known as the “Gypsies of the Sea”.
- _____ 2. This tribe made a covered porch topped with palm leaves and it is considered a very important part of the house.
- _____ 3. They choose to live in fertile lands where they would plant crops such as rice. To overlook their fields, they build their houses high up the hills.
- _____ 4. This tribe is a male-dominated community where the male is considered as the head of the family.
- _____ 5. Their houses share a great distance, with rice fields between one neighbor to another. Both men and women are tasked with building a house, but they have to perform a ritual before the construction.

PHYSICAL EDUCATION



OUTCOMES

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

- Discuss muscular strength and muscular endurance activities.
- Do a muscular strength and endurance exercise.



CHECK

Directions: Classify the given activity in the box. Place it under the first column if it is a Muscular Strength exercise and write it on the second if it is Muscular Endurance. Write your answers in the blanks given below.

Overhead Reach
Planking
Burpees

Power Lunges
Jump Rope
Body Squats

Muscular Strength

Muscular Endurance



EXPLAIN

Now, let us discuss some muscular strength and muscular endurance exercises.

Muscular Strength Exercises

1. **Overhead reach.** An activity where you are standing; then, you try to reach the floor with the tip of your middle finger.
2. **Kickback.** Get into all fours with both of your palms placed on the floor. In that position, you must slowly kick your foot 10 to 20 times. After doing it with your first foot, you may switch to your foot.
3. **Wheelbarrow.** This exercise needs two people. Person A is in a push-up position while Person B is holding both the legs of Person A. Then, Person A will try to do push-ups in that position.
4. **Shoulder Press.** For this exercise, you need a dumbbell but a bottle of water will do. In a standing position, hold the weights in both hands. Make sure that your shoulders are at a 90-degree angle to prevent injury. Lift the bottles slowly above your head until your arms are stretched.
5. **Burpees.** This exercise has five steps. First, in a squatting position, lower your hands until they reach the floor. Second, kick your feet back until you are in a pushup position. Third, do a pushup. Fourth, move back quickly into a squat. Fifth, stand and jump.

Muscular Endurance Exercises

1. **Planking.** Do a push-up position. Place your elbows on the floor and extend your legs until they are balanced. Hold this position for as long as you can.
2. **Body Weight Squats.** Stand in position with your feet apart and both your hands settled on the back of your head. Then, slowly move your body to a squatting position without moving in place. Take a pause, then move back to repeat.

3. Walking Lunges. From a standing position, take a step forward with your right foot. Keep your right knee stable while slowly bringing your left knee down onto the floor. Then, extend your right knee as you lift your left knee back to the starting position. Continue doing this alternately.

4. Push-Up. Lie down on the floor with your palms meeting the ground. Both of your legs should be extended, but the sole of your foot should not touch the ground. Slowly bring your body down until your chest is near the floor. Pause for a while, then push yourself back up. Continue doing this as many times as you can.

5. Jump Rope. This exercise swings a rope back and forth. The person must jump over the rope for a set amount of time.



PRACTICE

Directions: For five days, do one muscular strength exercise and one muscular endurance exercise. Take a picture of yourself doing these exercises; then, paste them on the day you did them. Use the table below as your format for this activity.

DAY	MUSCULAR STRENGTH EXERCISE	MUSCULAR ENDURANCE EXERCISE
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		



EVALUATE

Directions: Read the statement carefully. Write your answers in the blanks provided before each number.

- _____ 1. It is an exercise in which from the squat position, you must lower your hands until you reach the floor inside your feet. Do the push-up position with your weight on your hands. Bring your feet near your hands then quickly jump into the air. Land back to the squat position.
- _____ 2. An exercise in which you lay down on the floor with your hands placed on the side of your shoulders. Both legs should be extended but the sole of your foot should not touch the floor. Slowly bring your body down until your chest nearly touches the floor. Pause for a while, then push yourself back up.
- _____ 3. It is an activity where you are standing. But you need to reach the floor with the tip of your middle finger.
- _____ 4. It is an exercise that needs two people. Person A is in a push-up position while Person B is holding both the legs of Person A. Then, Person A will try to do push-ups in that position.
- _____ 5. It is the swinging of a rope back and forth. The person must jump over the rope for a set amount of time.

HEALTH EDUCATION



OUTCOMES

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

- Discuss the different elements of the Chain of Infection.
- Create a PowerPoint presentation.



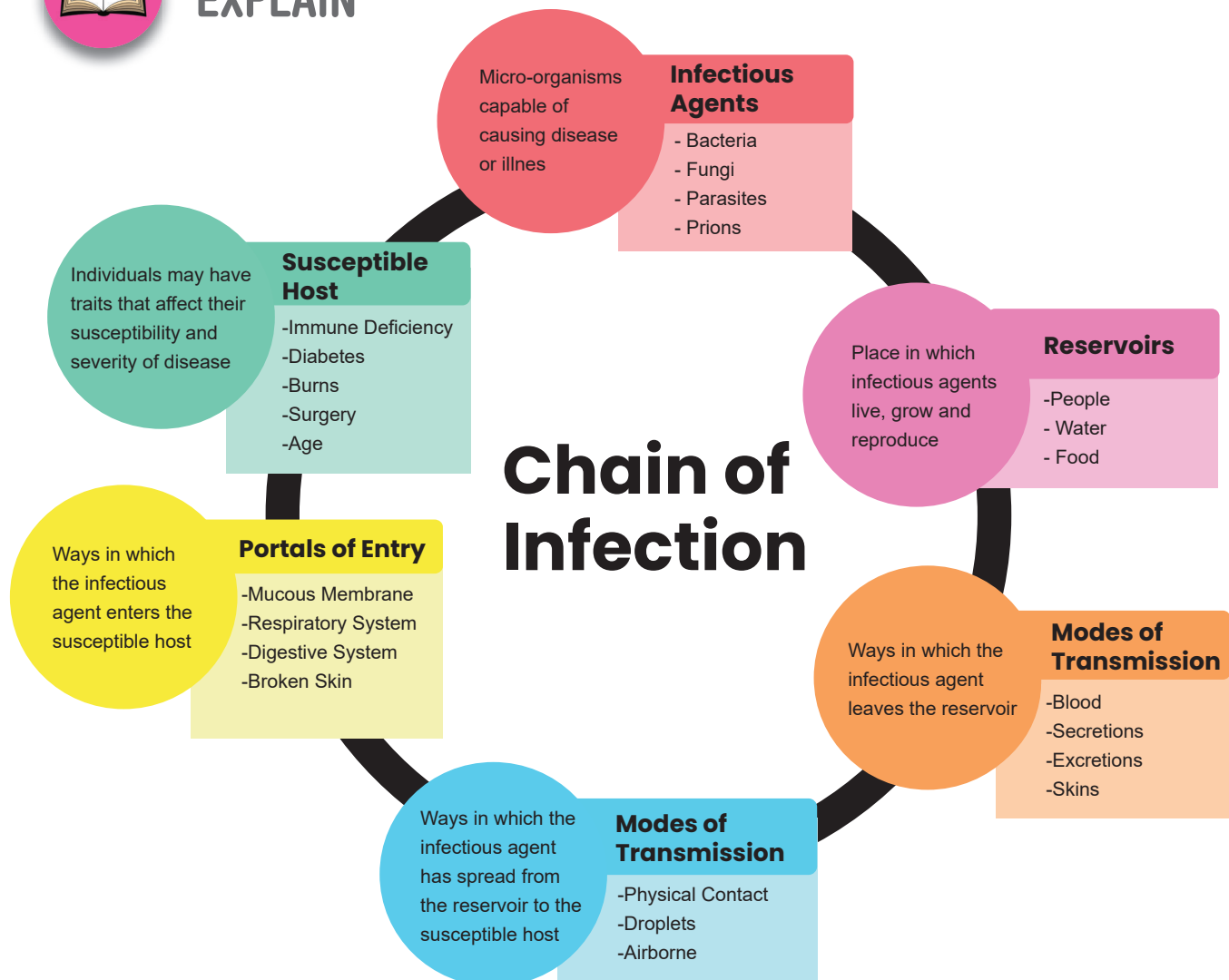
CHECK

Directions: Match the communicable disease in column A to its description in column B. Write your answer on the space before each number.

COLUMN A	COLUMN B
_____ 1. COVID 19	A. It is an infection of the respiratory tract caused by different viruses. It is spread through direct contact with someone who is infected with the virus, such as handshakes.
_____ 2. Common Cold	B. This communicable disease targets the immune system and weakens the body of the host.
_____ 3. Influenza	C. This infectious illness is generally recognized as one of the leading causes of mortality caused by bacteria invading the host's lungs.
_____ 4. Tuberculosis	D. It is a viral infection that targets the respiratory tract and is usually referred to as the flu.
_____ 5. HIV/AIDS	E. It refers to the new strain of virus known as coronavirus.



EXPLAIN



CHAIN OF INFECTION

Infectious Agent – It refers to organisms capable of causing infection and disease transmission, such as bacteria and viruses.

Reservoir – It refers to a human or animal in which the disease-carrying bacteria and viruses live and reproduce.

Portal of Exit – It is the point at which an infectious agent leaves one host and enters another, causing disease, and infection.

Mode of Transmission – It refers to how disease-carrying bacteria and viruses may be passed from one person to another, causing illness and infection in the process.

Portal of Entry – It is the opening through which an infectious illness might enter and infect a human or an animal, causing sickness and infection.

Susceptible Host – This refers to anyone, whether a human or an animal, who is at risk of infection caused by disease-carrying bacteria and viruses is referred to as a disease carrier.

Communicable illnesses can be passed from one person to another in the following ways:

Direct contact with any person or animal who is infected with the illness or virus.

Touching surfaces that are exposed to the disease or virus.

Insect or animal bites that carry the disease or virus.

Airborne contact where the air is infected with the disease or virus.



PRACTICE

Directions: With a partner, make a PowerPoint presentation about the Chain of Infection. Discuss the elements that you have learned. Limit your presentation to only five (5) slides. Then, show your work to the class.

CRITERIA FOR GRADING:

Clarity of the Content	30 POINTS
Design of the Slides	10 POINTS
Slide Transitions	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read each sentence carefully. What is being asked? Write your answers in the blanks before each number.

- _____ 1. This refers to anyone whether a human or an animal who is at risk of any type of infection caused by disease-carrying bacteria and viruses.
- _____ 2. It is where the infectious agent leaves the host to enter another host and cause disease and infection.
- _____ 3. It refers to the opening that infectious disease can enter to cause disease and infection to human or an animal.
- _____ 4. A person or animal in which the disease carrying bacteria and viruses live to reproduce and multiply.
- _____ 5. It refers to the organisms that are capable in producing infection and carrying diseases such bacteria and viruses.

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

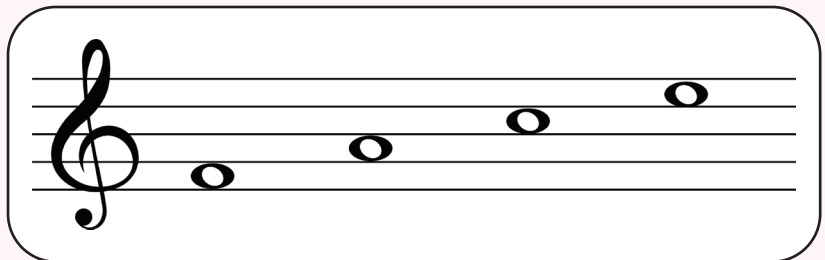
- Identify the pitch names in the G clef and F clef staves.
- Identify the corresponding so-fa syllables of the pitch names.



CHECK

Directions: Look at the image below. Identify the names of the notes placed on the G clef staff below. Write your answers in the blanks.

1. 1st space _____
2. 2nd space _____
3. 3rd space _____
4. 4th space _____



EXPLAIN

Pitch refers to the highness and lowness of sound. Each tone is represented by a musical symbol to tell the location of the pitch. Notes can be high pitch or low pitch depending on their location at the stave.

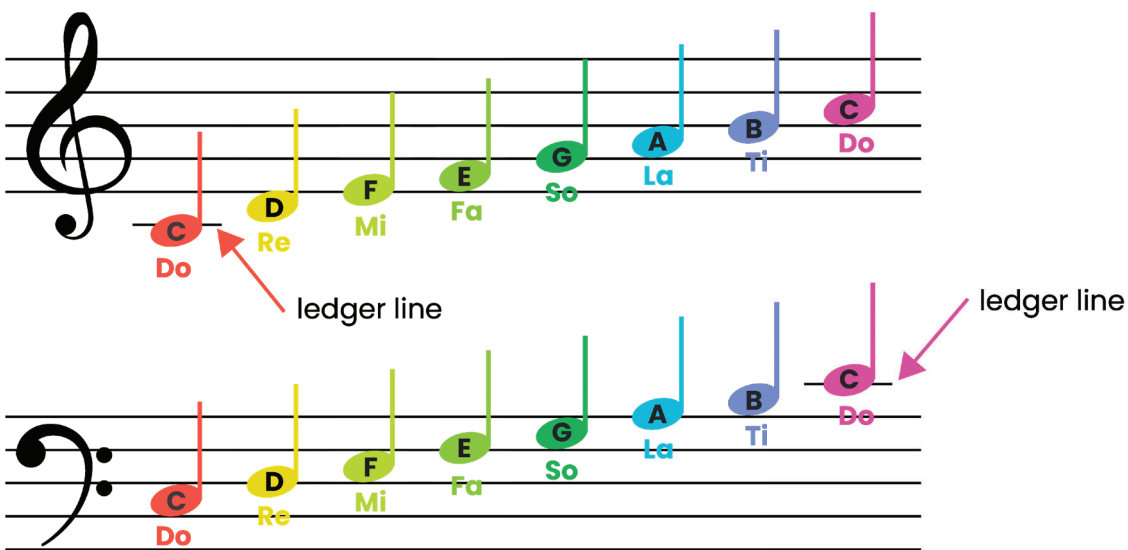
Tones are represented by notes that use the letters on the alphabet such as:

A B C D E F G

These are called **pitch names** or **letter names**. We can also read them using the so-fa syllables:

DO RE MI FA SO LA TI DO

Look at the picture below.



The picture above shows how notes and their corresponding pitch names are arranged in G clef staff and F clef staff. Their placement cannot be changed. In G clef staff, the lower DO is written on a ledger line, whereas the higher DO is written on the third space of the G-clef staff. Meanwhile, in the F clef staff, the position of the lower DO and higher DO are different from the G clef staff, with the lower Do in F-clef being placed on the 2nd space of the F-clef staff and the higher Do being placed on a ledger line above the staff.

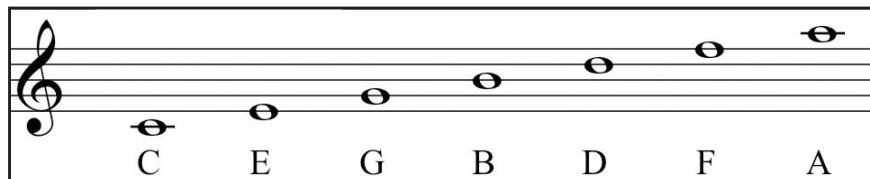
Ledger line refers to the short line above or below the staff that is added for the notes beyond the staff.



PRACTICE

Directions: Identify the so-fa syllables of the pitch names in the staff below.

1. C
2. E
3. G
4. B
5. D
6. F
7. A



EVALUATE

Directions: Identify the term described in each sentence. Write your answers in the blanks before each number.

- _____ 1. It refers to the highness and lowness of sound.
- _____ 2. It is represented by notes that use the letters on the alphabet.
- _____ 3. It refers to the short line above or below the staff that is added for the notes beyond the staff.
- _____ 4. Another name for pitch names.
- _____ 5. In a ____ clef staff, the lower DO is written on a ledger line.

ARTS EDUCATION



OUTCOMES

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

- Discuss the cultures of different cultural communities.
- Make a photo collage showing different cultures from different cultural communities.



CHECK

Directions: Match the cultural community in column A to its description based on the characteristics of their traditional houses in column B. Write your answer on the space before each number.

COLUMN A	COLUMN B
_____ 1. Higaonon	a. They traditionally lived on houseboats and stilt homes in shallow waters.
_____ 2. Badjao	b. Their traditional houses are made of bamboo, reed, and timber. They have a covered porch topped with palm leaves and it is considered a very important part of the house. Although iron roofs are now used, their traditional houses have high thatched roofs.
_____ 3. Yakan	c. They build their houses on treetops to overlook their fields and to protect themselves from predators and invaders

_____ 4. Talaandig	d. Their houses were composed of nipa or cogon grass as roofs, woven bamboo, and wood.
_____ 5. Matigsalug	e. They settle on steep mountains and forests where there are foods and medicinal plants.



EXPLAIN

Importance of Cultural Communities and Their Culture



The cultural communities in the Philippines have shown the importance of their cultures, and these cultures play an important part in their way of life, such as farming, fishing, and hunting as their primary source of livelihood.

Most cultural communities have their own beliefs, such as celebrations and rituals, especially when a member of the family marries. They have their own healing, childbirth, and burial traditions. They also give animals as gifts to their Gods, especially during the excellent harvest.



Each cultural community in Luzon, Visayas, and Mindanao contributes to Filipinos' rich art and culture. Over the years, they were able to create and preserve their craftsmanship, which gives every Filipino a sense of pride. These cultures brought every Filipino together, regardless of color, background, or beliefs.



PRACTICE

Directions: Make a photo collage showing different cultures from different cultural communities in Luzon, Visayas, and Mindanao. Write a description for each culture. Then, in your own words, write the importance of these different cultural communities and their culture.

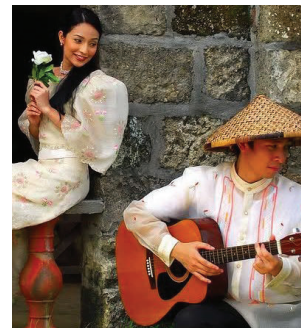
CRITERIA FOR GRADING:

Organization	20 POINTS
Content	15 POINTS
Creativity	10 POINTS
Visual Presentation	5 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Put a check (✓) in the box if the picture is showing culture from different cultural communities in the Philippines.

☐☐☐☐☐☐

PHYSICAL EDUCATION



OUTCOMES

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

- Differentiate speed and agility.
- Perform a jumping rope activity.



CHECK

Directions: Which group does each exercise belong to? Write them under the first column if it is a muscular strength exercise. Write them under the second if it is muscular endurance.

Overhead Reach	Planking
Kickback	Walking Lunges
Burpees	

Muscular Strength	Muscular Endurance



EXPLAIN

We all know that physical activity is important in our everyday lives, but we don't know how or where to begin. Did you know that performing basic things like assisting with housework may help improve our health? The benefits of leading an active lifestyle, particularly participating in physical activities, include improved and increased energy levels in our bodies.

In this lesson, you will discover the difference between agility and speed, which are the two key components in physical fitness.

Agility is the body's ability to move quickly. It comes with a natural flow of movement and focus. So, it is important for different body parts to work together properly. It is an important component of physical fitness because this will make our body move faster and even stronger.



Speed is the time it takes to go from one place to another. Agility comes with improving your speed. This will help to develop your movement in performing various games and sports.





PRACTICE

Activity: Jumping Rope

Materials:

- Rope
- Stopwatch

Procedures:

- Perform jumping rope within 2 minutes or 120 seconds and count the number of jumps you will make at the given time.
- Record your score below using the formula.
- Do it 3 times
- $\text{Speed} = \text{number of jumps} \div 120$ seconds
- Don't forget to take a picture while doing the activity.

1st trial _____

2nd trial _____

3rd trial _____



EVALUATE

Directions: Write **TRUE** if the statement is correct and **FALSE** if it is incorrect. Write your answer in the blanks before each number.

- _____ 1. Agility is the time it takes to go from one place to another.
- _____ 2. Speed will help to develop your movement in performing various games and sports.
- _____ 3. Speed is the body's ability to move quickly.
- _____ 4. The benefits of having an active lifestyle especially in doing physical activities can improve and increase the energy levels of our body.
- _____ 5. Agility is an important component of physical fitness because this will make our bodies move faster and even stronger.

HEALTH EDUCATION



OUTCOMES

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

- Discuss how to keep away from common communicable diseases and to break the chain of infection.
- Make a journal.



CHECK

Directions: Read each sentence carefully. What is being asked? Write your answer in the blanks before each number.

PORTAL OF EXIT	RESERVOIR	SUSCEPTIBLE HOST
MODE OF TRANSMISSION		PORTAL OF ENTRY

- _____ 1. It is where the infectious agent leaves the host to enter another host and cause disease and infection.
- _____ 2. It refers on how these disease carrying bacteria and viruses can be transmitted from one person to another to cause another disease and infection.
- _____ 3. A person or animal in which the disease carrying bacteria and viruses live to reproduce and multiply.
- _____ 4. It refers to the opening that infectious disease can enter to cause disease and infection to human or an animal.
- _____ 5. This refers to anyone whether a human or an animal who is at risk of any type of infection cause by disease carrying bacteria and viruses.



EXPLAIN

HOW TO KEEP AWAY FROM COMMON COMMUNICABLE DISEASES

Every day, while doing various activities both inside and outside our house, we may have come into contact with viruses that can weaken our bodies and cause us to get ill; even worse, we may transfer these disease-carrying viruses to a family member inside our house.

In this lesson, you will discover some effective ways for preventing the spread of common communicable diseases.

Here are some ways to avoid common communicable diseases:

1. Get 10–12 hours of sleep every day. Our minds and bodies will be healthier if we get enough sleep.
2. Exercise on a regular basis. Regular exercise has health benefits, such as a decreased risk of some diseases, which can help us live longer.
3. Practice cleanliness all the time. This will protect you from any viruses that may be present both inside and outside your house.
4. Eat healthy foods. While no foods or medicines can really prevent or cure some communicable diseases like COVID-19, eating healthy foods can help us improve our immune systems.
5. Drink plenty of water. Drinking enough of water will keep us hydrated and may help our bodies in becoming more active and healthy.

BREAK THE CHAIN OF INFECTION

In our surroundings, there are many germs and viruses that may infect anyone and spread from person to person. To avoid this from happening, we should take preventative measures to break the infection chain.

Here are some ideas for breaking the infection chain:

- A person should be immunized to avoid being infected with any type of disease.
- It is a must to treat simple diseases immediately.
- Every person should be knowledgeable about communicable diseases.
- Cleaning and disinfecting our belongings and homes is a must to prevent possible infectious diseases.

- Proper hygiene is recommended for personal protection.
- Everyone should have proper knowledge of basic first aid.
- An infected person should be isolated to avoid the disease from spreading.
- Wastes should be properly disposed of.



PRACTICE

Directions: Make a journal for the entire week (Monday to Friday) that contains your own little way to keep yourself and members of your family away from communicable diseases.

CRITERIA FOR GRADING:

Content	20 POINTS
Organization	15 POINTS
Clarity of Writing	10 POINTS
Spelling and Capitalization	5 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Put a check ✓ inside the box to the picture showing the ways to break the chain of infection.

1.



2.



3.



4.



5.



Lesson 04

MUSIC EDUCATION



OUTCOMES

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

- Discuss the movement of the melody.
- Identify the melodic intervals in a measure.



CHECK

Directions: Match the pitch name in column A to its So-Fa syllable in column B. Write your answer on the space before each number.

COLUMN A

____ 1. C

____ 2. F

____ 3. G

____ 4. A

____ 5. D

COLUMN B

a. DO

b. TI

c. FA

d. MI

e. LA



EXPLAIN

Melody refers to the series of tones that make up a musical composition. The movements of melody are *up*, *down*, and *repeating*.

UP



The notes are going from down to up.

DOWN



The notes are going from up to down.

REPEATING



The notes remain on the same level.

Interval tells how far one note is from another. There are three intervals in music: *step*, *skip*, and *leap*.

STEP



The distance between one note to the next is only one step.

SKIP



The distance between one note to the next is two steps. So, there appears to be a skip.

LEAP



The distance between one note to the next is three steps. So, there appears to be a leap.



PRACTICE

Directions: Identify the melodic intervals on each measure below. Choose your answer from the box, then write it in the space provided below.

Leap	Skip
Step	No Movement

1. 2. 3. 4.



EVALUATE

Directions: Read and answer the following statement below. Write the letter of the correct answer in the blanks.

_____ 1. It tells how far one note is from another.

- | | |
|--------------|---------|
| a. Intervals | c. Leap |
| b. Melody | d. Down |

_____ 2. It refers to the series of tones that make up a musical composition. The movements are up, down, and repeating.

- | | |
|--------------|--------------|
| a. Intervals | c. Repeating |
| b. Melody | d. Skip |

_____ 3. The notes remain on the same level.

- | | |
|---------|--------------|
| a. Leap | c. Down |
| b. Up | d. Repeating |

_____ 4. The distance between one note to the next is three steps.

- | | |
|---------|---------|
| a. Leap | c. Step |
| b. Skip | d. Down |

_____ 5. The distance between one note to the next is only one step.

- | | |
|--------------|---------|
| a. Repeating | c. Step |
| b. Skip | d. Up |

ARTS EDUCATION



OUTCOMES

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

- Discuss the different festivals all over the Philippines.
- Draw a costume for a festival.



CHECK

Directions: List down 5 common Filipino cultures that we still practice until now. Write your answer in the blanks below.

1. _____

2. _____

3. _____

4. _____

5. _____



EXPLAIN

The Philippines is well-known for its festivities and fiestas. It began when Spaniards urged Filipinos during the Spanish colonial period to hold fiestas to honor the patron saint of the town, and this festival led in the rapid growth of Christianity in the country. Eventually, fiesta celebrations became a part of Filipino culture.

The majority of the festivals are only held once a year. A festival may be religious in order to honor a specific patron saint, or it may be non-religious in order to celebrate a bountiful harvest or the industry for which the town is known.

Here are some of the famous festivals in the country:

PANAGBENGA FESTIVAL



Every year, the Panagbenga celebration is held in Baguio City for the whole month of February. It comes from the Cordilleran language Kankanaey, which means “blooming season”. This event was created as a way for them to heal after the catastrophic earthquake in 1990. While dancing on the street, the performers wear bright outfits accented with beautiful flowers.

PAHIYAS FESTIVAL



The Pahiyas festival is celebrated every May 15 in Lucban, Quezon. This festival originally comes from the term payas, which means “to decorate”. The Pahiyas festival is held to thank St. Isidore the Laborer (San Isidro Labrador), patron saint of farmers, laborers, and peasants, for a good crop. People in Lucban nowadays celebrated this festival by decorating their houses with commercial products such as abaniko and lucban longganisa, which the town is famous for.

MORIONES FESTIVAL



The Moriones Festival is held on the island of Marinduque every Holy Week. This festival showed the Roman and Syrian soldiers in the Passion of the Christ story. The Moriones festival is celebrated by dressing up in morion masks and colorful Roman costumes and reenacting the story of an unnamed Roman soldier (then further named as Longinus) who was blind in one eye.

SINULOG FESTIVAL



The Sinulog festival is celebrated in Cebu City every year in honor of Sto. Niño, their patron saint. This festival comes from the Cebuano term sulog, which means “like water current movement”, which can be observed in Sinulog dance. During the parade, the performers wear colorful costumes while bearing Sto. Niño in the reenactment of Ferdinand Magellan’s gift of the holy figure to Rajah Humabon of Cebu. This event is regarded as the primary reason why Christianity became the country’s dominant religion. Sinulog has grown to become one of the most well-known festivals in the Philippines.

MASSKARA FESTIVAL



The MassKara Festival celebrates Bacolod as “The City of Smiles”. This festival is celebrated to remind people from the province to smile despite the challenges and tragedies they go through. The festival is comparable to Brazil’s Rio Carnival, in which the center of this festival are the performers wearing big and smiling colorful masks while dancing on the street to promote Bacolod as the city of smiles.

ATI-ATIHAN FESTIVAL



The Ati-Atihan festival is held every January in the province of Aklan. The name of this festival came from the Ati-atihan which means *to imitate Ati*, the local name of the Aeta tribe inhabited Panay Island. The festival reminded us of when Aeta asked to free their families from slavery to a Bornean Datu and allowed them to stay in Aeta's land in exchange for the Aeta tribe's favor. The performers wear colorful costumes accentuated with black faces and body paints in honor of the Aeta people.

T'NALAK FESTIVAL



The T'nalak Festival is held every January in the Koronadal, Province of Cotabato. This festival is celebrated to honor the colorful cloth made from abaca woven by T'boli women. This festival symbolizes the uniqueness of the woven cloth and the process which requires a lot of effort to produce quality T'nalak cloth. Most of the design came from the dream of the weaver and this is why the province was as named "the Land of Dream Weavers". During the parade, the performers wear colorful costumes that highlighted the cultures of the people and the tribes in the province.



PRACTICE

Directions: Draw a costume that can be worn at a festival. You may choose any Philippine festival as your inspiration. Write a short description of your output.

CRITERIA FOR GRADING:

Theme	15 POINTS
Creativity	15 POINTS
Neatness of Work	10 POINTS
Composition	5 POINTS
Visual Presentation	5 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read each sentence carefully. What festival is being asked? Write your answer in the blanks before each number.

- _____ 1. This festival is celebrated in Cebu City to honor Sto. Niño as their patron saint.
- _____ 2. This festival is held every January in the Province of Aklan where they painted their body like the Aeta people, the first settlers in Panay Island.
- _____ 3. This festival is celebrated every February in Baguio City where the participants wear flower-inspired costumes.
- _____ 4. This celebration promotes the Bacolod as "The City of Smiles" by wearing colorful and smiling mask.
- _____ 5. This festival is held every January in the Koronadal, Province of Cotabato to honor the colorful cloth made from abaca woven by T'boli women.

PHYSICAL EDUCATION



OUTCOMES

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

- Discuss speed and agility exercises and activities.
- Practice performing speed and agility exercises and activities.



CHECK

Directions: Differentiate the two components in skill-related fitness based on its definition. Write your answer in the table below.

SPEED	AGILITY

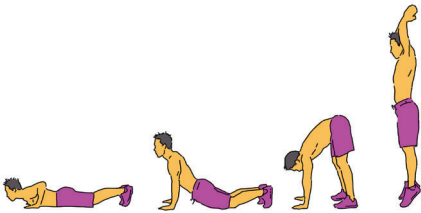


EXPLAIN

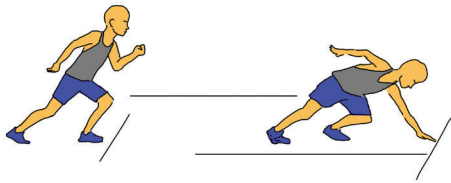
Speed and agility are only two examples of skill-related fitness that provide numerous benefits and enhance fitness levels. These two will improve your athleticism, particularly if you enjoy playing games and sports.

In this lesson, you will learn about some speed and agility workouts and activities. The workouts and activities listed below can help you enhance your speed and agility. Keep in mind that before engaging in any physical activity, always begin with a warm-up.

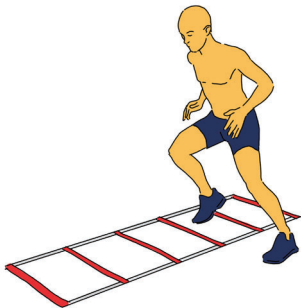
AGILITY EXERCISES AND ACTIVITIES



BURPEE. This exercise has five steps. First, in a squatting position, lower your hands until they reach the floor. Second, kick your feet back until you are in a pushup position. Third, do a pushup. Fourth, move back quickly into a squat. Fifth, stand and jump.



SHUTTLE RUN. Use any available marker and set your markers up at a distance of roughly 25 yards. Run from one marker to another and run back to the original position. Then run to the next marker and back until you finish all the stations. Time yourself while doing this activity to compare your time to your next run.



LADDER DRILL. You may draw a ladder if this equipment is not available to perform this exercise. In one leg, hop into the first space of the ladder and hop out on the other side. Repeat the procedure until you reach the last space of the ladder. Make sure to time yourself while doing this activity to compare for your next set.



BALLOON DRILL. Use two colored balloons for this exercise. Hit the balloons alternately while keeping them in the air and don't let those balloons touch the ground. Every time you hit each balloon you should perform a squat.

SPEED EXERCISES AND ACTIVITIES



JUMP ROPE. This exercise swings a rope back and forth. The person must jump over the rope for a set amount of time.



HIGH KNEES. Lift your leg alternately as high as possible. You may start slow until you are comfortable doing it fast. Do it as fast as you can for a set amount of time.



BEAR CRAWL. Draw four lines forming a square before doing this activity. Mark every corner of the square so you will know your direction. After marking the corner of the square, you may start doing the bear crawl starting on the first corner until you reach all the corners of the square.



JOGGING. A form of running that will last depending on your fitness level. You may start this activity by walking to warm up your body before doing the proper jogging. You may stop anytime if you feel dizzy and take a walk break.



PRACTICE

Directions: Perform three (3) activities on agility and two (2) activities on speed. Take a picture of yourself doing each activity. Put the pictures on paper, then answer the questions below:

What did you feel after doing the activity?

How do you think these activities improve your agility and speed?



EVALUATE

Directions: Read each sentence carefully. What activity is being asked? Write your answer in the blanks before each number.

- _____ 1. A form of running that will last depending on your fitness level.
- _____ 2. This exercise is when you lift your left and right leg as high as possible in a fast phase manner for a set amount of time.
- _____ 3. This exercise swings a rope back and forth. The person must jump over the rope for a set amount of time.
- _____ 4. This activity is when you hit two different colored balloons alternately while keeping them in the air and don't let those balloons touch the ground.
- _____ 5. This activity is like imitating a movement of a bear moving from one point to another.

HEALTH EDUCATION



OUTCOMES

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

- Discuss the importance of preventing and controlling common communicable diseases.
- Discuss how to promote preventing and controlling common communicable diseases.



CHECK

Directions: Draw a heart (♥) to the statement that refers to the ways to prevent and control communicable diseases and to break the chain of infection.

- _____ 1. Exercise regularly.
- _____ 2. Eat junk foods.
- _____ 3. Sleep 10–12 hours every day.
- _____ 4. Eat healthy foods.
- _____ 5. Always practice cleanliness.



EXPLAIN

There are several methods for preventing and controlling communicable diseases. While the world is dealing with this pandemic, many individuals are also infected with different infectious diseases. If no effort is taken to prevent and control the spread of these illnesses, the transmission will continue. The state of many areas is one of the determining factors in why these infectious diseases continue to spread, particularly among people who live in crowded areas, flooded areas, or remote areas with little access to medication.

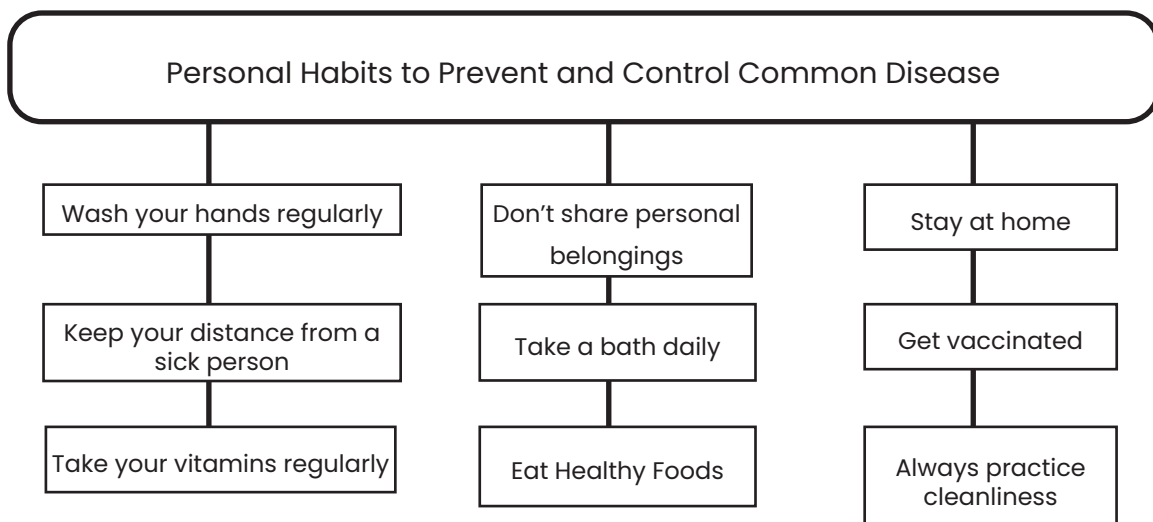


Controlling the transmission will depend on maintaining a healthy environment where people can rely on it for things like clean water to drink and shelter. One of the most essential measures for controlling potential transmission and preventing epidemics is preparedness. This involves prioritizing the improvement of the healthcare system to offer appropriate medicines to manage and prevent communicable illnesses.

According to World Health Organization, there are 2 main strategies for controlling outbreaks of communicable diseases. These measures should be put into place rapidly and should not be delayed while waiting for laboratory confirmation of the disease in question. The key to effective outbreak control is a rapid response before the outbreak develops into a major epidemic.

- To reduce the number of cases through preventive activities.
- To reduce mortality due to the disease through early case detection and effective treatment.

The diagram below shows personal habits to prevent and control common communicable diseases:





PRACTICE

Directions: Make a journal entry and use the guide questions below in writing your journal.

How do you keep yourself safe and healthy during the pandemic?

What kind of activities should be done to keep your body active?

Why is it important to prevent and control common communicable diseases?

CRITERIA FOR GRADING:

Content	20 POINTS
Organization	15 POINTS
Clarity of Writing	10 POINTS
Spelling and Capitalization	5 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Write **T** if the statement is true and **F** if the statement is false in preventing and controlling common communicable diseases. Write your answer in the blank provided before the number.

- _____ 1. Play with your friends even if you are sick.
- _____ 2. The control of the transmission will depend on having a healthy environment where people depend on and rely on it such as clean water to drink and shelter.
- _____ 3. Wash your hands before and after playing games outside your house.
- _____ 4. Keep yourself busy by playing computer games all day.
- _____ 5. Preparedness is one of the most important measures to control possible transmission and prevent epidemics.

UNIT 3

Lesson 01

MUSIC EDUCATION



OUTCOMES

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

- Identify the introduction and coda of a song.



CHECK

Directions: Let us check what you have learned. Rearrange the letters to form words related to the movement of melody. Write letter of the correct answer on the space provided.

1. YEOLMD _____

2. LAVINTER _____

3. PETS _____

4. PLEA _____

5. KSIP _____



EXPLAIN

Introduction

The introduction sets the main melody and introduces the mood of the song before its lyrics. It is commonly known as the *intro* of a song. The introduction's goal is to capture the attention of the listeners at first tune.



Introduction

Coda

The coda brings the musical piece to its end. It comes from the Latin word *cauda*, meaning *tail*. You can see the coda in the musical sheet through its symbol: $\oplus$





PRACTICE

Directions: Label the boxes below if it refers to *INTRODUCTION* or *CODA* of the song.

Old McDonald Had A Farm

DEGAB Traditional

Moderato

Old Mc - Don - ald had a farm. E - I - E - I - O And

5 on this farm he had a chick. E - I - E - I O With a

9 chick - chick here and a chick chick there. Here a chick, there a chick, ev-'ry-where a chick chick.

13 Old Mc - Don - ald had a farm. E - I - E - I - O



EVALUATE

Directions: Color the circle yellow ● if it talks about the introduction of the song. Color it green ● if it refers to the coda of the song:

- ☐ 1. It is commonly known as the intro of the song.
- ☐ 2. It brings the musical piece to its end.
- ☐ 3. It comes from the Latin word cauda.
- ☐ 4. Its goal is to capture the attention of listeners.
- ☐ 5. It sets the mood of the song before its lyrics.

ARTS EDUCATION



OUTCOMES

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

- Explain the texture and characteristics of Philippine ethnic motif and designs.



CHECK

Directions: Complete the table by identifying the name of the festival based on the information listed below.

NAME OF THE FESTIVAL	PLACE OF ORIGIN	MONTH OF CELEBRATION
1.	Baguio City	February
2.	Lucban, Quezon	May
3.	Marinduque	April
4.	Kalibo, Aklan	January
5.	Koronadal, Cotabato	January



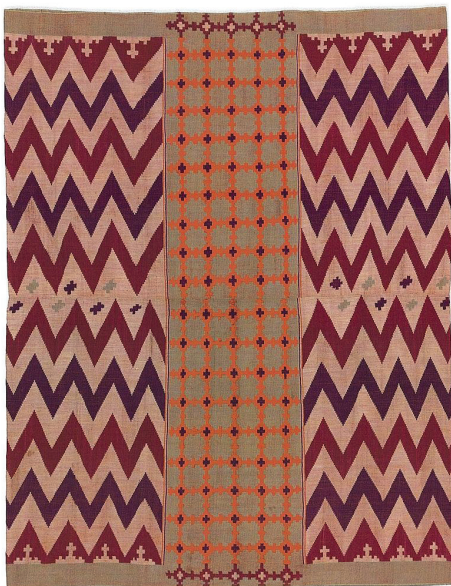
EXPLAIN

The Texture and Characteristics of Philippine Ethnic Motifs and Designs

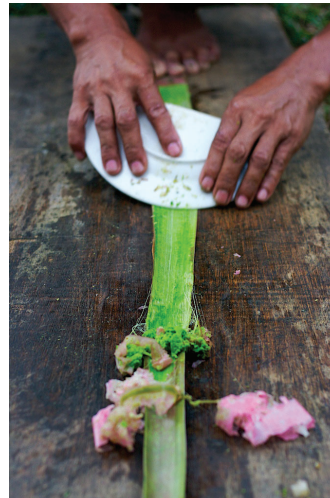
Many products made in the Philippines are famous for its uniqueness. This uniqueness comes from the designs and other characteristics of the crafts. Each design reflects the customs and traditions of the different cultural communities in our country. The products are also dependent on the materials used which are often only found within the place where it is made. With this great variety and cultural influence all kinds of textures are seen in our products and crafts.

Most of the cultural communities in the country have their own style in creating their arts and designs specially in weaving products such as textiles, basket, and other handicrafts. Every product have its own texture based on the material it is made from and the procedure used.

In Luzon, most of the hand-woven products such as textile are generally abstract and geometric in nature. They also create several figurative stripe designs and various lines which come together. The materials used are mostly made from abaca, and cotton, while products such as baskets and bags are made from natural fiber like rattan.



In Visayas, they mainly adopted designs from Luzon but with local influence. Textiles from this region were created with intricate floral designs and various patterns which are usually made from pineapple and cotton fibers. These materials have similar texture to woven fabrics made from abaca but most fabrics in this region use pineapple fibers which are considered as one of the most delicate in texture in weaving fabrics.



Traditionally, the materials used in many fabrics from various cultural communities in Mindanao are made from abaca and cotton fibers. These rough-textured, hand-woven textiles from this region displayed colorful designs, various patterns and dyed using extracted materials from plants and trees to add color. They also included some iconic patterns and figurative designs such as sarimanok and other figures to their fabrics.

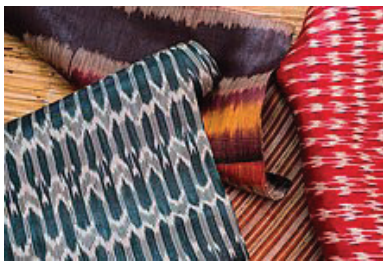


Types of Motifs

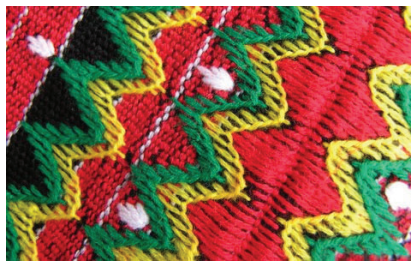
Each product from various cultural communities in the Philippines has a different texture depending on the type of material used. Ethnic motif designs usually manifest various lines and shapes. Some may display figurative patterns and designs to keep their traditions and beliefs.

- Geometric design features free-form curves and various lines.
- Natural design refers to observable designs and patterns in nature.
- Stylized design can give a more decorative look of an art piece.
- Abstract design features various colors, shapes, lines, and art forms but it doesn't display visual reality.

Here are some examples of Ethnic Motif and Designs from various cultural communities in the Philippines.



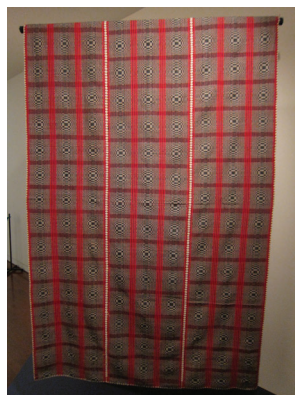
T'boli



Ifugao



Cordillera



Binakol



Marano

Remember!

Texture – it describes the quality of an object characterized through the sense of touch and sight.



PRACTICE

Directions: Let us get creative! In a short bond paper, print out a shape in the form of a bag. Then, using the ethnic motifs and designs that we have discussed, create your own pattern to decorate the bag. Share and explain your work to the class.

CRITERIA FOR GRADING:

Relevance to the Topic	20 POINTS
Creativity	20 POINTS
Neatness of Work	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Draw a 😊 if the sentence is **true** and ☹️ if it is **false**.

- _____ 1. Texture is the quality of an object that can be characterized through the sense of touch and sight.
- _____ 2. Ethnic motif designs usually manifest various lines and shapes.
- _____ 3. Each product has a different texture depending on the type of material used.
- _____ 4. Most of the products made in the Philippines usually feature different designs that identify their place and group of origin.
- _____ 5. Philippine products are known all around the world by its uniqueness in terms of designs and durability.

PHYSICAL EDUCATION



OUTCOMES

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

- Explain rhythmic interpretation.
- Perform activities related to rhythmic interpretation.



CHECK

Directions: Let us check what you have learned. Which group does each activity belong to? Write it under the first column if it is an agility related exercise. Write it under the second if it is speed related.

Burpees

High Knees

Shuttle Run

Bear Crawl

Ladder Drill

Jump Rope

AGILITY	SPEED



EXPLAIN

Rhythmic Interpretation

Rhythmic interpretation is an activity that gives a person or group the freedom to express their feelings and thoughts through movements of the body which can be done through dramatization and characterization. It also refers to the activities that follow regular steps and patterns in which flexibility is being developed.

Flexibility – it is the ability of the body to bend without having any problems or injury of breaking bones.



Students can use their body as an instrument to express and communicate their feelings and ideas. There are some skills that can be performed with the use of music. These include skills such as locomotor, ball skills, moving in different directions of an area, and performing various dance routines that can be done with a partner and in group.

Locomotor Skill (Running)



Ball Skills



**Performing Different
Dance Routines**





PRACTICE

Directions: Perform at least 3 activities related to Rhythmic Interpretation. You may incorporate music while doing the activity. Take a video of your performance and share it to your teacher.

CRITERIA FOR GRADING:

Concept and Interpretation	30 POINTS
Execution	20 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Write **TRUE** if the statement is correct and **FALSE** if it is incorrect. Write your answer on the space before each number.

- _____ 1. Using your imagination and interpretation will not help to create your own rhythmic interpretation dance.
- _____ 2. Rhythmic interpretation can be done through dramatization and characterization.
- _____ 3. Rhythmic interpretations are activities that follow regular steps and patterns.
- _____ 4. An activity that gives a person or group the freedom to express their feelings and thoughts through movements of the body is called flexibility.
- _____ 5. There are some skills to be performed with the use of music. These include skills such as locomotor, ball skills, moving in different directions of an area, and performing various dance routines.

HEALTH EDUCATION



OUTCOMES

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

- Explain the uses of medicine.
- Differentiate prescription medicine and non-prescription medicine.



CHECK

Directions: Let us recall what you have learned. Complete the sentence below.

It is important to learn how to prevent and control common communicable disease because _____

I will promote prevention and control common communicable disease by



EXPLAIN

Medicine is the substance used to prevent or cure diseases. There are many types and functions of medicine because there are many kinds of illnesses in this world.

• Common Forms of Medicine

Tablets are mixed powder substance pressed into tablet form to use for medication. Examples of tablets are compressed tablets, sugar-coated tablets, and chewable tablets.



Capsules are solid form of medicine enclosed in a dissolvable shell for medical purposes. Examples of capsules are hard-shelled capsules and soft-gel capsules.



Injectable solutions are sterile drug substance for medical purposes which are injected to the body using a needle and syringe.



Liquid solutions are mixtures of more than one drug substance which are mixable with each other.



• Uses of Medicines

- Therapeutic** – it is used in treatment such as allergies.
- Diagnostic** – used in radiology and other means to identify a disease.
- Curative** – it is used to combat infectious agent that causes disease.
- Preventive** – used to lessen disease severeness.

PRESCRIPTION	NON-PRESCRIPTION (over the counter)
These are drugs advised for specific diseases by an authorized medical professional.	These are drugs available in any drug store that doesn't require any approval from a medical professional.

Different kinds of medicines can make us safe and healthy. However, some medicines cannot be bought easily. Some of them need a doctor's prescription before your parent/guardian can buy them at the store. Prescription means a written instruction by a medical authority specifying what medicines should be taken by a patient. Medicines recommended by the doctor, or any authorized medical professional is called **prescription medicine**.

On the other hand, medicine that can be bought easily and do not need the prescription of the doctor is called **non-prescription medicine**. It can also be called over-the counter medicine.

Examples of non-prescription medicine are:

- Mouthwash for mouth and gum problems.
- Ointment for itchy skin.
- Pain relievers for toothache and headache.
- Decongestant for common cold.
- Antacid for hyperacidity in the stomach.

Always remember that your parent/guardian should be the one to buy medicine. Be it prescribed or not, buying medicine should be done by people of legal age.



PRACTICE

Directions: Look for or print out at least 10 pictures of medicines and identify them if they are prescription or non-prescription medicines. Write a short description of each medicine according to its usage.

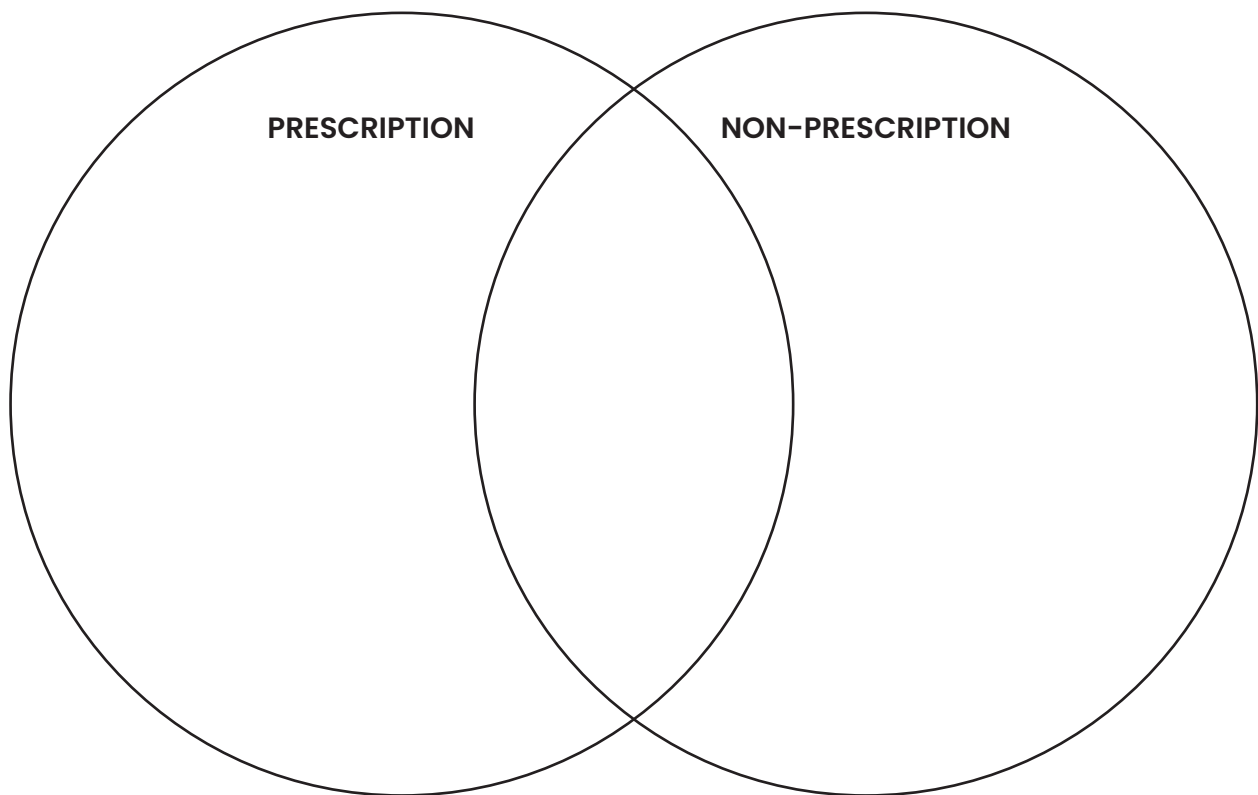
CRITERIA FOR GRADING:

Content	25 POINTS
Organization	15 POINTS
Creativity	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Complete the Venn Diagram below. List the differences of prescription medicine and non-prescription medicine. Write two (2) characteristics of prescription medicine on the left circle. Write two (2) characteristics of non-prescription medicine on the right circle. Then, write two (2) similarities in the middle where the two circles overlap.



Lesson 02

MUSIC EDUCATION



OUTCOMES

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

- Discuss antecedent and consequent phrases in music.



CHECK

Directions: Let us check what you have learned. Differentiate introduction and coda using your own words. Write your answer on the space provided.

INTRODUCTION

CODA



EXPLAIN

In this lesson, you will learn to identify the antecedent phrase and consequent phrase.

Like many other literary pieces such as poem which is composed of stanzas, music has musical phrases related to one another to create a musical idea. One way that a composer keeps a piece of music interesting is by varying how strongly the end of each phrase sounds like. Usually, full-stop ends come only at the end of the main sections of the music. By varying aspects of the melody, the rhythm, and the harmony, the composer gives the ends of the other phrases stronger or weaker "ending" feelings. Often, phrases come in definite pairs, with the first phrase feeling very unfinished until it is completed by the second phrase, as if the second phrase were answering a question asked by the first phrase. When phrases come in pairs like this, the first phrase is called the antecedent phrase, and the second is called the consequent phrase. (C.T. Jones, 2013, p. 35).

Antecedent phrase gives you the feeling that a song is incomplete that requires for another melody. It also signifies ascending melody or tone. **Consequent phrase** on the other hand, gives you the feeling that a musical piece is complete and signifies that a musical composition ends in a more conclusive rhythm.

Should auld ac-quain-tance be for-got and ne-ver brought to mind? Should
5 auld acquaint-ance be forgot and auld lang syne? For auld lang syne, my jo, For
11 auld lang syne. We'll tak a cup o' kind-ness yet for auld lang syne

Look at the musical sheet of the song "Auld Lang Syne" above. It shows that the rhythm of the first two phrases is the same. The first phrase has an ascending melody or tone and seems to feel unfinished which makes it an antecedent phrase. However, the second phrase gives you the feeling that the song is already complete and somehow answered the unfinished feelings of the first phrase.



PRACTICE

Directions: Look for at least 3 songs, print them, and identify and label which part of the song is the antecedent phrase and consequent phrase.



EVALUATE

Directions: Write **AP** if the statement refers to antecedent phrase and **CP** if it is consequent phrase. Write your answer on the space provided.

- _____ 1. It refers to a phrase that needs to be answered.
- _____ 2. It signifies that a song is already stable and conclusive.
- _____ 3. It signifies ascending melody or tone.
- _____ 4. It gives you the feeling that a song is incomplete that requires for another melody.
- _____ 5. It gives you the feeling that a musical composition is complete.

ARTS EDUCATION



OUTCOMES

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

- Identify repeated and alternated ethnic motif designs.



CHECK

Directions: Let us check what you have learned from the previous lesson. Identify what is being described in each sentence. Write your answers on the space before each number.

Abstract

Stylized

Geometric

Natural

Pineapple Fiber

- _____ 1. A motif design that features free-form curves and various lines.
- _____ 2. A type of motif referring to observable designs and patterns in nature.
- _____ 3. It refers to a design that can give a more decorative look for an art piece.
- _____ 4. A motif design that features various colors, shapes, lines, and art forms but it doesn't display visual reality.
- _____ 5. It is a material used in weaving fabric which is considered as one of the most delicate in texture.



EXPLAIN

Ethnic Motif Designs: Repeated and Alternated

We have learned that different cultural communities form their designs based on their customs and traditions. This is their way of expressing their culture and grounding their identities. Most artists make patterns out of shapes, lines, and colors to make their work more attractive. Through this repeated use of patterns, **motif** is created. These motif designs are often found in their products like textiles, potteries, and other crafts.

Repeated patterns are the repetition of a particular line, shape, color, texture, and other visual elements in an artwork while the *alternated patterns* contain a repetition of two or more elements that are used interchangeably with one another.

ALTERNATED PATTERN
OF COLORS

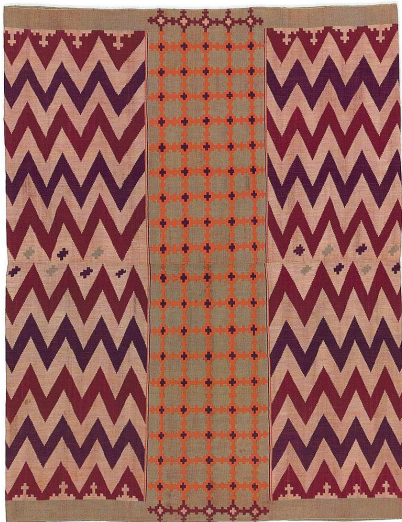


REPEATED
GEOMETRIC PATTERN

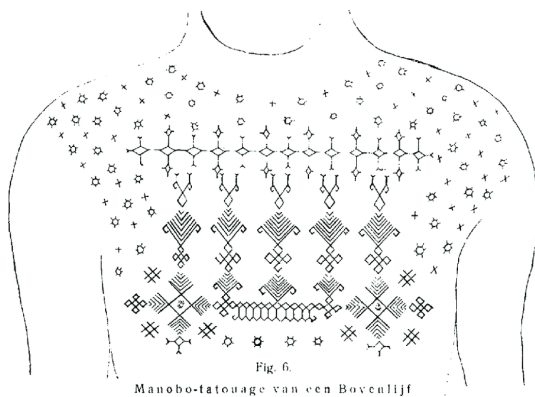


Various patterns can also be seen in artworks of the different cultural communities in the Philippines such as in fabrics, baskets, and vases. These patterns are inspired from objects and figures that have something to do with their culture and traditions.

Look at the artworks that show repeated and alternated patterns of ethnic motif design.



This is patadjong, a wrap-around cloth typically worn by women from Sulu. This cloth is similar to malong which shows alternated and repeated patterns of shape and colors.



This picture shows the Manobo tattoo designs on the chest. The designs are predominantly simple repeating geometric shapes such as lines, circles, triangles, and squares.



A wooden Moro shield depicts repeated pattern of shapes and color. It is commonly known as "kalasag".



PRACTICE

Directions: Let us get creative! In a short bond paper, print out a shape in the form of a bag. Then, using the ethnic motifs and designs that we have discussed, create your own pattern to decorate the bag. Then, show your work to the class.

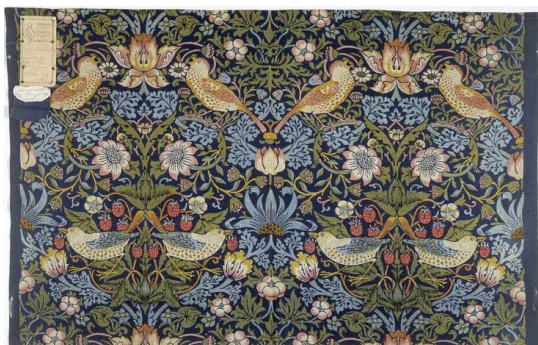
CRITERIA FOR GRADING:

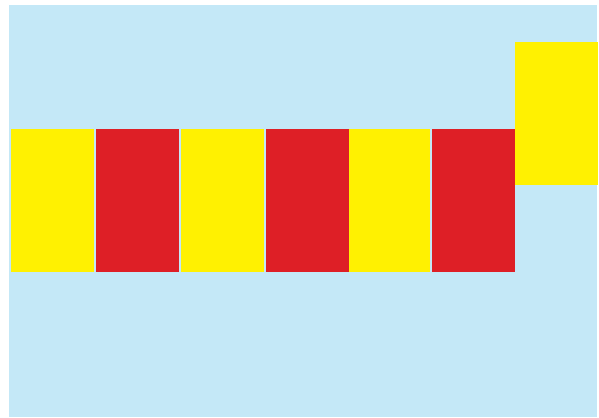
Quality of Artistic Composition	25 POINTS
Creativity	15 POINTS
Neatness of Work	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Label the picture below by writing **R** inside the box if it refers to repeated pattern and **A** for alternated patterns.

☐☐



PHYSICAL EDUCATION



OUTCOMES

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

- Explain likhang sayaw.



CHECK

Directions: Look for 5 familiar terms in the word search puzzle that are related to the previous topic. Write your answer on the space provided.

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

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



EXPLAIN

Likhang Sayaw

It is a combination of locomotor and non-locomotor movements. These movements of the body are usually done with music within a given space to express an idea, emotion, and to release energy.

This has been a part of our culture and tradition even before the colonial period performed in various cultural communities in the countries. As time goes by, different dances changed and evolved into different genre of dances that we know today like ballroom, folk dance, hip hop, ballet and many other.



Locomotor movements are done when the body moves from one place to another using primarily the feet while non-locomotor movements happen when your body is moving but do not transfer to another space.

Here are some examples of the locomotor and non-locomotor movements that you can incorporate in performing a dance routine.

LOCOMOTOR MOVEMENTS

WALK – usually involves touching the heel first while transferring the weight of one foot to another alternately.

RUN – is a transfer of weight from one foot to the other but both feet don't touch the ground at the same time. It is faster than a walk.

JUMP – is an action when your body is lifted into the air with both feet are off the ground and land at the same time. A jump can also be done using one foot only.

HOP – is when a foot is lifted into the air and lands on the same foot.

LEAP – is when one foot is lifted into the air and lands with another foot.

NON-LOCOMOTOR MOVEMENTS

SWING – is a pendular motion of a body part wherein it can move forward and backward or side to side.

TWIST – is an action of the body wherein it partially rotating in an axis.

TURN – is when your body is doing a full, half or quarter rotation around the axis.

BEND – is a flex of a body part at a joint.

SHAKE – is when a body part or the whole body is doing a vibrating movement in a short and quick manner.

STRETCH – is when a body part or the whole body is extended.



PRACTICE

Directions: Create simple dance movements using any song of BTS or other K-Pop groups. You may combine locomotor and non-locomotor movements in your dance. The duration of your dance should be at least 2–3 minutes. Take a video of your performance and share it to your teacher.

CRITERIA FOR GRADING:

Choreography	30 POINTS
Execution	20 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Classify the activities below and write them in the appropriate column.

Run	Walk	Twist	Stretch
Jump	Bend	Leap	Hop
Shake	Turn	Swing	

LOCOMOTOR MOVEMENTS	NON-LOCOMOTOR MOVEMENTS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
	6.

HEALTH EDUCATION



OUTCOMES

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

- Explain the dangers that medicine misuse and abuse can do to people.



CHECK

Directions: Do you remember your past lesson? Complete the table below by writing the forms of medicine under the first column. Then, write the uses of medicine on the second column.

Common Forms of Medicine	Uses of Medicine
1.	1.
2.	2.
3.	3.
4.	4.



EXPLAIN

We have learned that medicines are substances used to prevent or cure diseases. Medicines can also be known as **drugs**. As discussed, we have learned that some are prescribed by the doctor while some can be bought easily in drug stores. While medicinal drugs can help prevent and cure diseases, they can also be dangerous to our bodies.

Mark Twain, one of the most popular American writers, once said that “Too much of anything is bad.” This saying means that if we eat or drink anything more than needed, it will cause us harm. Medicinal drugs are one of these things.

Most Abused Drugs

- **Painkillers** are drugs used to ease the pain we feel in our bodies. These can help the pain when we experience headaches, toothaches, stomachaches, and even fever.

Examples of painkillers are paracetamol, ibuprofen, aspirin, and morphine.

- **Stimulants** are drugs that help us become more active and alert for a short period of time. Children, however, are not allowed to use these kinds of drugs.

Examples of stimulants are caffeine, nicotine, and amphetamines.

- **Depressants** are drugs used to slow down and relax our minds. Like stimulants, depressants are not allowed to be used or drunk by children.

Examples of depressants are benzodiazepines, opioids, and sleeping pills.

Here are some medical terminologies that we sometimes tend to misunderstand.

1. **Self-medication** – a treatment of any health condition without supervision of a medical professional.
2. **Drug Overdose** – happens when a person takes more drugs than the medically recommended dose.
3. **Dependence and Addiction** – it refers to an inability to stop using a substance despite the substantial harm it may cause to the body.

Potential Danger Associated with Drug Abuse and Misuse

- Physical harm due to medicine misuse.
- Psychological harm.



PRACTICE

Directions: Create a flip chart containing different drugs that are most abused and write the effect of each drug abuse. You may ask help from a family member in doing this activity.

CRITERIA FOR GRADING:

Content	20 POINTS
Organization	15 POINTS
Creativity	10 POINTS
Visual Impact	5 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Identify the term described in each sentence. Write your answer on the space provided.

Painkillers Self-medication Stimulants
Drug overdose Depressants

- _____ 1. These are drugs used to ease the pain we feel in our bodies. These can help the pain when we experience headaches, toothaches, stomachaches, and even fever.
- _____ 2. These are drugs that help us become more active and alert for a short period of time. Children, however, are not allowed to use these kinds of drugs.
- _____ 3. These are drugs used to slow down and relax our minds. Like stimulants, depressants are not allowed to be used or drunk by children.
- _____ 4. It is a treatment of any health condition without supervision of a medical professional.
- _____ 5. It happens when a person takes more drugs than the medically recommended dose.

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

- Explain contrasting melodic musical phrase.



CHECK

Directions: Let us check what you have learned. Differentiate antecedent and consequent phrases using your own words. Write your answer on the space provided.

ANTECEDENT PHRASE

CONSEQUENT PHRASE



EXPLAIN

A **melodic phrase** is the group of notes which come together and express a convincing melodic idea which consists of two or more phrases to make a complete melody.

There are some methods to determine the melodic phrases of a song. One method is to identify the number of phrases in the song. Another method is to look at the placement of each note on the staff. Finally, you can also find the similarities and differences of melodic movement in every phrase. Just like reading any reading materials where you make a pause if a comma is present in a sentence, the melody makes a short pause at the end of every phrase.

Let us now examine closely the musical phrases with similar melodic movement in the song Twinkle, Twinkle, Little Star.

The musical score for 'Jingle Bells' is presented in three systems, each with a treble and bass staff. The key signature is one sharp (F#). The lyrics are written below the notes, and four phrases are highlighted with colored underlines:

- Phrase 1 (Orange underline):** Jin-gle bells, jin-gle bells, jin-gle all the way.
- Phrase 2 (Blue underline):** Oh what fun it is to ride in a
- Phrase 3 (Green underline):** one horse o - pen sleigh. O! Jin-gle bells, jin-gle bells, jin-gle all the way.
- Phrase 4 (Yellow underline):** Oh what fun it is to ride in a one horse o - pen sleigh.

The number of phrases is clear for the chorus of Jingle Bells. The musical sheet above consists of four phrases; each is underlined in a different color. Each phrase ends with a period that signifies that the melody is complete.



PRACTICE

Directions: Shade every melodic phrase on the given musical sheet below. Use a different color for each melodic phrase.

Should auld ac-quain-tance be for-got and ne-ver brought to mind? Should

5 auld acquaint-ance be forgot and auld lang syne? For auld lang syne, my jo, For

11 auld lang syne. We'll tak a cup o' kind-ness yet for auld lang syne



EVALUATE

Directions: Study the musical sheet of the song Baa Baa Black Sheep below. Read the question carefully and write your answer on the space provided.

Baa Baa Black Sheep

www.franzdorfer.com

C F C G C G C

Baa, baa, black sheep, Have you a - ny wool? Yes, sir, yes, sir, Three bags full;

5 Em Dm C G Em F C G

One for the mas - ter, And one for the dame, And one for the lit-tle boy Who lives down the lane.

9 C F C G7 C G7 C

Baa, baa, black sheep, Have you a - ny wool? Yes, sir, yes, sir, Three bags full;

1. What is the title of the song?

2. What is the time signature of the given nursery rhyme?

3. How many melodic phrases are there?

4. What melodic phrases have the same movement in the music sheet?

5. What melodic phrase has a different movement as compared to the others?

ARTS EDUCATION



OUTCOMES

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

- Explain ethnic motifs by radial arrangement.



CHECK

Directions: Let us check what you have learned. Write **TRUE** if the statement is correct and **FALSE** if not. Write your answer on the space provided.

- _____ 1. Most artists follow a pattern such shapes, lines, and colors to make their artwork more attractive.
- _____ 2. Motif designs are often found in products like textiles, potteries, and other crafts.
- _____ 3. Patadjong cloth of Sulu is like the malong that shows alternated and repeated patterns of shape and colors.
- _____ 4. Alternated patterns are the repetition of a particular line, shape, color, texture, and other visual elements in an artwork.
- _____ 5. Repeated patterns contain a repetition of two or more elements that are used interchangeably with one another.

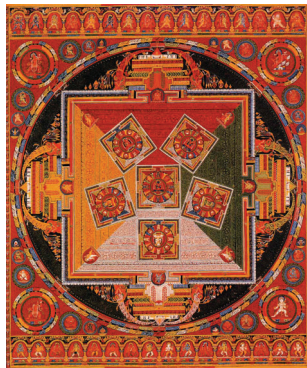


EXPLAIN

Ethnic Motifs by Radial Arrangement

Some artists create more interesting artworks arranged to have a good rhythm and provides strong interest to catch the attention of anyone who is looking for a specific piece of art. To create beautiful artwork, you must have a good understanding of composition. Some artists nowadays tend to break these rules. Instead, they experiment with new techniques and forms of expression in the process.

Radial design is a symmetrical design that moves around the center point. It creates a sense of harmony using geometric patterns grouped around a center point that makes it perfectly balanced even if the colors and some details are placed in different directions.



Most of the radial ethnic motif designs can be seen from different products made by various cultural communities in the country such traditional cap and baskets.

These are some of the products of various cultural communities in the country that show radial arrangement.





PRACTICE

Directions: Create your own radial symmetry design in a canvas of your choice. You may add color to your designs. Take a picture of your output and share it to the class.

Suggested video as reference in doing this activity:

<https://www.youtube.com/watch?v=-3AHjiNeRc0>

CRITERIA FOR GRADING:

Quality of Work	25 POINTS
Creativity	15 POINTS
Neatness	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Write **TRUE** if the statement is correct and **FALSE** if it is incorrect. Write your answer on the space provided.

- _____ 1. To create beautiful artwork, you must have a good understanding of composition.
- _____ 2. Some artists nowadays tend to break these rules and instead they experiment with new techniques and forms of expression in the process.
- _____ 3. Most radial ethnic motif designs can be seen from different products made by various cultural communities in the country such traditional cap and baskets.
- _____ 4. Radial designs provide a strong interest to catch the attention of anyone who is looking for a specific piece of art.
- _____ 5. Radial design is a symmetrical design that moves around the center point.

PHYSICAL EDUCATION



OUTCOMES

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

- Explain the nature and background of Liki (Lee-Kee) dance.
- Explain the importance of folk dancing to a healthier lifestyle.



CHECK

Directions: Identify the term described in each sentence. Write your answer on the space provided.

- _____ 1. These movements primarily use your feet to move from one place to another.
- _____ 2. It is a movement that happens when your body is moving but you are not transferring to another space.
- _____ 3. It is a transfer of weight from one foot to the other but both feet don't touch the ground at the same time.
- _____ 4. It is an action done when your body is lifted into the air with both feet off the ground and land at the same time.
- _____ 5. It is done when a body part or the whole body is doing a vibrating movement in a short and quick manner.



EXPLAIN

Philippine folk dance depicts the culture and tradition of Filipinos. Dances have been a vital part of Filipino culture. It was present and flourishing even before the colonial period as a ceremonial dance to thank their gods for a good harvest as well as for protection. These dances evolved overtime as various cultural communities in the country developed their own distinct folk dances.



Here are some examples of Philippine folk dances:

- Tinikling of Leyte and the National dance of the Philippines
- Itik-itik of Surigao del Sur
- Pandanggo sa Ilaw of Mindoro
- Cariñosa of Panay Island
- Singkil of Lanao

In this lesson, you will learn about the nature and background of a dance popularized by the people from the province of Negros Occidental.

Liki (Lee-Kee) Dance is a popular Visayan folk dance from Bago, Negros Occidental. It is also considered as a Visayan dance of flirtation. It has $\frac{3}{4}$ measure. The named behind this popular Visayan dance of flirtation was Libertad V. Fajardo and eventually presented by many teachers. Liki dance should be performed in a manner of swaying and flirtation. Performers of this dance are wearing costume known in the region.

Aside from having fun, folk dancing has many positive benefits for a healthier lifestyle. Below are some of the benefits in folk dancing.

1. It improves heart and lung condition.
2. It improves tone of the muscles, strength, endurance, and fitness.
3. It increases mental functioning and confidence.
4. It is a better way to develop your social skills.
5. It reduces the risks from many types of diseases.



PRACTICE

Directions: Make a PowerPoint presentation about Philippine Folk Dances with a maximum of 10 slides. Describe the folk dances and its importance to the culture of the people from the region where the dance is from. You may choose a partner in working this activity.

CRITERIA FOR GRADING:

Content	20 POINTS
Organization	15 POINTS
Creativity	10 POINTS
Visual Impact	5 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Draw a smiley face 😊 if the statement talks about a benefit of folk dancing and sad face ☹️ if it is not. Draw your answer on the space provided.

- _____ 1. Folk dancing reduces the risks from many types of diseases.
- _____ 2. It is a better way to develop your social skills.
- _____ 3. It improves tone of the muscles, strength, endurance, and fitness.
- _____ 4. It improves heart and lung condition.
- _____ 5. Folk dancing increases mental functioning and confidence.

HEALTH EDUCATION



OUTCOMES

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

- Explain the proper use of medicines.



CHECK

Directions: Look for 5 terms in the word search puzzle related to the previous topic. Write your answer on the space provided.

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

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



EXPLAIN

You already learned that medicines are any substance used in treating many types of diseases and illnesses. You have also learned about the different types of most commonly abused drugs. This module will help you understand more about medicines and learn how to use them properly.

Proper Use of Medicines



1. Always consult with your doctor.

It is very important to follow the doctor's instructions properly in taking medicines to avoid having problems from side effects or overdose.



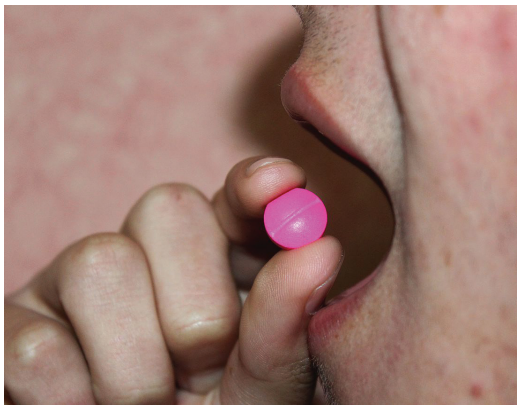
2. Use under adult supervision.

This will avoid unintentional or improper use of medicines that may cause harm to a child's health. Always ask an adult in the family before taking a medicine.



3. Always follow the doctor's instructions and prescriptions.

The doctor's prescription tells who prescribed the medicine, the patient who will take the prescription, and the prescribed dose and frequency of medicines that will be taken by the patient.



4. Take a medicine on time with the right amount.

It is to make sure that the person can get the best effectiveness of the prescribed medicine for the fast recovery of the patient.



5. Report any side effects.

If you experience any reaction while taking a medicine, you must consult a healthcare professional right away who can properly provide assistance for this kind of concern.



PRACTICE

Directions: Do you have a medicine cabinet/kit at home? What are the things you can find inside? Fill in the table below to complete the activity. Write the name of the medicine you can find on the first column. Then, put a check (✓) if it is prescription medicine and a cross (X) if it is non-prescription medicine. At the last column, ask your parent/guardian what the medicine is for.

Name of Medicine	Prescription Medicine	Use of Medicine



EVALUATE

Directions: Read the statement carefully. Shade the circle in blue  if the statement is about the proper usage of medicine. If not, leave the circle uncolored.

- ☐ 1. If you experience any reaction while taking a medicine, you must consult a healthcare professional right away who can properly provide assistance for this kind of concern.
- ☐ 2. Always follow the doctor's instructions and prescriptions.
- ☐ 3. It is very important to follow the doctor's instructions properly in taking medicines to avoid having problems.
- ☐ 4. It is important to take medicine on time for the fast recovery of the patient.
- ☐ 5. You can take any medicine you want without any supervision from your parents or any adult member of the family.

Lesson 04

MUSIC EDUCATION



OUTCOMES

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

- Explain contrasting rhythmic musical phrase.



CHECK

Directions: Let us check what you have learned. List down the methods of determining melodic musical phrase. Write your answer on the space provided.

1. _____

2. _____

3. _____



EXPLAIN

Rhythmic Phrase refers to the rhythmic pattern of notes and rests on a musical phrase. Rhythmic phrases in a musical composition can contrast depending on the pulses. If two phrases have the same pattern, let us say “one, two, one, two”, then they have a similarity as rhythmic phrases.

To determine rhythmic phrases, you can:

- Identify the phrases of the song that has a pulse that can be repeated.
- Check the patterns of notes and rests on a musical phrase.
- Find out the similarities and differences of rhythmic patterns in every phrase.

Let us look at the rhythmic patterns of the music sheet below.

FIVE GREEN AND SPECKLED FROGS

Folk Song

The musical score is written in 4/4 time. The lyrics are: "Five* green and speck - led frogs sat on a speck - led log, eat - ing some most de - li - cious bugs! (yum, yum) One jumped in - to the pool, where it was nice and cool. Now there are four* green speck - led frogs. (glub, glub)". The 1st phrase (Five* green and speck - led frogs) and 2nd phrase (sat on a speck - led log,) are circled in red. The 5th phrase (One jumped in - to the pool,) and 6th phrase (where it was nice and cool.) are also circled in red. The 3rd and 4th phrases (eat - ing some most de - li - cious bugs! and (yum, yum)) and the 7th and 8th phrases (Now there are four* green speck - led frogs. and (glub, glub)) are not circled.

*Four... three...
(continue)

The given example is composed of eight (8) musical phrases. The 1st and 2nd musical phrases have similar rhythmic pattern based on the composition of notes in every phrase. The 5th and the 6th musical phrase also have similar rhythmic pattern. On the other hand, the 3rd and 4th musical phrase and the 7th and 8th musical phrase have contrasting rhythmic pattern.



PRACTICE

Directions: Form a group with three to four members. Find a song that has similar rhythmic phrases. Perform the song and record a video of your performance. Submit your output to your teacher.

CRITERIA FOR GRADING:

Presence of Rhythmic Phrase in the Song	35 POINTS
Voice Clarity and Projection	15 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Encircle the musical phrases with the same rhythmic patterns on the given musical sheet. Use the same color to the musical phrases with the same rhythmic pattern. Afterwards, perform the song with a partner.

If You're Happy and You Know It

If you're hap - py and you know it clap your hands, (clap, clap)

If you're hap - py and you know it clap your hands, (clap, clap)

If you're hap - py and you know it, then you'll real - ly want to show it,

if you're hap - py and you know it clap your hands. (clap, clap)

ARTS EDUCATION



OUTCOMES

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

- Explain the process of creating a relief printing using additive and subtractive processes.



CHECK

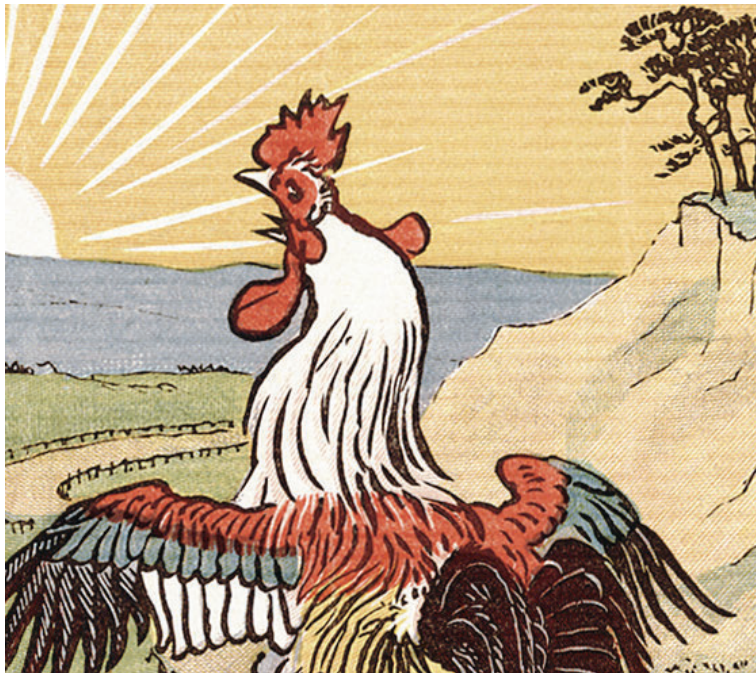
Directions: Let us remember your past lesson. In your own words, describe radial design arrangement in ethnic motifs. Write your answer on the space provided.



EXPLAIN

Relief Printing

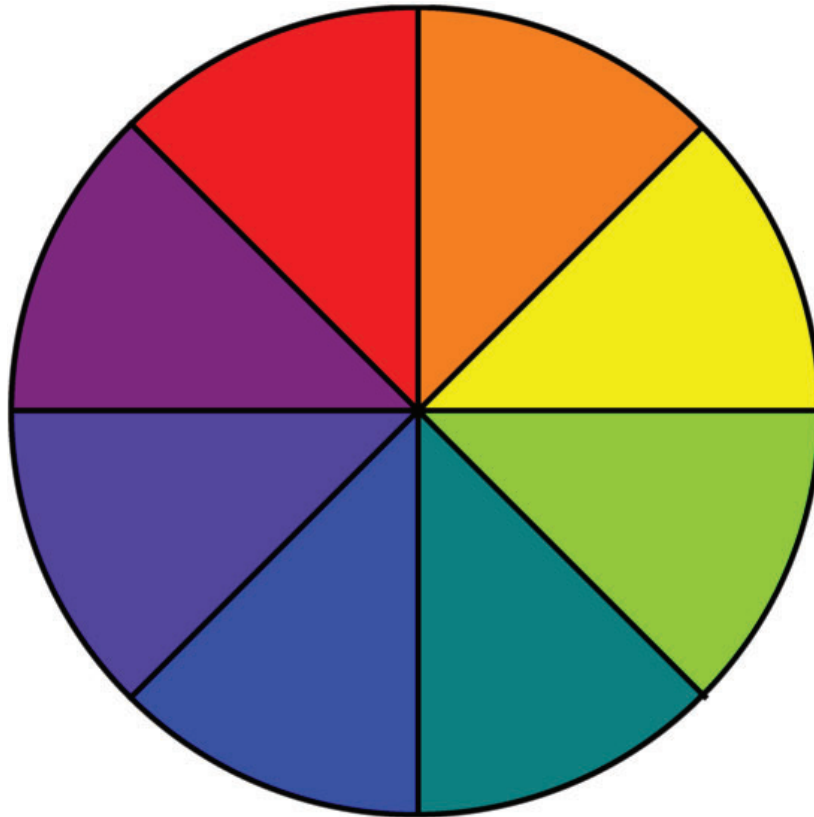
Relief printing is a printmaking process wherein a surface of a block or any carved material is pressed on a material to get the desired pattern. Relief printing is used in creating products and handicrafts with ethnic patterns.



Process of Creating a Relief Printing

1. Prepare all materials needed.
2. Place your chosen material on a cardboard.
3. Prepare you ink/watercolor.
4. Apply watercolor/ink to the materials placed on the cardboard.
5. Place a paper into the cardboard carefully.
6. Lightly press down the back of the paper.
7. Carefully lift the paper.

Learning about additive and subtractive color is important in relief printing of ethnic patterns because designs from ethnic origins make use of a wide range of colors. These colors when combined intently in various ways can produce beautiful and vibrant patterns in products and handicrafts.



Additive Color

- It refers to the mixed colors such as red, green, and blue.

Subtractive Color

- It is the reverse of additive color in which the primary colors turn into cyan, magenta, yellow, and black. It is also considered as “process color”.



PRACTICE

Directions: Create your own relief printing using the steps discussed in the lesson. You may also watch tutorial videos by accessing the link below. You may use any materials in your output. Perform the activity with the help of your parent/guardian or any adult in the family. Take a picture of your final output and share it to your teacher.

Recommended videos:

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

<https://www.youtube.com/watch?v=h3NMVMrUPls>

CRITERIA FOR GRADING:

Quality of Artistic Composition	25 POINTS
Creativity	15 POINTS
Neatness of Work	10 POINTS
TOTAL	50 POINTS



EVALUATE

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

- _____ 1. Relief printing is printmaking process which makes use of blocks or carved material to produce designs and patterns.
- _____ 2. Cyan, magenta, and yellow are additive colors.
- _____ 3. Red, green, and blue are subtractive colors.
- _____ 4. Subtractive color is also considered as “process color”.
- _____ 5. Relief printing is used in creating ethnic designs and patterns in products and handicrafts.

PHYSICAL EDUCATION



OUTCOMES

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

- Explain the basic steps of Liki Dance.
- Perform the basic steps of Liki Dance.



CHECK

Directions: Put a check mark ✓ inside the box if the statement refers to the nature and background of Liki Dance.

- ☐ 1. Liki Dance originated in Bago, Negros Occidental.
- ☐ 2. It a Visayan dance for male and female dancers.
- ☐ 3. Performers of this dance wear costume known in the region.
- ☐ 4. The dance was popularized by Libertad V. Fajardo and eventually presented by many teachers.
- ☐ 5. Liki dance should be performed in a manner of swaying and flirtation.



EXPLAIN

Basic Steps of Liki Dance

Introduction

The dancing pair will step three times forward and take a bow to each other. The male would will put his fists on his hips while the female would hold her skirt.

Sequence 1 (Brush, Close-Steps Forward)

- Count 1 – brush right foot forward
- Count 2 – step left foot backward
- Count 3 – step right foot sideward
- Step left foot in front and count 1, 2, and 3.
- Repeat the steps starting with left foot this time.
- Two close steps forward starting with right foot, passing right to right shoulders.
- Three steps turn right and finish facing partner.
- Repeat all, finish in proper places after 8 counts.

Sequence 2 (Step-Point, Waltz)

- Count 1 – step right foot forward.
- Count 2 – left foot close to right.
- Count 3 – step right foot backward.
- Point left foot in front and count 1, 2, and 3. Place your right arm high.
- Repeat first and second step starting with left foot. Reverse position of arms.
- Place your arms in lateral position and take two waltz steps forward right and left to partner's place, passing right to right shoulders.
- Waltz turn right about, arms in forward-bend position with forearm turn right and left. Finish facing partner.
- Repeat all steps.

Sequence 3 (Brush, Close-Steps Backward)

- Repeat Sequence 1 while partners are facing away from one another
- Two close steps backward passing right to right shoulder.
- Take three steps turning right and finish facing away from each other.
- Repeat all steps in Sequence 3 but thus time finish facing the audience.

Sequence 4 (Facing the Audience)

- Repeat Sequence 2 and finish in partner's place.
- Repeat Sequence 2 and this time finish in proper places.
- Bow to partner or audience.



PRACTICE

Directions: Perform the basic steps of Liki Dance. Ask a parent/guardian/family member to be your partner. Take a video of your performance and share it to your teacher.

CRITERIA FOR GRADING:

Execution and Clarity of Movement	30 POINTS
Synchronization	10 POINTS
Participation	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Arrange the following steps of the Liki dance from the first to last. Write 1 to 4 on the space before each item.

- _____ The pair will step three times forward and take a bow to each other.
- _____ The pair will bow to partner or audience.
- _____ Waltz turn right about, arms in forward-bend position with forearm turn right and left. Finish facing partner.
- _____ The pair will take three steps turn right and finish facing away from each other.

HEALTH EDUCATION



OUTCOMES

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

- Explain the importance of reading drug information and labels.



CHECK

Directions: Write **TRUE** if the sentence tells how to properly use medicine and **FALSE** if it does not. Write your answer on the space before each number.

- _____ 1. Use the right amount.
- _____ 2. Always follow the instructions and prescriptions of your doctor.
- _____ 3. Read and check all medicine labels.
- _____ 4. Report any side effects.
- _____ 5. Always consult your physician.



EXPLAIN

A **drug label** is a written or visual note usually found in the containers of medicines. It tells us how to use a certain medicine and also warns us about the possible problems that we might encounter when taking said medicine. Sometimes, when a person has an illness or condition, the medicine will not be a safe product for them due to side effects. It is important that drug labels state these warnings. Since medicine is always changing, drug labels also change often so we should always read all the information written before using the medicine.

Look at the image below

1	Drug Facts Active ingredient (in each caplet) Acetaminophen 500 mg.....Pain reliever/fever reducer	Drug Facts (continued) Stop use and ask a doctor if ■ pain gets worse or lasts more than 10 days ■ fever gets worse or lasts more than 3 days ■ new symptoms occur ■ redness or swelling is present These could be signs of a serious condition.				
2	Uses ■ temporarily relieves minor aches and pains due to: ■ the common cold ■ headache ■ minor pain of arthritis ■ backache ■ muscular aches ■ toothache ■ premenstrual and menstrual cramps ■ temporarily reduces fever	If pregnant or breast-feeding , ask a health professional before use. Keep out of reach of children. Overdose warning: In case of overdose, get medical help or contact a Poison Control Center right away (1-800-222-1222). Quick medical attention is critical for adults as well as for children even if you do not notice any signs or symptoms.				
3	Warnings Liver warning: This product contains acetaminophen. Severe liver damage may occur if you take ■ more than 4,000 mg of acetaminophen in 24 hours ■ with other drugs containing acetaminophen ■ 3 or more alcoholic drinks every day while using this product Allergy alert: Acetaminophen may cause severe skin reactions. Symptoms may include: ■ skin reddening ■ blisters ■ rash If a skin reaction occurs, stop use and seek medical help right away. Do not use ■ with any other drug containing acetaminophen (prescription or nonprescription). If you are not sure whether a drug contains acetaminophen, ask a doctor or pharmacist. ■ if you have ever had an allergic reaction to this product or any of its ingredients Ask a doctor before use if you have liver disease Ask a doctor or pharmacist before use if you are taking the blood thinning drug warfarin	Directions ■ do not take more than directed (see overdose warning) <table border="1"> <tr> <td>adults and children 12 years and over</td> <td> ■ take 2 caplets every 6 hours while symptoms last ■ do not take more than 6 caplets in 24 hours, unless directed by a doctor ■ do not use for more than 10 days unless directed by a doctor </td> </tr> <tr> <td>children under 12 years</td> <td>ask a doctor</td> </tr> </table>	adults and children 12 years and over	■ take 2 caplets every 6 hours while symptoms last ■ do not take more than 6 caplets in 24 hours, unless directed by a doctor ■ do not use for more than 10 days unless directed by a doctor	children under 12 years	ask a doctor
adults and children 12 years and over	■ take 2 caplets every 6 hours while symptoms last ■ do not take more than 6 caplets in 24 hours, unless directed by a doctor ■ do not use for more than 10 days unless directed by a doctor					
children under 12 years	ask a doctor					
4	Other information ■ store at 20-25°C (68-77°F)					
5	Inactive ingredients camauaba wax, corn starch*, croscarmellose sodium*, hypromellose, polyethylene glycol, povidone, pregelatinized starch, sodium starch glycolate*, stearic acid *may contain one or more of these ingredients					
6	Questions or comments? 1-800-719-9260					
7						

The common parts of a drug label are the following:

- **Active Ingredient**

This part lists the ingredient that makes the drug work. It also tells you what the active ingredient does and how much of it is in each dose.

- **Uses**

This part tells which symptom of the illness it can heal. For example, if you are experiencing a headache, the medicine to use is ibuprofen. This kind of medicine is known for relieving pain.

- **Warning**

This section tells you about the potential harmful effects of the medicine on the body when not taken according to the doctors' advice.

- **Directions**

Although doctors often give the directions in drinking medicine, drug labels also show recommended doses. This part tells you how often and how much you can take a certain medicine. Following directions is very important since they keep you safe from harming your body.

- **Other Information**

This part tells you how to store your medicine properly. Some medicines need to be kept cool. Otherwise, it will lose its effect or harm your body.

- **Inactive Ingredients**

Like any other product to be eaten or drank, drug labels also list other ingredients to avoid allergic reactions.

- **Questions or Comments**

This section includes the information of the manufacturing company for questions or comments regarding the medicine.



PRACTICE

Directions: Create a poster-slogan raising awareness about the importance of reading and following drug labels. Make your poster-slogan colorful and attention-grabbing. Take a photo of your work and submit it to your teacher.

CRITERIA FOR GRADING:

Relevance and Appropriateness of Content	30 POINTS
Creativity	10 POINTS
Neatness	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Match Column A with Column B. Write the letter of the correct answer on the space provided.

Column A

- _____ 1. Warnings
- _____ 2. Inactive Ingredients
- _____ 3. Questions or Comments
- _____ 4. Directions
- _____ 5. Uses

Column B

- a. This section includes the information of the manufacturing company for questions or comments regarding the medicine.
- b. This part tells which symptom of the illness it can heal.
- c. These may cause reactions in people with allergies.
- d. This section helps you to ensure you are administering exact dose.
- e. This section tells you about the potential harmful effects of the medicine on the body when not taken according to the doctors' advice.

UNIT 4

Lesson 01

MUSIC EDUCATION



OUTCOMES

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

- Recognize the musical tempo, largo, and presto.
- Identify the song's tempo.



CHECK

Directions: Let us check what you have learned from the previous lesson. Arrange the jumbled letters to form the words related to the previous topic. Use the clues provided to answer this activity. Write your answer inside the box.

MICRHYTH RASEPH – based on the rhythmic pattern of notes and rests on a musical phrase.

DICMELO RASEPH – describes as a group of notes that expresses the melodic idea consisting of two or more phrases to make a complete melody.

ANTEDENTCE RASEPH – gives the feeling of incompleteness in a song.

SEQUENTCON RASEPH – gives the feeling that a song is already complete.



EXPLAIN

There are many elements of music that people have to learn when studying music. The elements of music are involved with how pitch elements, sound elements, and time elements interact to create a unified piece of music. Because it refers to the speed of a musical composition, tempo is categorized under timing. Different to rhythm, music's speed may be changed. Some measures, phrases, and parts of a single song may have a range of tempos, and it is important to understand the notation (or markings) used to express those changes.

Tempo – It refers to the speed at which a musical composition should be played. Every musical composition has a pace that represents the movement of the piece. It might be played at either a rapid or slow tempo. By glancing at a musical piece's markings, which are typically written in Italian, you may easily determine the tempo.

Here are some common types of tempo:

Grave – it refers to the very slow and solemn tempo.

Largo – it refers to the slow and broad tempo.

Adagio – it refers to the slow tempo.

Moderato – it refers to the moderate or medium tempo.

Allegro – it refers to the fast tempo.

Presto – it refers to the very fast tempo.



PRACTICE

Directions: Think of a song that matches each tempo. Then, write the names of the songs on the given spaces below.

Tempo	Songs
1. Grave	
2. Largo	
3. Adagio	
4. Moderato	
5. Allegro	
6. Presto	



EVALUATE

Directions: Write **TRUE** if the statement is correct and **FALSE** if is not. Write your answers in the blanks.

- _____ 1. You can easily see what the tempo is by looking at a marking to a musical piece mostly written in Italian.
- _____ 2. Every musical composition has its own tempo that signifies the movement of any musical piece.
- _____ 3. Tempo refers to the harmony of a musical composition.
- _____ 4. Largo refers slow and broad tempo of a musical piece.
- _____ 5. Presto refers to the slow tempo of a musical piece.

ARTS EDUCATION



OUTCOMES

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

- Differentiate different textile traditions in the Philippines and other Asian countries.



CHECK

Directions: Choose the letter of the correct answer and write it in the blanks given.

- _____ 1. It refers to the mixed colors such as red, green, and blue.
a. Additive Color b. Subtractive Color c. Relief Printing
- _____ 2. It is the process of sticking out the surface of a block or any carved material to get the desired pattern.
a. Additive Color b. Subtractive Color c. Relief Printing
- _____ 3. This happens when the primary colors turn into cyan, magenta, yellow, and black.
a. Additive Color b. Subtractive Color c. Relief Printing



EXPLAIN

Textile refers to any filament, fiber, or yarn that may be turned into fabric or cloth, as well as the finished product.

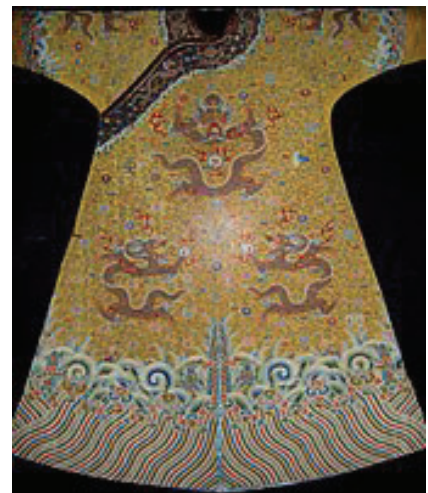
The term 'textile' was derived from the Latin word *textilis* and the French word *texere*, both of which mean "to weave". Traditionally, it applied only to woven materials; however, it was expanded to include textiles made in various ways. Textiles include threads, cords, ropes, braids, lace, embroidery, nets, and fabrics created by weaving, knitting, bonding, felting, or tufting.

Since ancient times, the textile industry has existed all throughout the world. The various textile industries in some Asian countries are listed below.

Silk and cotton are the most often used textile materials in **Indonesia**. Their outfits are based on numerous ceremonies and festivals. The major techniques for designing textiles or fabrics are dyeing and embroidery.



China used cocoons as the primary instrument for textile production. Their silkworm cloth is regarded as the most beautiful in the world. They also discovered how to produce textiles from animal furs (wool). China became a major textile supplier.



Cotton and cashmere goat wool are used in **India**. Their major design methods are fiber dyeing and embroidery. Colorful patterns are a part of their heritage and culture.



Silkworm, banana fiber, and satin are all utilized in the production of textiles in **Japan**. Embroidery and dyeing are still the major ways of their creation, but they also use new technologies like printing and graphic designing in current times. Their design is inspired by their tradition and beliefs.



Textile production, on the other hand, was brought to the **Philippines** during the Spanish period. The use of native hemp was followed by the use of pineapple as the principal tool for producing textiles known as the "Queen of Philippine Fabrics".





PRACTICE

Directions: Explain the different textile traditions in other Asian countries like China, India, Japan, Indonesia, and the Philippines.

CRITERIA FOR GRADING:

Informative	25 POINTS
Clarity	15 POINTS
Creativity	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Identify which country is being described on each statement. Write your answer on the space provided.

- _____ 1. Uses pineapple as the main tool in textile making.
- _____ 2. Uses cotton and wool from cashmere goats in making fabrics.
- _____ 3. Uses silk and cotton in textile making.
- _____ 4. Uses silkworm, banana fiber, and satin in making fabrics.
- _____ 5. Uses cocoon as the main tool for textile making. Their textile from silkworm is recognized as the most beautiful in the world.

PHYSICAL EDUCATION



OUTCOMES

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

- Identify balance and its two types.
- Perform different balancing acts.



CHECK

Directions: List down the basic steps of Liki dance. Write the four figures that we have discussed in the last module.

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



EXPLAIN

Unless teaching gymnastics, the very young, or children with disabilities that affect movement, balance is typically a neglected skill to develop in physical education. Balance, on the other hand, is important for all children and should be a part of any physical education or sports program. It takes little time to add a few balancing skills during warmup. Learning balance improves people in doing other activities.

BALANCE is the even distribution of weight in the body. It allows someone or anything to remain steady to avoid falling. Proper posture is important for balance.

DYNAMIC BALANCE is the ability to maintain balance while moving.



STATIC BALANCE is the ability to maintain balance while the body is not moving.





PRACTICE

Directions: Perform different at least 4 balancing acts and tell whether it is dynamic or static balance.

CRITERIA FOR GRADING:

Execution and Clarity of Movement	30 POINTS
Balance	10 POINTS
Informative	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Classify the following balancing movements as **DYNAMIC** or **STATIC**. Write your answer in the blank before each number.

_____ 1. Standing in one leg

_____ 2. Gymnastics

_____ 3. Squat Position

_____ 4. Two-leg stance

_____ 5. Dancing Ballet

HEALTH EDUCATION



OUTCOMES

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

- Recognize disasters or emergencies.
- Identify proper responses before, during, and after a disaster or an emergency.



CHECK

Directions: Give five (5) example of common parts of drug label. Also, write its description on the space provided.

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

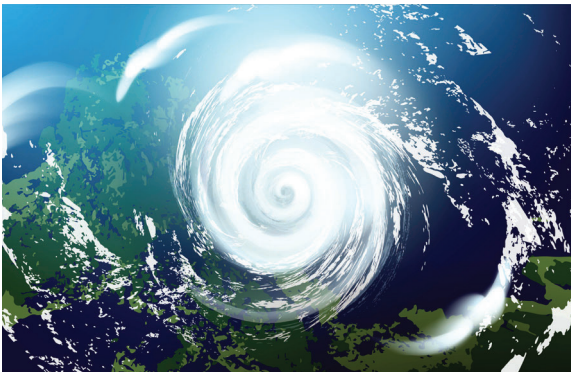


EXPLAIN

Many disasters can happen in our lives. Do you know the different types of disasters? Can you name them?

Here are some types of disasters:

TYPHOON



VOLCANIC ERRUPTION



EARTHQUAKE



FLOOD



Those disasters you described and the listed disasters might cause property damage as well as human deaths. To avoid its negative consequences, you must be prepared at all times. When tragedy strikes, you must be prepared to respond quickly. You never know when this tragedy will strike, so be awake and aware of what is going on around you.

As part of your preparedness, you should inform your family members on how to respond appropriately before, during, and after a disaster

Here are the things that you need to do before, during, and after a storm.

A STORM/TYPHOON



BEFORE THE STORM

1. Be updated about the weather condition by watching the television or listening to the radio.
2. Store sufficient amount of food and water.
3. Prepare the emergency supplies kit that includes a flashlight, extra radio, batteries, extra phone, first aid kit.

DURING THE STORM

1. Keep update on the location of the typhoon by watching the news on the television or by listening to the radio.
2. Stay alert and stay inside your house.

AFTER THE STORM

1. Check if there are parts of the house that are being damaged.
2. Repair the parts that need repair to avoid accidents.
3. Report if there are lines that are being damaged such as power or water lines.



PRACTICE

Directions: Create a vlog discussing the importance of proper response before, during, and after a disaster. Include your parents on this vlog and let them help you in doing this task.

CRITERIA FOR GRADING:

Informative	25 POINTS
Creativity	15 POINTS
TOTAL	40 POINTS



EVALUATE

Directions: Color the circle blue  if the stated preparation is correct; green  if it is not.

☐

1. Preparing emergency kit that includes first aid kit, batteries, radio, etc.

☐

2. Getting out of the house while the storm is raging.

☐

3. Playing outside the house right after the storm.

☐

4. Storing a sufficient amount of food and water.

☐

5. Listening to the radio or watching television to be updated on the weather condition.

Lesson 02

MUSIC EDUCATION



OUTCOMES

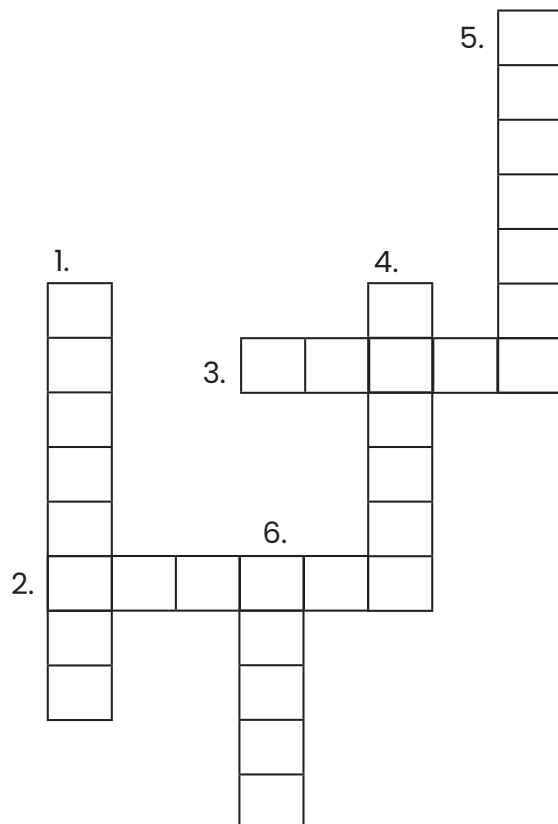
At the end of this module, you are expected to:

- Describe what a music texture is.
- Recognize different kinds of musical textures.



CHECK

Directions: Check what you have learned from the previous lesson by answering the crossword puzzle.

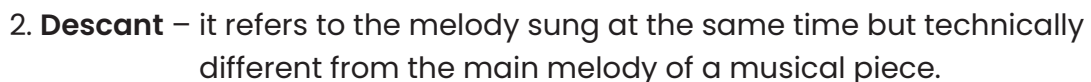
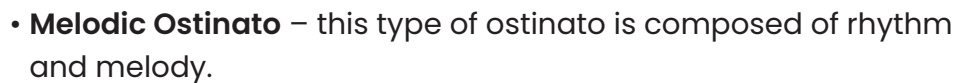


1. It means moderate or medium tempo.
2. It means slow tempo.
3. It means slow and broad tempo.
4. It means very fast tempo.
5. It means fast tempo.
6. It means slow and solemn tempo.



Here are some informal terms that can be used to describe the texture of a musical composition.

1. **Ostinato** – an Italian word that meaning "obstinate" This refers to a musical composition's repeating melodic phrase or rhythmic pattern.
 - **Rhythmic Ostinato** – this type of ostinato is composed of rhythm only.





PRACTICE

Directions: Create a vlog about ostinato and descant. Research more about them, then discuss it in your vlog. Record it and present it in class.

CRITERIA FOR GRADING:

Informative	25 POINTS
Creativity	15 POINTS
TOTAL	40 POINTS



EVALUATE

Directions: Read the statement carefully. Write your answer in the blanks.

- _____ 1. It is a musical element that describes how much is going on in a music piece at any given time.
- _____ 2. This refers to the repeated melodic phrase or rhythmic pattern in a musical composition.
- _____ 3. This type of ostinato composed of rhythm only.
- _____ 4. It refers to the melody sung at the same time but technically different from the main melody of a musical piece.
- _____ 5. This type of ostinato composed of rhythm and melody.

ARTS EDUCATION



OUTCOMES

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

- Recognize pictures or actual samples of different kinds of mat weaving traditions in the Philippines.
- Create a handmade mat.



CHECK

Directions: Match the countries in column A to their corresponding main tools for textile making in column B. Write the letter of the correct answer on the space provided.

COLUMN A

- _____ 1. Indonesia
- _____ 2. China
- _____ 3. India
- _____ 4. Japan
- _____ 5. Philippines

COLUMN B

- a. Cocoon
- b. Pineapple Fibers
- c. Cotton and Wool
from Cashmere Goat
- d. Silk and Cotton
- e. Silkworm, Banana Fibers



EXPLAIN



A **banig** is a handwoven mat that is commonly used for sleeping and sitting. It is widely used here in the Philippines and other Southeast Asian countries. Each region has its own unique mat designs. It can be made of palm, pandanus, or seagrass leaves, depending on the area of the region of the Philippines.

The leaves are dried and usually dyed before being chopped into strips and woven into mats that might have a simple or complex design.

Usually, the Samal of Sulu creates their mats by using buri (palm) leaves. Basey in Samar, on the other hand, is a well-known place for making banig in the Philippines. Their mats are made up of tikog leaves which are dyed in different strong colors to make them more attractive and pleasing to the eyes of the customers. Females work under the shade of a cave to keep the tikog leaves soft and avoid them from becoming brittle and crumble in warm temperatures. They use it as a source of income to cover their daily living expenses.



PRACTICE

Directions: Create a hand-made mat out of paper. You may use different colored papers to make your work more beautiful.

CRITERIA FOR GRADING:

Quality	25 POINTS
Creativity	25 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Write **TRUE** if the statement is correct and **FALSE** if it is not. Write your answer in the blank before each number.

- _____ 1. Banig is a hand-made mat used for sleeping.
- _____ 2. It can be made of plastics and papers.
- _____ 3. Basey in Samar is a well-known place for making banig.
- _____ 4. All regions in the Philippines used only one banig design.
- _____ 5. Females work under the shade of a cave to keep the tikog leaves soft.

PHYSICAL EDUCATION



OUTCOMES

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

- Identify different activities to improve reaction time.
- Perform different activities to improve reaction time.



CHECK

Directions: Determine what is being described in each number. Write your answer in the blanks.

- _____ 1. It refers to the even distribution of weight.
- _____ 2. It is the capacity to maintain balance while the body is not moving.
- _____ 3. It is the capacity to maintain balance while the body is moving.



EXPLAIN

Reacting to various things right away is important in our everyday lives. Reacting to a situation immediately may help us in keeping ourselves and our loved ones safe.

The time it takes to respond to something that has just happened or has happened unexpectedly is known as **reaction time**. It is the ability of our body to react swiftly by reaching, receiving, or catching objects that will appear unexpectedly, or by quickly avoiding an unexpected object or event.

DIFFERENT ACTIVITIES TO IMPROVE REACTION TIME

1. COIN CATCHING

Bend your arm and lay a coin on the top of your elbow, then let go of the coin. With your other hand, you must be able to catch the coin.

2. BALL CATCHING

It is done by holding two balls, one on the right hand and the other one on the left hand, you must throw them upward, then you must be able to catch them.

3. RULER DROP TEST

You will need someone to hold the ruler. Then, position your hand below it, with only your thumb and index finger, with a gap between them, and try to grab the ruler.



PRACTICE

Directions: Perform the three activities that we have discussed (coin catching, ball catching, and ruler drop test).

CRITERIA FOR GRADING:

Execution and Clarity of Movement	25 POINTS
Able to catch the coin/ball in 30 sec.	25 POINTS
TOTAL	50 POINTS

For RULER DROP TEST

Excellent – 7.5 cm

Above Average – 7.5 – 15.9 cm

Below Average – 20.4 – 28 cm



EVALUATE

Directions: Answer the following questions. Write your answers in the provided spaces below.

1. Why do we need to improve our reaction time?

2. Write down the three activities that may improve our reaction time:

HEALTH EDUCATION



OUTCOMES

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

- Identify the things to do before, during, and after emergencies.
- Demonstrate proper response during emergencies.
- Create an evacuation plan.



CHECK

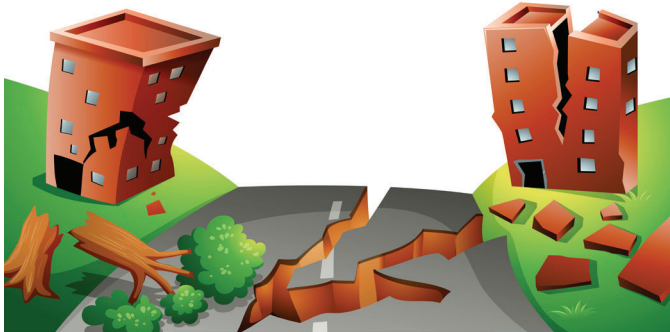
Directions: Identify the following statements. Write **BEFORE**, if the statement is the proper response before the storm, and write **AFTER** if the statement is the proper response after the storm.

- _____ 1. Repair the parts that need repair to avoid accidents.
- _____ 2. Prepare the emergency supplies kit that includes a flashlight, extra radio, batteries, extra phone, first aid kit.
- _____ 3. Be updated about the weather condition by watching the television or listening to the radio.
- _____ 4. Store adequate amounts of food and water.
- _____ 5. Check if there are parts of the house that are being damaged.



EXPLAIN

How are you going to respond in the following situations?



Most of the time, disasters like these are natural. Because they are natural, it's hard to impossible to determine when will they exactly happen. This is why it is always important to be ready all the time for these kinds of situations.

There are agencies, individuals, or groups of people who are responsible for responding to these disasters. They are the ones who are tasked to plan for and respond to natural calamities or manmade disasters.

Here are some agencies that immediately respond to disasters or calamities:

1. **Emergency Response Team o ERT** – is a group or organization that has received training to be able to respond quickly in a time of crisis.
2. **National Disaster Risk Reduction and Management Council (NDRRMC)** – is a government agency whose primary function is to provide assistance during a disaster.

The following have mandated duties in the NDRRMC:

- a. **Local Government Unit** – they are the first to respond to each crisis, taking the lead in disaster preparedness, disaster response, and disaster recovery through the local disaster risk reduction and management council.
- b. **Civil Society** – this refers to the private sectors and individual volunteers who are willing to help in times of crisis. They are also the ones who help the government in enforcing the law.

There are also various national government agencies are responsible for disaster risk reduction management such as:

- a. **Philippine Atmospheric, Geophysical, and Astronomical Services Administration (PAG-ASA)** – focused on providing flood and typhoon warnings, public weather reports and travel warnings, meteorological, astronomical, climatological, and other information and services that aim to secure life and property.
- b. **Philippine Institute of Volcanology and Seismology (PhilVocs)** – They provide timely, high-quality, and socially inclusive warning, disaster preparedness, and reduction information and services. They do so through developing and implementing technology for tracking and accurate forecasting of volcanic eruptions, earthquakes, tsunamis, and other potential risks, as well as gender-responsive capacity building for disaster risk reduction.

To prevent you and your family from disasters and calamities, you must know how to respond to this kind of situation.

Before a Disaster

1. Always prepare an emergency kit. It should include food, medicine, water, and a flashlight.
2. Make a plan with your family. Tell them to contact each other or call the authorities when an emergency strikes. It is better if you have a plan in how to communicate or where to see if ever you are not together with your family in case of emergencies.
3. Talk to your family and review what disasters may happen and how to respond to each of them.
4. Always be informed. Always watch, listen, or read the news. Nowadays, you can see news even on social media.

During a Disaster

Each situation is unique, and you and your family may need to take different steps to be safe.

1. It is important to stay calm during times of crisis.
2. Remember to contact the following authorities depending on each situation as soon as possible:

- a. National Emergency Hotline in the Philippines: 911
 - b. Philippine National Police Hotline: 117 or (02) 8722-0650
 - c. Philippine Red Cross: 143 or (02) 8527-8385 to 95
 - d. Bureau of Fire Protection: (02) 8426-0219 or (02) 8426-3812
3. Local governments will provide safety warnings and updates on television, radio, on the internet, even on social media sites.
 4. Authorities may advise you to stay in a certain place or may advise you to evacuate depending on the nature of the situation.
 5. Check your family if they are okay. If they are not with you, try to contact them as soon as you can.

After a Disaster

1. Make sure you and your family members (and pets) are okay.
2. Check for any physical injury. Ask for professional help in examining and treating injuries especially the major ones.
3. If you can, find your important documents and secure them in a safe place.
4. If your house is damaged, take photos of the damage, then secure your belongings.
5. If you have, contact your insurance.
6. If you do not have insurance, try to contact the authorities for assistance, especially if your house is damaged.



PRACTICE

Directions: Create an evacuation plan for the disaster like floods, earthquake, volcanic eruptions, tsunami, etc. Choose only one disaster for your evacuation plan.

CRITERIA FOR GRADING:

Informative	20 POINTS
Creativity	15 POINTS
TOTAL	35 POINTS



EVALUATE

Directions: Answer the following questions with the help and guidance of a parent or older siblings. Write your answer in the provided space.

1. What preparations does your family make in the event of a disaster?

2. What precautionary measures does your school take in the event of a disaster?

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

- Identify the different textures of music.
- List songs that show different textures of music.



CHECK

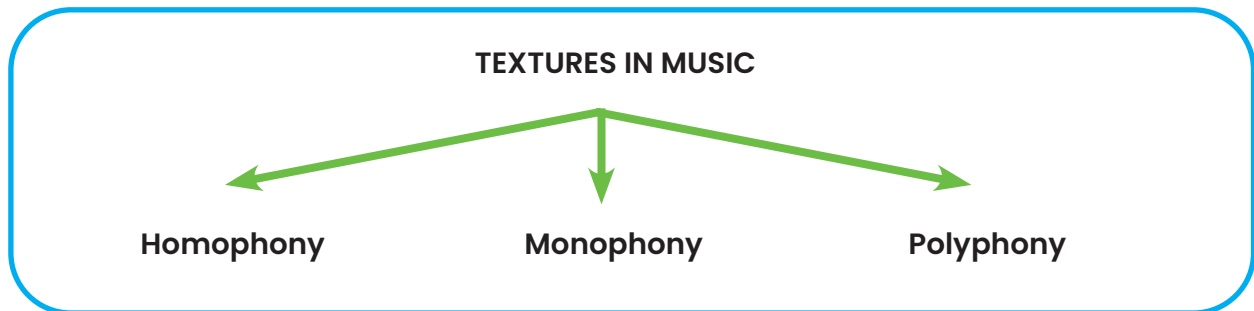
Directions: Look for five (5) familiar words in the word search puzzle. Write your answers in the space provided below.

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

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



EXPLAIN



Monophony – monophony or monophonic music refers to a musical texture in music in which a single melody with no harmony is being played or sung by one singer or several singers if they are all singing with the same notes together. Monophony also has a thin texture made up of a single melodic line. It came from the word mono, which means one or single.

Example:

- Whistling a tune.

Homophony – refers to the texture of music in which a single melody is played and sung with accompaniment. People who describe homophonic music may use terms such as chords, accompaniment, harmony, or harmonies. Homophony or homophonic music has one clear melodic line that naturally draws the attention of the listeners.

Example:

- Singing a song with guitar or piano accompaniment.

Polyphony – refers to a musical texture with two or more independent melodies that happen at the same time. Polyphony can also be called polyphonic music.

Example:

- Someone singing an adlib in the background while others are singing the chorus.



PRACTICE

Directions: Find 5 songs that show different textures of music. Write the title of the song on the table to which they belong.

Monophonic	Homophonic	Polyphonic



EVALUATE

Directions: Read the statement carefully. Write **TRUE** if the statement is correct and **FALSE** if not. Write your answer in the blanks.

- _____ 1. Monophony refers to the texture in music in which a single melody with no harmony is being played or sung by one singer or several singers if they are all singing with the same notes together.
- _____ 2. Polyphony has a thin texture made up of a single melodic line.
- _____ 3. Polyphony is a texture in music referring to two or several simultaneous lines of independent melody.
- _____ 4. Homophony is the texture of music referring to the single melody played and sung with accompaniment.
- _____ 5. Music with polyphony textures can also be called polyphonic music.

ARTS EDUCATION



OUTCOMES

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

- Recognize mats from different regions in the Philippines.
- Identify the materials used in weaving mats.
- Create a video presentation.



CHECK

Directions: Underline the correct word/s to make the statement true.

1. (**Basey Samar, Base Samar**) is a well-known place for making banig in the Philippines.
2. (**Banig, Duyan**) is a hand-made mat used for sleeping.
3. Mats in Basey, Samar are made up of (**tikog leaveas, banana leaves**).
- 4-5. Females work under the shade of a (**cave, trees**) to keep the tikog leaves (**soft, hard**).



EXPLAIN

In our previous module, banig was defined as a hand-made mat used for sleeping. It also discussed that Basey, Samar, also known as the new “banig” capital of the Philippines, is known for making colorful banig made up of tikog leaves.

Weaving is embedded in Filipino culture. The variations in creating mats and other goods from diverse local materials and design styles can be seen here. The mats are done in a variety of ways by Filipinos. The type of material, color, and design are only a few examples.

Different Places known for Weaving Mats

Mat weaving was also popular in other areas of the country. They use a variety of materials, which results in a variety of patterns. The following are known to weaving the mat:



1. Basey, Samar – weavers are known as ‘paraglara’. Their mats are made of tikog leaves. The leaves are dyed in a variety of vibrant colors to make an attractive, colorful, and one-of-a-kind design. The cost of colorful banigs is more than the cost of plain banigs. Because of the rising demand for the product, sleeping mats are now being transformed into bags, decors, placemats, furniture matting, ceiling or wall adornments, throw pillows and more.

2. The bamban mat of Iloilo is the only other unusual Visayan tradition. This mat, made from bamban reed. The bamban mat, which is always made in its natural hue, is still widely used in rural Iloilo.
3. The Badjao and Samal mat was made from pandanus plant, which grows abundantly in the limestone-based island of Tawi-Tawi.
4. Tawi-Tawi mat is one of the most exceptional products due to the quality designs and textures of the materials utilized. It is made from dried pandan leaves.
5. Romblon buri mats are made from the buri palm that is customarily used as the liner for the newlywed couple's wedding dance.
6. The Maranao mats are made of sesed, a plant that can be seen in the swampy places in Lanao. The sesed is collected and cut into around thirty-inch lengths. They are dried for a day in the sun to eliminate part of the water content while maintaining their elasticity. Overdrying the sesed will make it brittle and break throughout the weaving process. They're boiled in green, maroon, yellow, and blue chemical colors. For contrast, the sesed's natural hue is also used.



PRACTICE

Directions: Research and create a video that shows different countries or places that use mats. Explain its history and the materials they use for weaving.

CRITERIA FOR GRADING:

Content	25 POINTS
Creativity	15 POINTS
Quality	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Match the places in **column A** to their corresponding main tools for mat weaving in **column B**. Write the correct letter in the blanks.

Column A

- _____ 1. Romblon
- _____ 2. Tawi-tawi
- _____ 3. Badjao and Samal
- _____ 4. Basey, Samar
- _____ 5. Iloilo
- _____ 6. Lanao

Column B

- a. Pandanus Plant
- b. Tigok Leaves
- c. Dried Pandan
- d. Buri palm
- e. Bamban reed
- f. Sesed

PHYSICAL EDUCATION



OUTCOMES

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

- Discuss the history, counts, and formation of Ba-Ingles.



CHECK

Directions: Rearrange the jumbled words to identify the following statements. Write your answer in the space provided.

- _____ 1. **TACH CALLINGB** - It is done by holding two balls, one on the right hand and the other one on the left hand, you must throw it upward and must be able to catch them.
- _____ 2. **PORTS TURE LDER** - You will be needing someone to hold the ruler and you must place your hand using only your thumb and your index finger with a gap between them below it then tries to catch the ruler.
- _____ 3. **GITO CHATCCIN** - It is done by bending your arm and place a coin on the top of your elbow, then release the coin. You must be able to catch the coin using your other hand.



EXPLAIN

At present, folk dance is brought to life in the hearts and minds of the Filipino youth through a variety of festivals held throughout the country. It is a demonstration of people from other provinces' unity, beliefs, and cultures.

The Ba-Ingles dance, which originated in Cabugao, Ilocos Sur, is a lively dance. It is a combination of the words "Bai le" and "Ingles", which means English dance. It was influenced here by the early English tradesmen from England. All other figures are similar to some English choreography, except for the latter part that is very Ilocano in its motion.

Music & Count

The Ba-Ingles dance is a dance that was inspired by the Americans. It is danced to tune with $\frac{2}{4}$ time signature. The count for the music is 1, 2 or 1, and 2.

Formation

Partners should be around six feet apart and stand opposite each other. The girl stands to the right of her partner when facing the audience. This dance may be performed by one or more couples.

Costume

The dancers are dressed in any Ilocano peasant attire. Kimona't patadyong can also be used for girls. For boy, camisa de chino costume can be used.



PRACTICE

Directions: Research 5 provinces that traditionally dance Ba-Ingles and tell something about them.

Province	Description



EVALUATE

Directions: Fill in the blanks. Complete the sentences by writing your answers in the blanks.

1. The Ba-English dance is a lively dance that came from _____ .
- 2-3. Ba-Ingles is derived from the word _____ and Ingles which means _____ .
4. This dance was brought by tradesmen from _____ except for the last part which can be said to be truly Ilocano.
5. It is danced to the tune with _____ time signature.

HEALTH EDUCATION



OUTCOMES

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

- Describe the dangers of engaging in risky behaviors such as the use of firecrackers and alcoholic drinks.
- Create a poster.



CHECK

Directions: Recall your previous lesson by listing down things you have to do before, during, and after a disaster. Write 3 for each category.

Before

1. _____
2. _____
3. _____

During

1. _____
2. _____
3. _____

After

1. _____
2. _____
3. _____



EXPLAIN

Filipinos enjoy celebrating. During celebrations, we do a variety of activities to keep things exciting. People like preparing food, singing karaoke, playing games, drink alcoholic drinks, and so on during every celebration.

Filipinos also believe that the loud noise may ward off evil spirits. As a result, people use various methods to make loud noises to celebrate the new year, such as fireworks, firecrackers, and so on.

This is why, during celebrations, it is important to be aware of the potential dangers of excessive alcohol consumption, as well as the use of harmful items such as firecrackers or firearms to make loud noises.

POSSIBLE DANGERS OF DRINKING TOO MUCH ALCOHOL

Drinking moderately is fine, but drinking too much alcohol can be dangerous to people, relationships with others, and especially to people's health. Also, drinking alcohol is not for everyone. Some people should not drink any alcoholic beverages, such as:

- People under 18 years old.
- Pregnant.
- People who are planning to drive.
- People who suffer from certain conditions.
- People who are taking certain medications.
- People who cannot control the amount of alcohol they drink.

Effect of excessive drinking of alcohol on relationships:

- It may lead to misunderstandings that may eventually lead to quarrels.

Short-term Health Risks

- Injuries such as car accidents, falls, drownings, burns, etc.
- Violence, sexual assault.
- Alcoholic poisoning.
- Risky sexual behaviors.
- Miscarriage and stillbirth.

Long-term Health Risks

- Liver disease
- Digestive problems
- Weakening of immune system
- Mental health problems
- Social problems
- Memory problems
- Dependence in alcohol

POSSIBLE DANGERS OF USING FIRECRACKERS

- May burn down houses
- Discomfort in breathing especially to people with weaker lungs
- May cause respiratory illnesses
- May cause injuries that may lead to amputations of some parts of the body
- May cause fear to our pets
- May cause throat, nose, and eye irritations

Some irresponsible people use guns during festivities, particularly on New Year's Eve. It is very dangerous because we don't know where that bullet is heading. It may damage properties or worse, hit people. The person who is hit by the bullet may die as a result of it.



PRACTICE

Directions: Create a poster encouraging everyone not to use guns or firecrackers during celebrations.

CRITERIA FOR GRADING:

Informative	25 POINTS
Creativity	25 POINTS
Resourcefulness	25 POINTS
TOTAL	75 POINTS



EVALUATE

Directions: List down five (5) possible dangers of using firecrackers, guns, and alcoholic drinks. Write your answer in the space provided.

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

Lesson 04

MUSIC EDUCATION



OUTCOMES

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

- Differentiate melodic and harmonic intervals.
- Identify harmonic intervals (2 pitches) in visual and auditory music samples.



CHECK

Directions: Answer the following correctly. Write the letter of the correct answer in the blanks.

_____ 1. It is the texture of music referring to the single melody played and sung with accompaniment.

a. monophony

b. homophony

c. polyphony

_____ 2. It is a texture in music referring to two or several simultaneous lines of independent melody.

a. monophony

b. homophony

c. polyphony

_____ 3. It is a texture in music in which a single melody with no harmony is being played or sung by one singer or several singers if they are all singing with the same notes together.

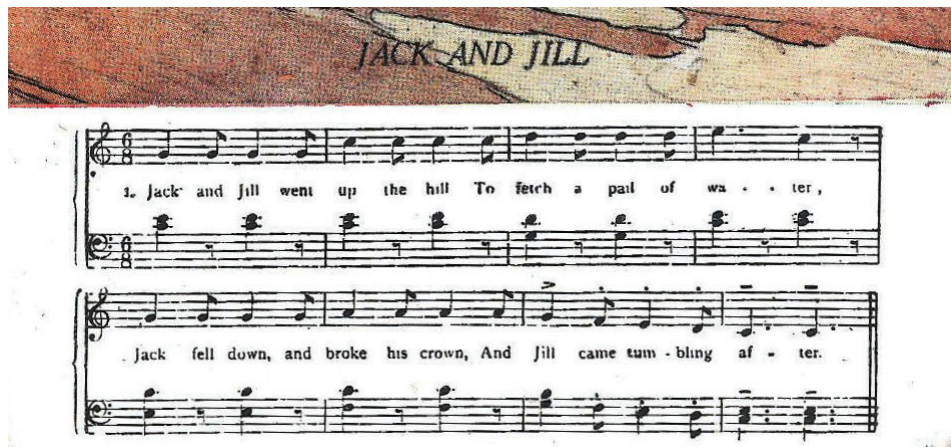
a. monophony

b. homophony

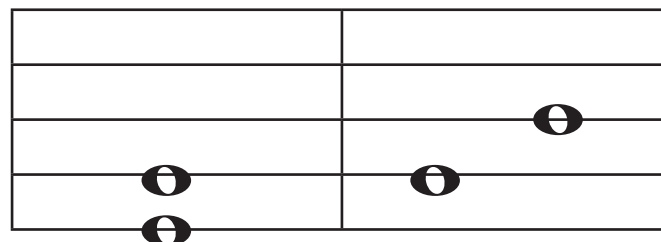
c. polyphony



EXPLAIN

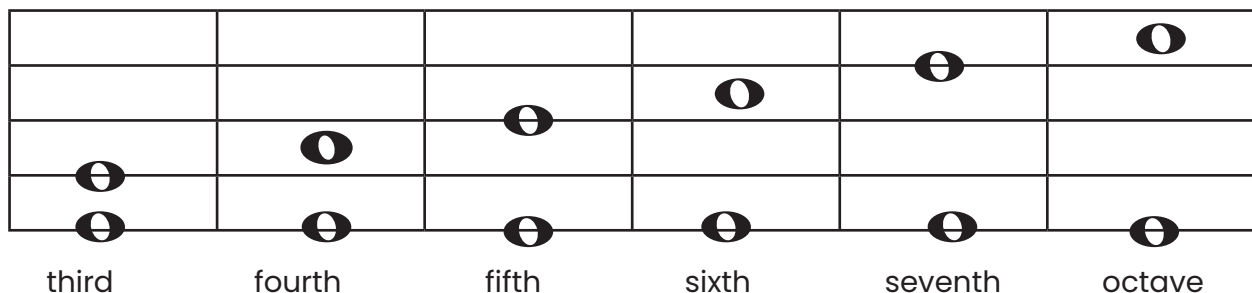


Try to observe the musical sheet above, you will notice that the notes do not always stick together. There is a gap between them to distinguish and enhance the tone. Combining two or more tones creates harmony. Harmony formation starts with identifying the melodic and harmonic intervals used in making thick textures in a sound. Interval refers to the distance between two notes. There are two types of intervals: Melodic and Harmonic. Harmonic Intervals consist of two or more related notes sung simultaneously, while melodic intervals consist of two or more related notes sung successively.



HARMONIC INTERVAL

MELODIC INTERVAL



third

fourth

fifth

sixth

seventh

octave



PRACTICE

Directions: Listen to the song of “London Bridge” and identify which part of the song has harmonic intervals. List down the parts/lyrics where you heard them.

<https://www.youtube.com/watch?v=m8c0bh8Rg6M>

1. _____

2. _____

3. _____



EVALUATE

Directions: Write the number of intervals for each harmonic note. Write your answer in the box below.

The illustration shows a section of the London Bridge with the title "LONDON BRIDGE" in large letters. Below the bridge, there is a musical score in 6/8 time. The lyrics are: "Lon - don Bridge is bro - ken down, Dance o - ver my La - dye Lea ;". Below the lyrics, there are five empty boxes for evaluation, each with an arrow pointing to a specific note in the melody.

Lon - don Bridge is bro - ken down, Dance o - ver my La - dye Lea ;

↓ ↓ ↓ ↓ ↓

□ □ □ □ □

ARTS EDUCATION



OUTCOMES

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

- Explain the steps to produce good tie-dye designs.
- Make your own tie-dye design.



CHECK

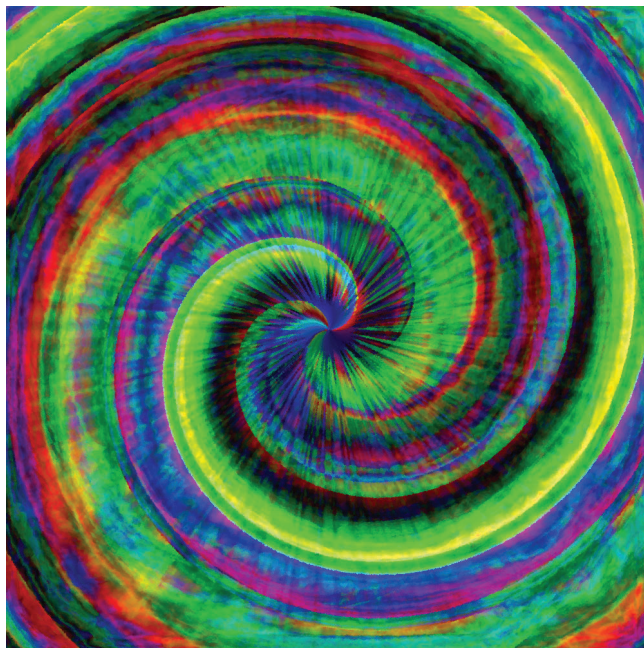
Directions: Identify whether the underlined word on each number makes the statement **true** or **false**.

- _____ 1. The Tawi-tawi is known as the New Capital “Banig” in the Philipppines.
- _____ 2. The banig is a hand-made mat used for eating.
- _____ 3. The Badjao and Samal mat was made from pandanus plant.
- _____ 4. Romblon mats are made from dried pandan leaves.
- _____ 5. Mats from Basey, Samar are made up of tikog leaves.



EXPLAIN

Tie-dye is a fun and easy method to renew old fabrics, such as towels, handkerchiefs, and more. Tie-dye started in China and Japan. Each place has a unique design that reflects their culture and tradition. One of these is to put the design on the fabric by tie-dye.



Different Tie-Dye Designs

1. **Spiral** – it is a classic circular curve look. To make this design, place the fork to the middle part of the fabric rotate it until it appears circular. Tie the fabric with a rubber band and paint according to your desired design.
2. **Random** – irregular pattern. This can be done by tying the fabric according to your desired design before applying the dye. this pattern can be used by a combination of different dyeing techniques.
3. **Polka-dot** – fabric with circular pattern. Here's how to make a tie-dye in the polka dot design. First, prepare a few pieces of beads or dried beans, put a bean or bead inside the shirt then, put plastic wrap over the fabric. Wrap tightly with a rubber band around the bead or bean in a cloth and plastic cover. Repeat several times to make more circular designs.

4. **Target** – this pattern looks like a target or bullseye. Here's how to do it: Lay the t-shirt flat. Squeeze the middle of the dress and tie it with a rubber band. Measure 1–2 inches from the center and tie the fabric again. Continue to tie rubber bands in this pattern about 1 inch away from each other.

Materials:

- old clothes
- rope
- rubber band
- dye
- salt
- basin
- mixer stick
- hot water
- vinegar

Steps to produce good tie-dye designs:

1. Fold and tie the fabric in the desired pattern.
2. Soak the fabric in water to soften.
3. Wear a facemask and gloves before mixing the dye.
4. In a basin, mix 2 packets of dye, 2 tablespoons of vinegar, and 1 tablespoon of salt.
5. Place the tied cloth in the mixture for 5 to 15 minutes.
6. Then, rinse the soaked cloth with pure water.
7. Untie the cloth, hang, dry, and iron.
8. Clean the area where the artwork was made.



PRACTICE

Directions: Make your own tie-dye designs.

CRITERIA FOR GRADING:

Creativity	25 POINTS
Resourcefulness	25 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Arrange the steps in making a tie-dye. Write the correct number (1-7) in the correct order.

- _____ Wear a facemask and gloves before mixing the dye.
- _____ Then, rinse the soaked cloth with pure water.
- _____ Fold and tie the fabric in the desired pattern.
- _____ Place the tied cloth in the mixture for 5 to 15 minutes.
- _____ Untie the cloth, hang, dry, and iron.
- _____ Soak the fabric in water to soften.
- _____ In a basin, mix 2 packets of dye, 2 tablespoons of vinegar, and 1 tablespoon of salt.

PHYSICAL EDUCATION



OUTCOMES

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

- Execute the “BA-INGLES” dance steps.



CHECK

Directions: Write the word **TRUE** if the statement is correct about “Ba-Ingles” dance, and **FALSE** if it is not.

- _____ 1. Ba-Ingles dance is a dance that was inspired by the Italians.
- _____ 2. It is danced to the tune with 2/4-time signature.
- _____ 3. The dancers were dressed in Ilocano peasant attire.
- _____ 4. The dancers were standing beside each other.
- _____ 5. When facing the audience, the girl stands to the right of the boy.



EXPLAIN

BA-INGLES DANCE STEPS

INTRODUCTION

Three steps turn right in place and bow to partner or audience. (2 measures)

The girl holds the skirt, the boy places hands on the waist.

FIGURE I



Pre-set



(A) Change Step

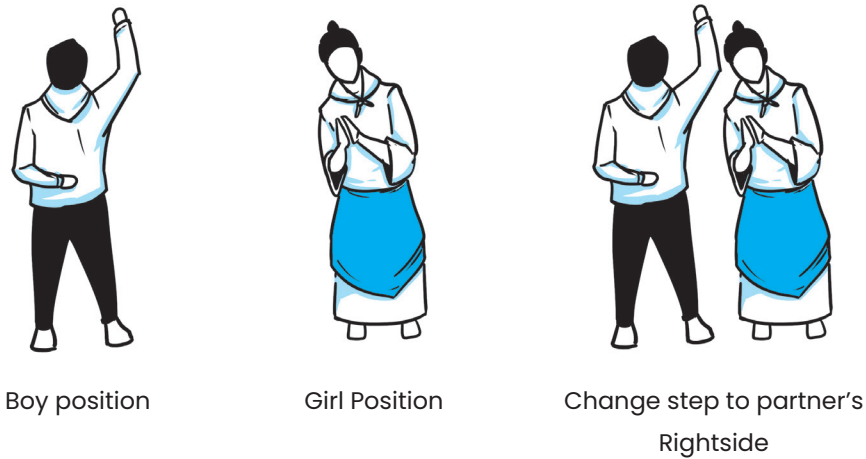


(A) Kumintang

Note: Move the wrist in a clockwise or counter-clockwise motion.

- Starting with the right foot, partners take four change steps forward to meet the partner at the center. Kumintang on the right and left hand alternately, freehand on the waist (4 measures).
- Turn right about and repeat (a). Going to proper places. Finish facing partner, turning right about. (4 measures)
- Repeat (a) and (b). (8 measures)

FIGURE II

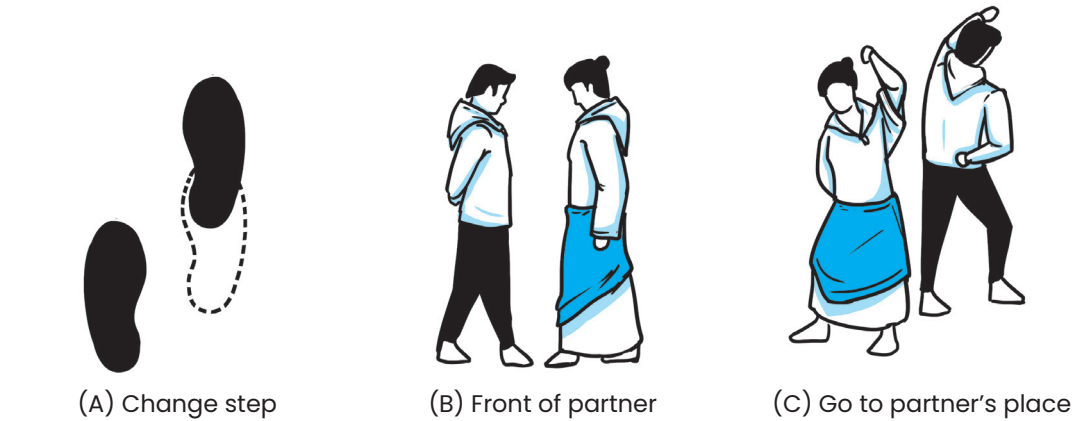


The movements of boys and girls are done simultaneously.

- a. Boy: Starting with the right foot, change steps forward to partner's right side. (Take bigger steps to reach partner's side). Kumintang hands as in figure 1 (a). (4 measures)
- b. Turn right about and repeat (a) going to proper places. Finish facing partner, turning right about. (4 measures)
- c. Repeat a to partner's left side.
- d. Repeat (b). (4 measures)
- e. Girl: Clap hands (3x) to a measure (counts 1, and, 2) throughout this figure. (16 measures)

INTERNAL ILLUSTRATION

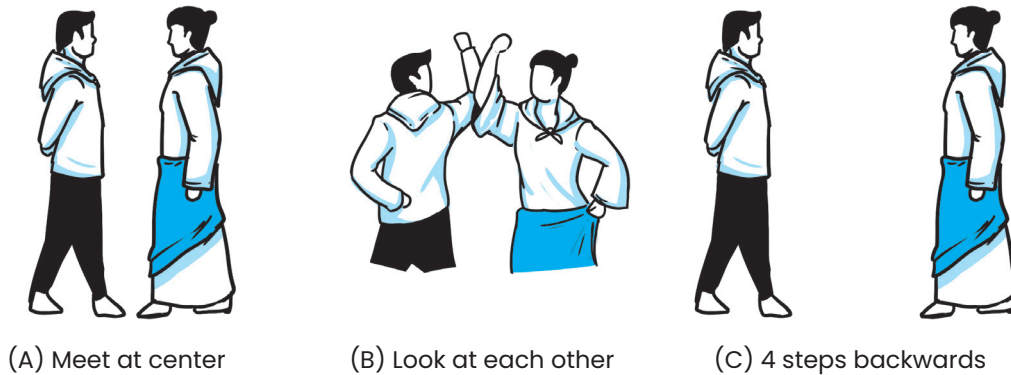
FIGURE III



Throughout this figure, kumintang on the right and left hand alternately as in figure 1.

- Partners take 2 change steps forward, starting with the right foot to meet at the center. (2 measures)
- Change step turn right in place (use two change steps). Finish the turn in front of partner-facing each other. (2 measures)
- Two change steps forward, passing by each other's right shoulder, going to partner's place. (2 measures)
- Change step turn right about (use two change steps), finish facing each other. (2 measures)
- repeat all (a-d) finishing in proper places. (8 measures)

FIGURE IV



Facing each other and starting with right foot, take four steps backward to proper places. Hands as in (a).

- a. Starting with the right foot, partners take four steps forward to meet at the center. The girl holds skirt, boy's hands on the waist. (2 measures)
- b. Face left and step right foot sideward (count 1, point left foot across right in the rear and bend knees slightly). Kumintang on the right hand, left hand on the waist (count 2). Partners stand side by side by right shoulders and looking at each other. (1 measure)
- c. Step left foot sideward (count 1, point right foot across left in the rear and bend knees slightly). Kumintang on the left hand, right hand on the waist (count 2). Partners stand side by side by left shoulders and looking at each other. (1 measure)
- d. Facing each other and starting with the right foot, take four steps backward to proper places. Hands as in (a). (2 measures)
- e. Four steps in place, starting with the right foot. Hands as in (a). (2 measures)
- f. Repeat all (a-e). (8 measures)



PRACTICE

Directions: Perform the step-by-step “Ba-Ingles” dance. You may ask for help from any of your family members. Have a recording of your performance and share it with your teacher.

CRITERIA FOR GRADING:

Gracefulness	25 POINTS
Coordination	25 POINTS
Choreography	25 POINTS
TOTAL	75 POINTS



EVALUATE

Directions: Match the picture in **column A** to its corresponding figure in **column B**. Write the letter of the correct answer in the blanks.

COLUMN A

_____ 1.   

_____ 2.    

_____ 3.   

_____ 4.   

COLUMN B

a. FIGURE II

b. FIGURE III

c. FIGURE I

d. FIGURE IV

HEALTH EDUCATION



OUTCOMES

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

- Recognize the use of alternatives to firecrackers and alcohol in celebrating special events



CHECK

Directions: Put a check (✓) on the box if the statement describes the dangers of using firecrackers, guns, and alcoholic drinks, cross out (X) if it is not.

- ☐ 1. Firecrackers can burn down houses.
- ☐ 2. Firecrackers may cause injuries that may lead to amputations to other parts of the body.
- ☐ 3. It is allowed to use guns during New Year's Eve.
- ☐ 4. Too many alcoholic drinks are good for the body.
- ☐ 5. Gun firing may cause death to the person who will get hit by the bullet.



EXPLAIN

We discussed the possible dangers of using firecrackers, guns during celebrations. Because of the dangers they do to our environment and health, the government and police authorities are working to control, if not ban, the use of firecrackers to prevent the injuries they may cause. Instead of using them, there are alternative ways of creating noises for celebrations.

Alternatives for firecrackers and alcoholic drinks:

- Using plastic horns or car horns instead of using firecrackers.
- Watch New Year's Eve Celebrations organized by different private organizations.
- Make maracas out of empty cans and shake them.
- As improvised cymbals, bang pot lids, and pan covers.
- Play the tambourine, which is formed of flattened bottle caps.
- Large water bottles, biscuit cans, and buckets shaped like drums can all be tapped.
- Shake your piggy bank or make your own "shakers" out of coins, pebbles, or seeds in paper boxes or plastic bottles.
- With a ladle or a stick, beat the batyaor palanggana (washbasin).
- Alarm clocks can be rung or ringtones should be played.
- Play your favorite songs or musical instruments while listening to the radio.
- Stomp your feet and clap your hands.

To prevent drinking too much alcohol, here are some ways to celebrate festivities to do instead of drinking alcohol:

- Singing and dancing instead of drinking alcoholic drinks.
- Organizing indoor games for everyone.
- Eating good foods with the whole family.
- Attend street parties and concerts.



PRACTICE

Directions: Make a vlog explaining the possible alternatives to firecrackers and alcohol in celebrating special events.

CRITERIA FOR GRADING:

Informative	25 POINTS
Resourcefulness	25 POINTS
Creativity	25 POINTS
TOTAL	75 POINTS



EVALUATE

Directions: List down five things that may use as an alternative to firecrackers and alcohol in celebrating special events. Write your answer in the blanks below.

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