MundiTek 6

Appreciating Music, Arts, Physical Education, and Health

EDITION 1

Author Jonathan Sabado Valles



This book belongs to:

MundiTek 6

Appreciating Music, Arts, Physical Education, and Health

Jonathan Valles

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

Jonathan Valles

Jonathan is a graduate of Bachelor in Physical Wellness, Major in Sports from University of Makati.

He was a former varsity and captain of UMAK Sepaktakraw Team, and while studying he excel in sports officiating that help him to gain more experience in different sports.

He worked for 2 years in a Private school at Pasig City, handling MAPEH subjects from elementary to highschool.

He is currently employed at the Department of Education National Capital Region – Sta. Lucia High School Division of Pasig and handling MAPEH Grade 8. He is the head coach of Pasig City Sepaktakraw Team and also the Vice Chairman of Pasig Sepaktakraw Club.



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 the module, you are expected to:

- Differentiate simple and compound time signatures.
- Create simple musical phrases for simple and compound time signatures.



CHECK

Directions: Give the value or beats of the following notes and rests. Place your answers on the space provided.

_____ 1. Whole note
_____ 2. Quarter Rest
_____ 3. Sixteenth Note
_____ 4. Half Rest
_____ 5. Eighth Note



EXPLAIN

The **time signature** is a notational convention used in Western musical notation to specify how many beats (pulses) are to be contained in each bar and which note value is to be given one beat. In a musical score, the time signature appears at the beginning of the piece, as a time symbol or stacked numerals, such as the 𝄴 (Common Time) or four-four time signature.

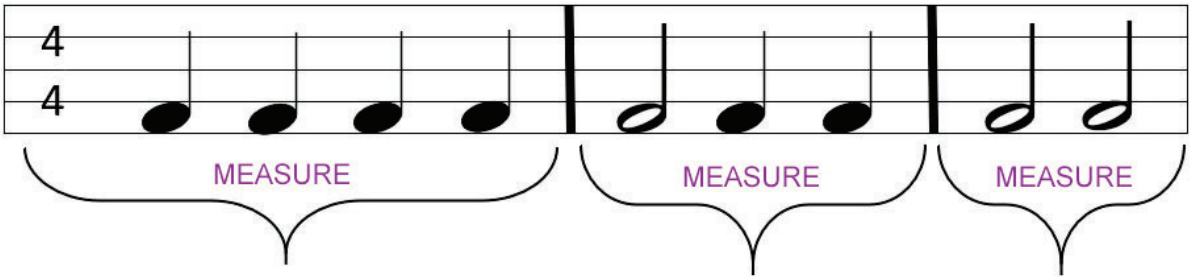
Common time is another way of notating and referring to the $\frac{4}{4}$ time signature, which indicates that there are four-note beats per measure.

Simple Time Signature

The simple time signature is divided into three groups, $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$ time.

The *upper* numeral indicates how many beats there are in a measure.
The *lower* numeral indicates the note value that represents one beat.

Let's take this example:



In this example, the time signature is in four-four time. Since the upper number tells us how many beats there are in a measure, this shows that in this case, we should have 4 beats. The lower number, on the other hand, tells us the kind of note value to receive one beat; thus, in this case, it is the quarter note to receive one beat.

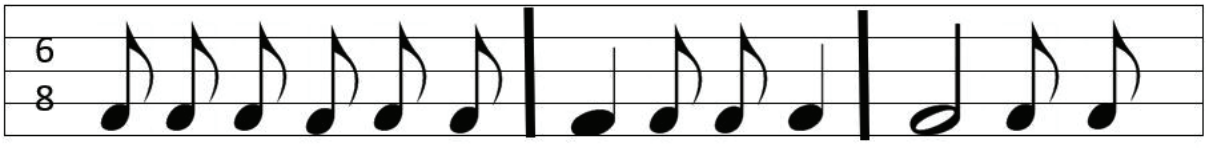
Compound Time Signatures

The compound time signatures are divided also into three groups $\frac{6}{8}$, $\frac{9}{8}$, and $\frac{12}{8}$.

The numbers in these time signatures function nearly the same as simple time signatures.

The *upper* numeral indicates how many beats there are in a measure.
The *lower* numeral indicates the note value that represents one beat.

Let us take this example:



**There should be six beats or counts per measure, and the eighth note will receive one beat. Notice the notes on each measure. The eighth note in the compound time signature will receive one beat, while the quarter note will now receive two beats and the half note will now receive four beats.



PRACTICE

Directions: Complete the given musical phrase below. Create a musical phrase following the time signature indicated. Provide two measures per phrase given.

9
8

3
4

12
8

2
4



EVALUATE

Directions: Identify the described word on each number. Write your answers on the space provided before the number.

_____ 1. It is a notational convention used in Western musical notation to specify how many beats (pulses) are to be contained in each bar and which note value is to be given one beat.

_____ 2. This is another way of notating and referring to the $\frac{4}{4}$ time signature, which indicates that there are four-note beats per measure.

_____ 3. It indicates how many beats there are in a measure.

_____ 4. It indicates the note value that represents one beat.

_____ 5. This is the symbol for common time signature.

ARTS EDUCATION



OUTCOMES

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

- Identify the different art processes using technology.
- Create an artwork using available software or applications.



CHECK

Directions: From the pool of words below, choose and write the terms that signify antique artifacts, houses, utensils, and others alike. Write your answers on the blanks provided below.

MANILA CATHEDRAL	NATIONAL MUSEUM	BAHAY NA TISA
MANUNGGUL JAR	LAPTOP	MOBILE PHONES
METROPOLITAN THEATRE	SM SUPERMALLS	STARBUCKS TUMBLER

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



EXPLAIN

Art Processes Using Technology

With the existence of modern technology nowadays, different skills may be developed as well.

Let us define first hardware and software.

Hardware refers to the physical elements or machinery of a computer like a keyboard, monitor, system unit, and mouse. Some hardware may be found inside the computer like the hard disk drive (HDD), central processing unit (CPU), and the power supply unit.

Software is a set of instructions that are needed to operate computers and execute tasks. These are the things that we really cannot touch. These are set of application which tells what the computer can do like the office suites, database programs, web browsers, word processors, software development tools, image editors, and communication platforms.

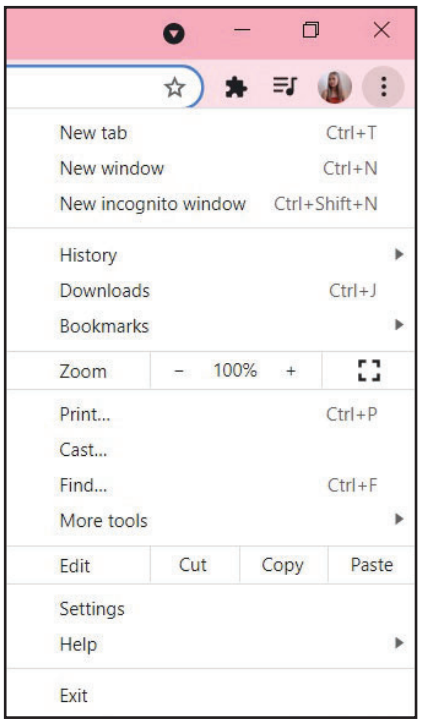
Software commands are words or common language recognizes by the computer to access functions. Examples of commands are: open, save, import, export, etc.

The hamburger command or the menu button is the three lines or dots you can see at the upper part of your browser.

Hamburger Commandor Menu Button



The Menu Command will give us secondary options like



With the existence of modern technology nowadays, different skills may be developed such as software skills like typing or encoding, making spreadsheets, creating powerpoint presentations, sending electronic mails. Furthermore, social media skills and art skills may also be developed with the use of this new technology.

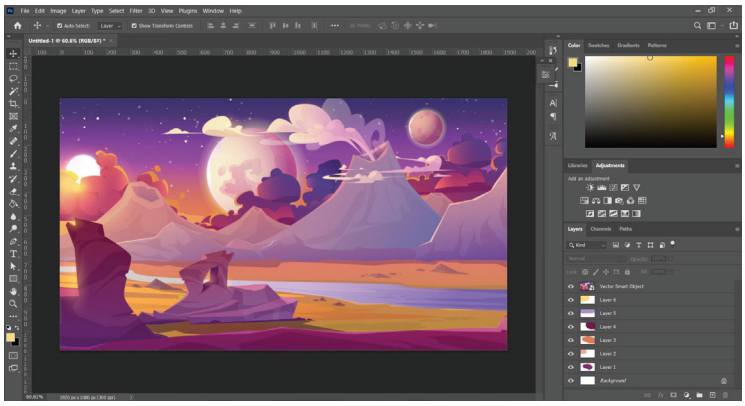
Art skills include drawing a picture digitally, photography, and videography. It also includes processes such as capturing, saving, transporting, and editing.





This also includes graphic designs and designing a web page.







PRACTICE

Directions: Create an artwork using your mobile phones or any hardware gadgets you have by editing your most loved picture in your gallery. Make sure to use different filters. Save your work and send it to your teacher.

CRITERIA FOR SCORING

CREATIVITY	20 POINTS
ORIGINALITY	20 POINTS
FILTER RECOGNITION	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Identify the word being described in each number. Write your answers on the space provided before the number.

_____ 1. This refers to the physical elements or machinery of a computer like a keyboard, monitor, central processing unit (CPU), and hard disk drive (HDD).

_____ 2. These are set of instructions that are needed to operate computers and execute tasks.

_____ 3. These are the three lines or dots you can see at the upper part of your browser.

_____ 4. It includes processes such as capturing, saving, transporting, and editing.

PHYSICAL EDUCATION



OUTCOMES

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

- Analyze the Philippine Physical Activity Pyramid.



CHECK

Directions: How much you know about physical activity? Write **M** if the activity shows moderate, **V** if the physical activity is vigorous, and **C** if the activity is needed to be cut down or minimize.

_____ 1. Gina walks with her pet every afternoon at the park.
_____ 2. Ben's schedule for basketball training is every Monday, Wednesday, and Friday.
_____ 3. Playing Mobile Legends is the hobby of Ruby.
_____ 4. Jim and his friends ride a bicycle from Monday to Friday.
_____ 5. Every vacation Ben's routine is to eat, sleep, and play mobile games.



EXPLAIN

Philippine Physical Activity Pyramid

- Physical Activity Pyramid – is a visual representation of how often and what physical activities should be done by every person that helps them to become physically healthy.



CUT DOWN ON – watching television, playing computer or mobile games, or sitting for more than 30 minutes. These activities do not require any movement, so it is suggested to cut down on or minimize them.

2 to 3 Times a Week – it comprises leisure activities, as well as flexibility, and stretching exercises. It is considered vigorous activities and these activities are good for muscle fitness.

4 to 6 Times a Week – aerobic exercises and recreation activities. These are recommended for 2 to 3 times a week because it helps your cardiovascular endurance develop.

Every Day – doing household chores, walking to school, taking stairs instead of using the elevator, and walking with your pet. These everyday activities are considered as moderate activities. They may be simple activities, but they will help you to become physically active.

PRACTICE

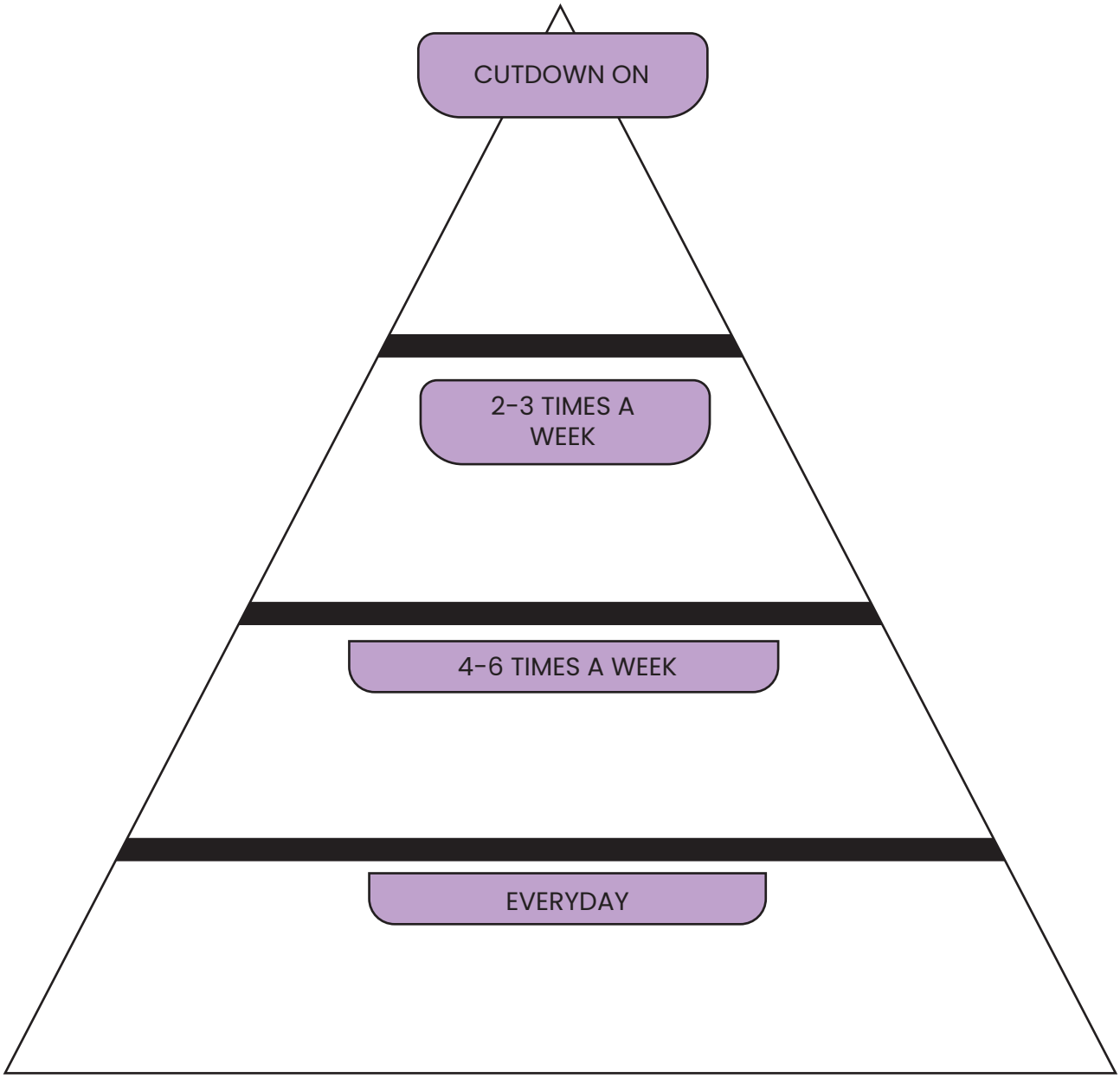
Directions: Create your own daily physical activity schedule with the guide of Philippine Physical Pyramid. You can also set your schedule from your mobile phone and set an alarm to notify you if it's time for the activity.

MONTH OF _____

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

EVALUATE

Directions: Complete the Physical Activity Pyramid Guide.



HEALTH EDUCATION



OUTCOMES

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

- Describe personal health issues and concerns and different ways to manage them.



CHECK

Directions: How much you know about personal health issues and concerns? Match column **A** to column **B**. Write the letter of your answer on the space before the number.

A	B
_____ 1. The reduced normal growth rate of a person.	a. Overweight and Obesity
_____ 2. The term used to describe a person whose body weight is too low to be healthy.	b. Otitis Media
_____ 3. Far-sightedness refers to what eye condition?	c. Hyperopia
_____ 4. Group of inflammatory diseases of the middle ear.	d. Underweight
_____ 5. The excessive fat in the body that presents a risk to health.	e. Stunted Growth

EXPLAIN

PERSONAL HEALTH ISSUES AND CONCERNS



A. HEIGHT AND WEIGHT

Stunted Growth – is the lack of height for a child's age because of malnutrition or undernutrition in early childhood.

Underweight – is having less body fat than what is optimal health.

Overweight – is having more body fat than what is optimal health.

Obese – is a person that weighs much more than the healthy range of his/her age, height, and gender.



B. HEARING

Impacted Cerumen – it happens when the earwax builds up in the ear and blocks the ear canal. It may cause temporary loss of hearing and ear pain.

Swimmer's Ear – it happens when water traps in the ears that causes bacteria or fungal infection.

Otitis Media – it is a group of inflammatory diseases of the middle ear. Commonly happens in children because the tube that allows fresh air in the middle ear is not yet fully developed.



C. VISION

Astigmatism – a common eye condition experienced by young people that causes blurred vision. It happens when the cornea is irregularly shaped.

Myopia – also known as near-sightedness, is a condition in which a person can see clearly but when objects are farther away it appeared blurred.

Hyperopia – also known as far-sightedness, is a condition where people have difficulty focusing on objects that are too close but can see distant objects very well.

D. SKIN, HAIR, AND NAIL

Dandruff – is a condition of the scalp that causes flakes of skin, itching, and drying.

Corns and Calluses – is a hard and thickened layer of the skin on the hand and most commonly on feet.

Blisters – are caused by forceful rubbing. These are like bubbles on the skin that contain fluids within the upper layer of the skin.

Ingrown Toenails – it happens when the edges or the corner of the toenails grow into the skin next to the nail.

E. POSTURE AND SPINE DISORDER



Scoliosis – a condition in which a person's spine is curving sideways.

Lordosis – a condition wherein the lower back spine has curved excessively inward.

Kyphosis – an abnormal excessive curvature of the spine, resulting in hunching of the back.

F. ORAL AND DENTAL PROBLEMS



Cavities – the damage of the tooth structure, it is the result of tooth decay.

Gingivitis – is a common gum disease, which is the inflammation of the gum caused by the bacterial growth that accumulates on the tooth.

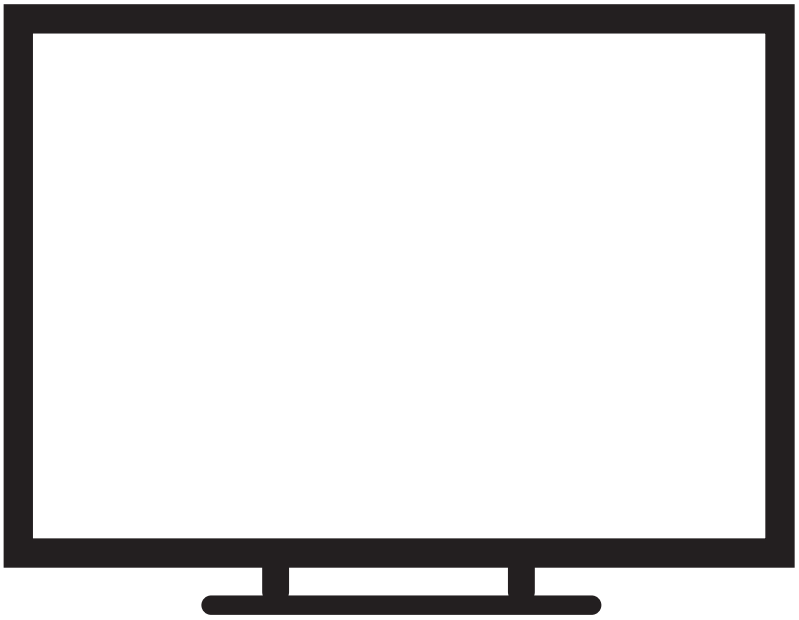
Halitosis – also known as bad breath. It is the unpleasant odor of the breath.

PRACTICE

Directions: Create a commercial campaign about the importance of understanding the Personal Health Issues and Concerns.

Content:

- What are the personal health issues and concerns?
- Why is it important to understand personal health issues and concerns?
- What are the different ways to manage them?



Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Write **Fact** if the statement is correct and **Bluff** if not. Place your answers on the space provided.

_____ 1. The cavity is the inflammation of the gum caused by the bacterial growth that accumulates on the tooth.

_____ 2. Myopia is also known as far-sightedness.

_____ 3. Impacted Cerumen happens when water traps in the ears that cause bacteria or fungal infection.

_____ 4. Overweight is having less body fat than what is optimal health.

_____ 5. Obesity is the lack of height for a child's age.

Lesson 02

MUSIC EDUCATION



OUTCOMES

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

- Identify the simple and compound time signatures.
- Create a simple rhythmic pattern for simple and compound time signature.



CHECK

Directions: Give the different simple and compound time signatures groupings. Place your answers in the provided spaces.

SIMPLE TIME SIGNATURE	COMPOUND TIME SIGNATURE

EXPLAIN

Rhythmic Patterns for Simple and Compound Time Signatures

In our last module, we have learned about simple and compound time signatures.

The simple time signature is divided into three groups, $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$ time.

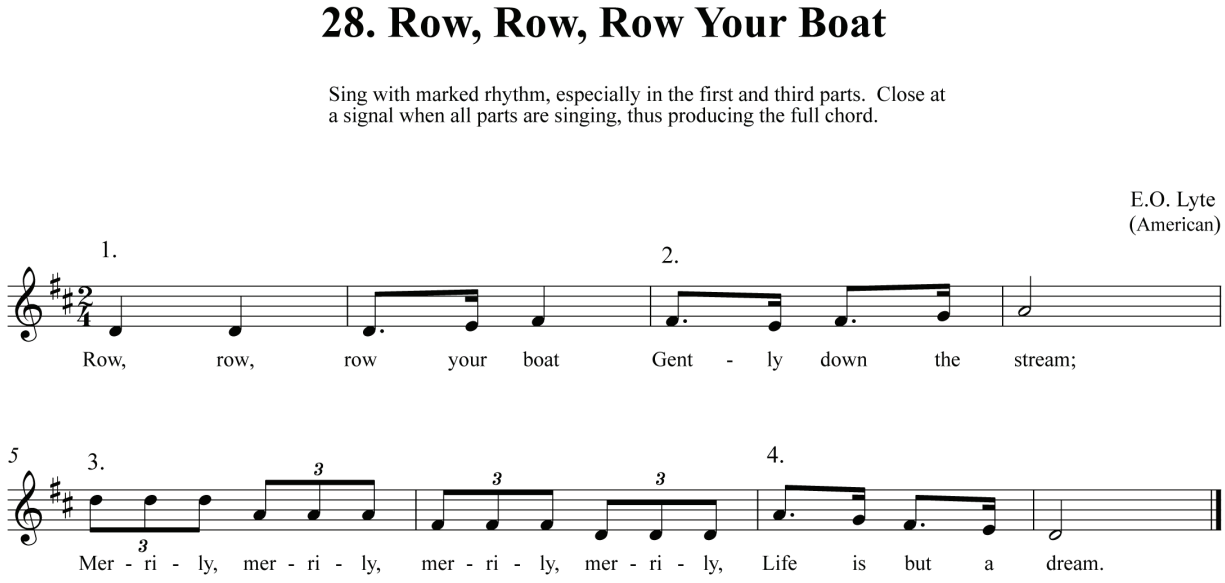
The compound time signatures are divided also into three groups $\frac{6}{8}$ $\frac{9}{8}$ and $\frac{12}{8}$.

The *upper* numeral indicates how many beats there are in a measure.
The *lower* numeral indicates the note value that represents one beat.

Rhythmic patterns are series of notes and rests that are placed together in a measure.

Now, let us analyze some simple rhythmic patterns.

Simple Time Signature



In this example, the time signature is in duple time, meaning there should be 2 counts or beats per measure, and the lower number indicates that the quarter note will receive one beat.

If we will count the values of the notes and rests per measure, we will have 2 beats or counts in a measure.

Compound Time Signatures

In compound time signature, the eighth note will receive one beat. Therefore, following the order of the notes, a whole note will receive 6 beats, a half note will receive 4 beats, a quarter note will receive 2 beats, an eighth note will receive 1 beat, and a sixteenth note will receive ½ beat of a note.

Check out the table below.

= Whole Note Play for 6 beats

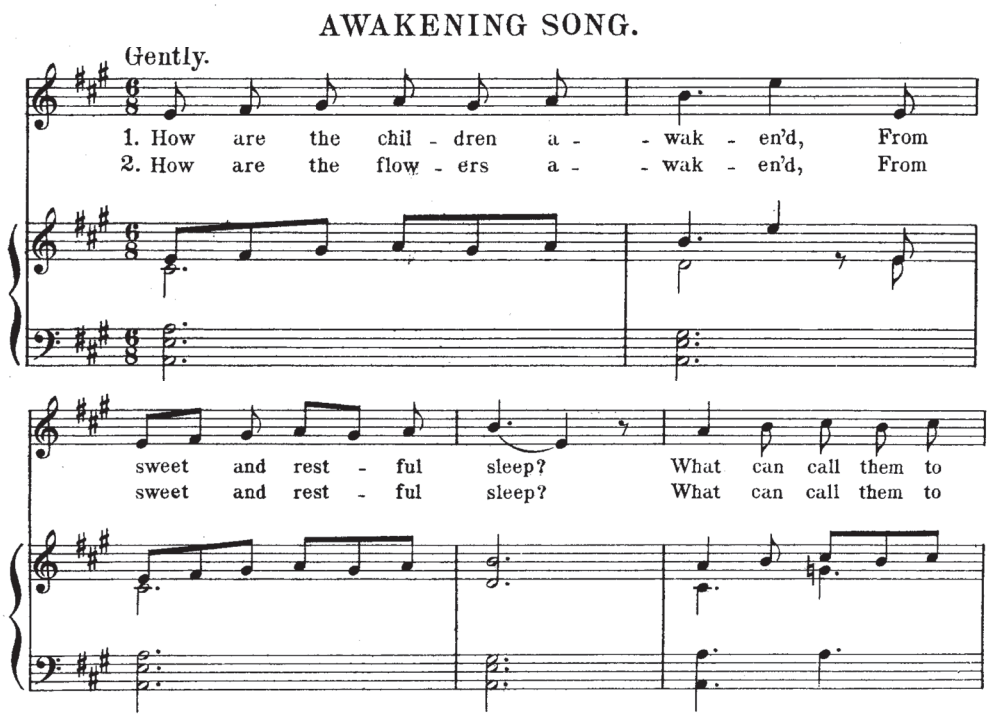
= Half Note Play for 4 beats

= Quarter Note Play for 2 beats

= Eighth Note Play for 1 beats

= Sixteen Note Play for 1/2 beats

Let us analyze some phrases.



In this example, we can see that the time signature is compound. We can see that the eighth note will receive one beat, while the values of the notes per measure are equals to 6 beats.



PRACTICE

Direction: Create rhythmic patterns for simple and compound time signatures.

Simple Time Signatures

Compound Time Signatures

EVALUATE

Directions: Give the value of the notes for Simple and Compound Time Signatures. Place your answers in the space provided.

SIMPLE		COMPOUND
		
		
		
		
		

ARTS EDUCATION



OUTCOMES

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

- Identify the elements and principles of commercial arts.
- Create simple design for commercial use.



CHECK

Directions: Enumerate the different art skills that have been developed using technology.

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



EXPLAIN

ELEMENTS AND PRINCIPLES OF COMMERCIAL ARTS

Now that we are in the age of technology, different artworks are carried over digitally.

- **Commercial Arts** – these are imagery created for advertising or marketing purposes. This includes advertising, graphic design, branding, logos, and book illustrations.

- **Commercial Artists** – these are people who create artworks that are used to sell products, like advertisements found in magazines, on our social media, and other platforms alike.

- **Logo** – it is a design used by an organization for its letterheads and advertising materials to be easily recognized.

ELEMENTS OF ARTS

1. **Line** – is a mark with greater length than width. Lines can be horizontal, vertical, or diagonal. It can also be straight, curved, thick, or thin.

2. **Shape** – is a closed line. Shapes can be geometric like squares and circles, or organic like free-form or natural shapes. Shapes are flat and can express length and width.

3. **Color** – is light reflected off of objects. Color has three main characteristics: hue, value, and intensity.
    a. **Hue** – is the name of the color.
    b. **Value** – is the darkness and lightness of a color.
    c. **Intensity** – is the brightest or dullest of color.

4. **Space** – is the area between and around objects.

5. **Texture** – is the surface quality that can be seen or felt.

PRINCIPLES OF ARTS

1. **Harmony** – is the visually satisfying effect of combining similar or related elements.

2. **Balance** – refers to the visual weight of the elements of the composition.

3. **Contrast** – is a large difference between two things to create interest and tension.

4. **Emphasis** – is the focal point of an image.

5. **Pattern** – is the uniform repetition of any of the elements of arts or a combination thereof.

PRACTICE

Directions: Design and create your own logo digitally using your available software or application at home. If there is no application available, you can draw and color your logo.

CRITERIA FOR SCORING

NEATNESS	10 POINTS
ORIGINALITY	20 POINTS
LOGO DESIGN CONCEPT	10 POINTS
APPEAL	10 POINTS
TOTAL	**50 POINTS**

EVALUATE

Directions: Identify the word described in each number. Write your answers on the blanks provided.

_____ 1. It refers to the visual weight of the elements of the composition.
_____ 2. It is the area between and around objects.
_____ 3. These can be horizontal, vertical, or diagonal, straight or curve, thick and thin.
_____ 4. It is a design used by an organization for its letterheads and advertising materials to be easily recognized.
_____ 5. These are imagery created for advertising or marketing purposes.

PHYSICAL EDUCATION

OUTCOMES

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

- Analyze the different traditional games.
- Identify the background, rules, and regulations in batuhang bola/dodgeball.

CHECK

Directions: How much you know about traditional games? Identify each game.







EXPLAIN

Target Games: Batuhang Bola / Dodgeball

Games have become part of Filipino culture and one of the oldest forms of human social interaction. The traditional Filipino games or Larong Pinoy are very much alive in the Philippines. These are games commonly played by children, usually using

native materials. Some games are played or held during town fiesta in the provinces. These games of Filipino children include the following: Luksong Tinik, Batuhang Bola or Dodgeball, Tumbang Preso, and Palo Sebo, among others.

Target games are games that involve the players in placing an object near or in a target to be able to get the highest possible score. The players must hit the object with much accuracy to score. The players should also know how to protect the object to prevent the other players from scoring. Target games involve different manipulative skills like throwing, tossing, rolling, catching, running, jumping, hopping, and stretching.

Dodgeball or **Batuhang Bola** is a game in which players on two teams try to throw balls at each other while avoiding being hit. Dodgeball originated in Africa. It was played therefore over two hundred years ago. The original version of it is deadlier and more painful because instead of rubber balls, they used rocks or putrefied matter. That version is played by African tribes to train them.

Safety Precautions

- Before undertaking any physical activities make sure to have proper warm-up exercise to prepare your body especially your muscle to avoid injury.
- Answer the Physical Activities Readiness Questionnaire or PAR-Q.
- Use appropriate clothing for physical activity.

Mechanics of the Batuhang Bola/Dodgeball Game

- The second team should hit the players of the first team. If the second team could hit a player in the first team, that player is out.
- If that player catches a ball, his team will gain a “life” and can be used to revive another player or be used to continue to play on if the ball hits him/her.
- The team will win if it hit all the players and none of the players are left.

Skills needed in the Game:

1. throwing
2. running
3. jumping
4. hopping
5. catching
6. dodging



PRACTICE

Directions: Practice the following skills that are needed in playing batuhang bola/ dodgeball. Record it and submit it to your teacher.

1. Throwing
2. Running
3. Jumping
4. Hopping
5. Catching
6. Dodging

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Read each statement below, write **FACT** if the statement is correct about batuhang bola/dodgeball, write **BLUFF** if the statement is wrong.

_____ 1. If that player catches a ball, his team will gain a "life" and can be used to revive another player or be used to continue to play on if the ball hits him/her.

_____ 2. The second team should hit the players of the first team.

_____ 3. Batuhang bola or dodgeball is considered a target game.

_____ 4. A player should shoot the ball to the ring.

_____ 5. Before playing the game, you should have a warm-up exercise to avoid injury.

HEALTH EDUCATION

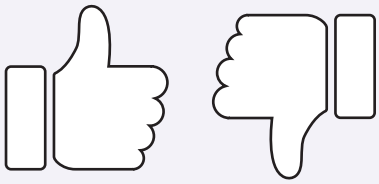
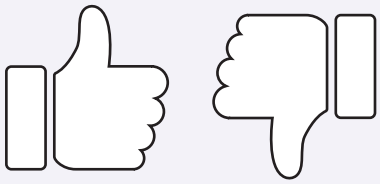
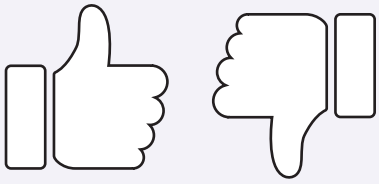
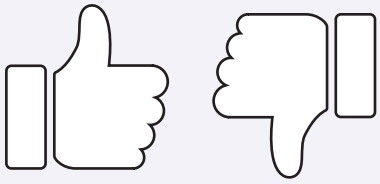
OUTCOMES

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

- Identify self-management skills.
- Demonstrate self-management skills.

CHECK

Directions: How much you know about self-management skills? Color the like button if it shows good self-management skill, dislike if not.

Eating too much	Brushing your teeth
	
Sitting with proper posture	Exercising regularly
	

EXPLAIN

Self-management skills are the abilities that allow us to control our actions, thoughts, and feelings.

A healthy lifestyle is very important for us to do our everyday activities. We need to demonstrate self-management skills in handling different personal health issues and concerns to help protect ourselves from illnesses.

SELF-MANAGEMENT SKILLS

A. Proper Hygiene

1. Take a bath, wash your body often. If possible, take a shower or bath every day.
2. Clean teeth at least once a day. Brushing the teeth after each meal is the best way of making sure that gum disease and tooth decay are avoided.
3. Washing hands with soap before preparing and/or eating food. During normal daily activities, such as working and playing, disease-causing germs may get onto the hands and under the nails.



B. Proper nutrition – means that your body gets all the needed nutrients, vitamins, and minerals.

1. Drink 8 to 10 glasses of water every day.
2. Do not skip meals, eat a healthy balanced diet.
3. Drink milk because it helps our teeth and bones become stronger.
4. Be sure to have rich in nutrient foods every meal.
5. You can avoid being overweight, underweight, obese, or stunted growth by eating and choosing healthy foods.

- **Go Foods** – are foods that provide fuels and help us to become active.
- **Glow Foods** – are body regulating foods that are rich in minerals and vitamins.
- **Grow Foods** – are body-building foods that help our body to grow bigger and stronger.

C. Regular Physical Activity

1. Physical activity makes your bones, muscles, and joints stronger. It can help you manage your weight better.
2. Warm-up exercises should be done before doing any physical activity.
3. The Physical Activity Pyramid guide will help you to understand what activities to do. Following this guide will help you to become physically healthy.
4. Everyday activities are considered as moderate activities such as doing household chores, walking, watering plants, and playing with pets, etc.
5. There are vigorous activities that we need to 3 to 5 times a week like swimming, jogging, biking, playing basketball, and recreational activities.
6. Vigorous activities such as leisure activities, flexibility exercises, and strength training should be done every 2 to 3 times a week.
7. Minimal activities such as sitting, lying on the bed, watching television, and playing with your gadgets should be minimized or need to be cut down because it does not require any movement.

D. Enough Rest and Sleep

1. Getting enough sleep is essential for helping a person maintain optimal health and well-being.
2. It allows our body to recharge energy to prepare us for the next day's activities. As a student, you should have enough sleep for you to perform tasks that are expected for you to do such as household chores, school activities, and sports training.

Experts Sleep Timetable

Age	Specific Time Frame
0-3 months old	5-18 hrs./day
3-12 months old	9-14 hrs./day
1-3 yrs. old	12-14 hrs./day
3-5 yrs. old	11-13 hrs./day
5-12 yrs. old	10 -11 hrs./day

E. Good Posture

- **Good Walking Posture**
    1. Stand up straight, imagine standing against the wall measuring your height.
    2. Avoid leaning forward or backward.
    3. Keep your eyes forward and chin up parallel to the ground.
    4. Let your shoulders be back and relaxed.
- **Good Standing Posture**
    1. Stand up tall and straighten your knees.
    2. Keep your shoulder back and stomach in.
    3. Put your weight mostly on the balls of your feet.
    4. Hang your arms naturally down the sides of the body.
- **Good Sitting Posture**
    1. Sit with back straight and shoulders back.
    2. Make sure that your body weight is distributed evenly on both hips.
    3. Bend your knees by a 90-degree angle, keeping the heights of your hips and knees are even.
    4. To keep your hips aligned, rest your feet flat on the floor.



PRACTICE

Directions: Create a video vlog about Self-management Skills. Show the proper ways of doing self-management. Explain why it is important to practice self-management skills.

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Write **Fact** if the statement is correct and **Bluff** if not. Place your answers on the blanks provided.

_____ 1. Glow Foods are type of foods that provide fuels and help us to become active.
_____ 2. Specific time frame for 5-12 years old is 5-18 hrs per day.
_____ 3. Clean the lids of canned goods before storing.
_____ 4. Everyday activities considered as moderate activities such as leisure
_____ 5. Minimal activities such as sitting, lying on the bed, and watching.

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

- Identify the values of notes in simple and compound time signatures.
- Sing sample songs in simple and compound time signatures.



CHECK

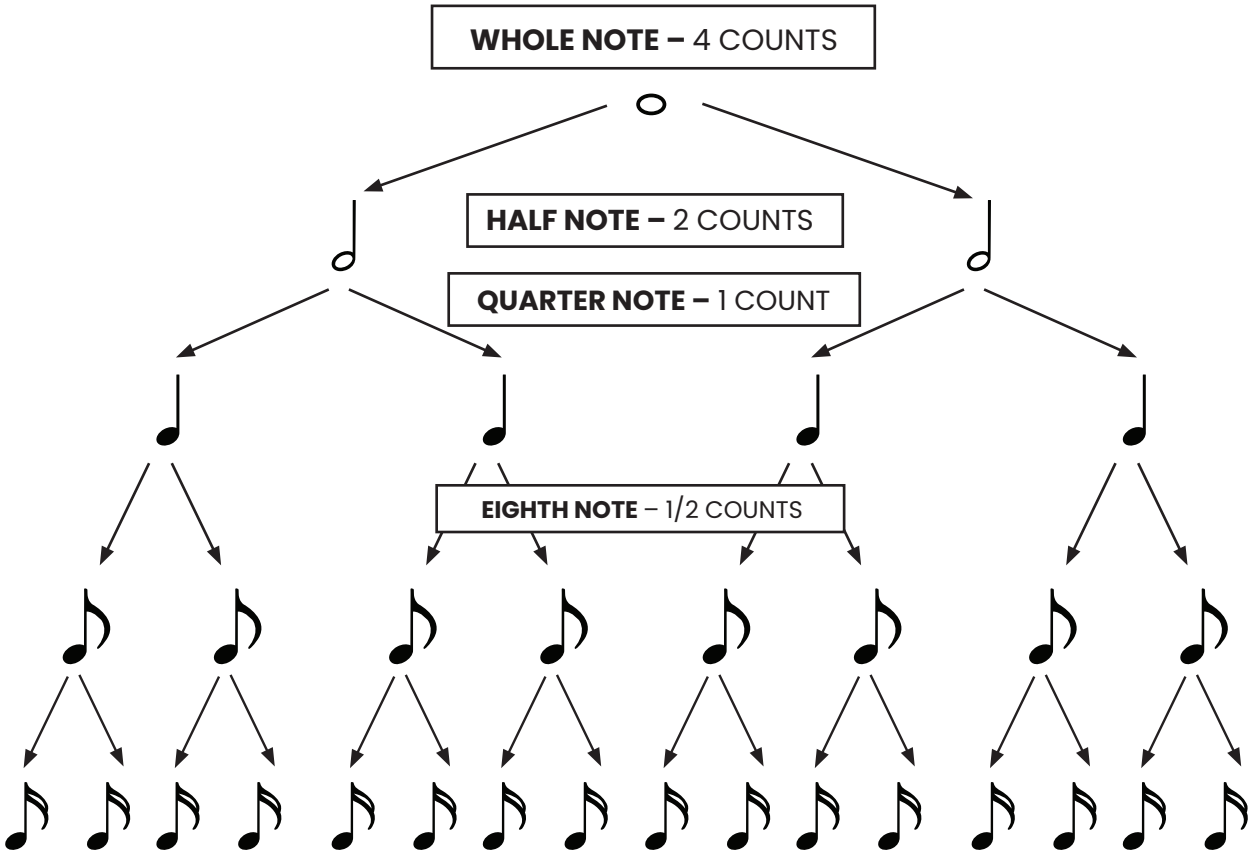
Directions: Identify the word being described in each sentence. Write your answers on the blank provided before the number.

_____ 1. It indicates how many beats there are in a measure.
_____ 2. It indicates the note value that represents one beat.
_____ 3. It is a notational convention used in Western musical notation to specify how many beats (pulses) are to be contained in each bar and which note value is to be given one beat. It indicates the note value that represents one beat.
_____ 4. These are series of notes and rests that are placed together in a measure.
_____ 5. These are numbers found at the very beginning of every musical piece.



EXPLAIN

Notes and rests are some of the important things to remember in creating music. These are notations that represent pitch and duration in a musical piece or score. First, let us try to see the different notes and their values.



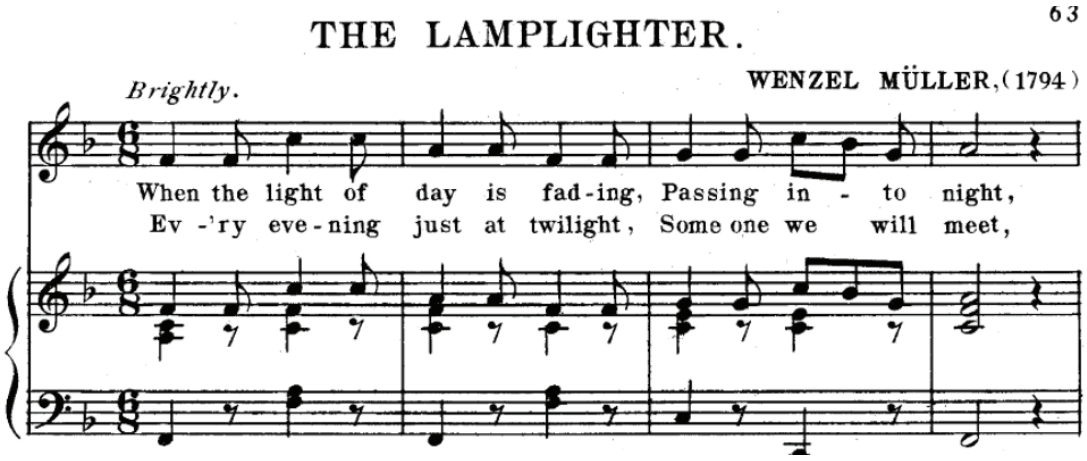
Depending on the time signature, the numerical value of the notes above varies. In simple time signatures like $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$, the quarter note always receives one beat.

Let us take this as an example:



Can you guess the time signature of this musical phrase? This example is in time signature. The beats in each measure are equal to four beats. Therefore, the time signature is in 4/4 time.

In compound time signatures like $\frac{6}{8}$, $\frac{9}{8}$, and $\frac{12}{8}$, the value of the notes per measure is different from the simple time signatures. Look at the lower number of the compound time signature given. These time signatures signify that the eighth note will receive one beat. Look at the music sheet below:



In this music sheet, it can be seen that the eight note receives one beat while there are 6 beats in every measure.

PRACTICE

Directions: Let us sing some of the example songs in simple and compound time signatures. Listen to the songs your teacher will give you. Then, sing the given songs and record them using a mobile phone or a video recorder and submit them to your teacher.

1. I Just Can't Wait to Be King (Lion King) – https://www.youtube.com/watch?v=I8UFnc85-xM
2. Once Upon a December (Anastasia) – https://www.youtube.com/watch?v=qA7XKmC5QbQ
3. Someday (The Hunchback of Notre Dame) – https://www.youtube.com/watch?v=t5Kfw27B7Hc

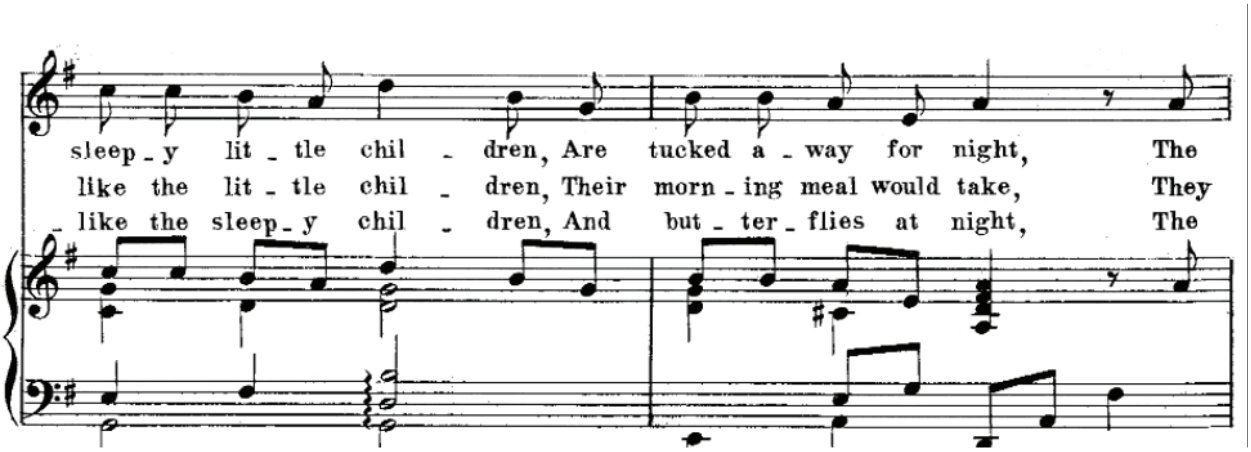
CRITERIA FOR SCORING

Musicality	30 POINTS
Performance and Appearance	20 POINTS
TOTAL	**50 POINTS**

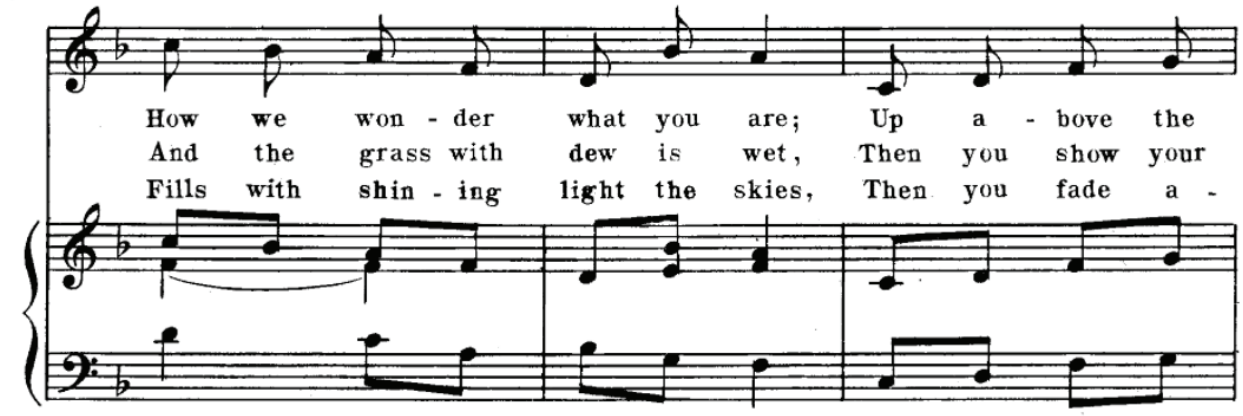
EVALUATE

Directions: Identify the different musical phrases and tell the time signature of each phrase. Write your answers on the blanks provided.

1. _____



2. _____



3. _____


Lit - tle stars be - gin their shin-ing, Send-ing soft - est light.
Glow - ing torch-light on his shoulder, Pass-ing thro' the street.

4. _____


THE SONG OF THE MILL-STREAM.
Rhythmically.
"Turn!" said the little stream, "Turn! O turn! Turn! O turn!

ARTS EDUCATION

OUTCOMES

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

- Identify the different elements of arts in comics.
- Create a simple comic strip using the elements and principles of arts.

CHECK

Directions: Identify the word being described in each number. Write your answers on the blank provided before the number.

_____ 1. This is the imagery created for advertising or marketing purposes. This include advertising, graphic design, branding, logos, and book illustrations.

_____ 2. These are people who create artworks like advertisements found in magazines, on our social medias, and on other similar platforms.These are series of notes and rests that are placed together in a measure.

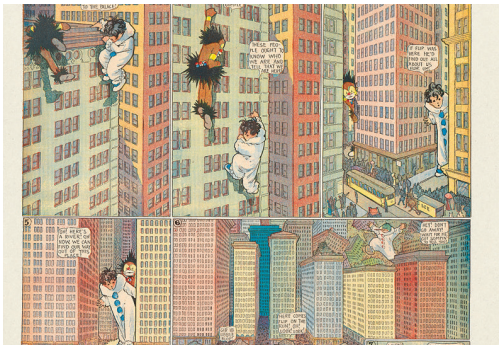
_____ 3. It is a design used by an organization for its letterheads and advertising materials to be easily recognized.

_____ 4. This is the area between and around objects.

_____ 5. This is the focal point of an image.

EXPLAIN

Aside from visual books, comic books are considered as a tool to enrich the child's reading, writing, and thinking skills. It can also provide an avenue for creativity in the arts.



Comics – This is a visual form of storytelling with images and text.

Comic Strip – These are series of images and arranged in panels. Sometimes, it may come with text or without text to tell the story or part of the story.



Comic Books – These are a collection of comics strips bound together as a book usually in chronological order. It is made to tell a single storyline or part of a whole series.

Digital Comics – These are comics that are uploaded and released digitally. These are also known as electronic comics.

ELEMENTS OF A COMIC STRIP

Panels – These are spaces usually in a square or rectangle and contain a single scene of a story.

Captions – These are the stage setters located inside a panel. It will give the reader information about a scene or a character.

Gutters – These are spaces between panels. These are considered "pauses" in a comic strip and they make the readers imagine what may have occurred during the pauses.

Speech Bubbles or Balloons – These are shaped like balloons or bubbles. They contain the spoken dialogue of a character.

Thought Bubbles or Balloons – These are shaped like a cloud and they contain thoughts of a character.

Suspension of Belief – This is the moment when the reader temporarily believes that something impossible or magical can happen in a scene.

Sound Effects or Onomatopoeia – These are words that phonetically imitate, resemble, or suggests the sound that it describes.

ART ELEMENTS AND DESIGN PRINCIPLES

1. **Contrast** – This refers to the arrangement of opposite elements and effects.
2. **Balance** – This refers to the distribution of visual weight in an artwork.
3. **Emphasis** – This refers to the area of an artwork that dominates attention or draws interest.
4. **Movement** – This refers to how the eyes move through the artwork, leading the attention from one aspect to another.
5. **Rhythm** – This is the regular repetition of visual elements.
6. **Unity / Harmony** – This refers to the cohesiveness of an artwork.

PRACTICE

Directions: Create a short comic strip that follows the elements and principles of comics and arts. Take a picture of your comics and send it to your teacher. You may choose one topic or theme for your comic strip.

1. Discovering COVID19 vaccines.
2. People showing "bayanihan" in the community.
3. The Galleon Trade.

CRITERIA FOR SCORING

Creativity	20 Points
Storyline	20 Points
Neatness	10 Points
TOTAL	**50 POINTS**



EVALUATE

Directions: Choose the answers from the pool of words below. Write your answers on the blank provided before the number.

Panels	Caption	Gutters	Balance	Rhythm

_____ 1. This is the regular repetition of visual elements.
_____ 2. These are spaces between panels.
_____ 3. These are the stage setters located inside a panel.
_____ 4. This refers to the distribution of visual weight in an artwork.
_____ 5. These are spaces usually in a square or rectangle that contain a single scene of a story.

PHYSICAL EDUCATION



OUTCOMES

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

- Analyze the different traditional games.
- Identify the background, the rules and regulations in tumbang preso or "knock down the prisoner".



CHECK

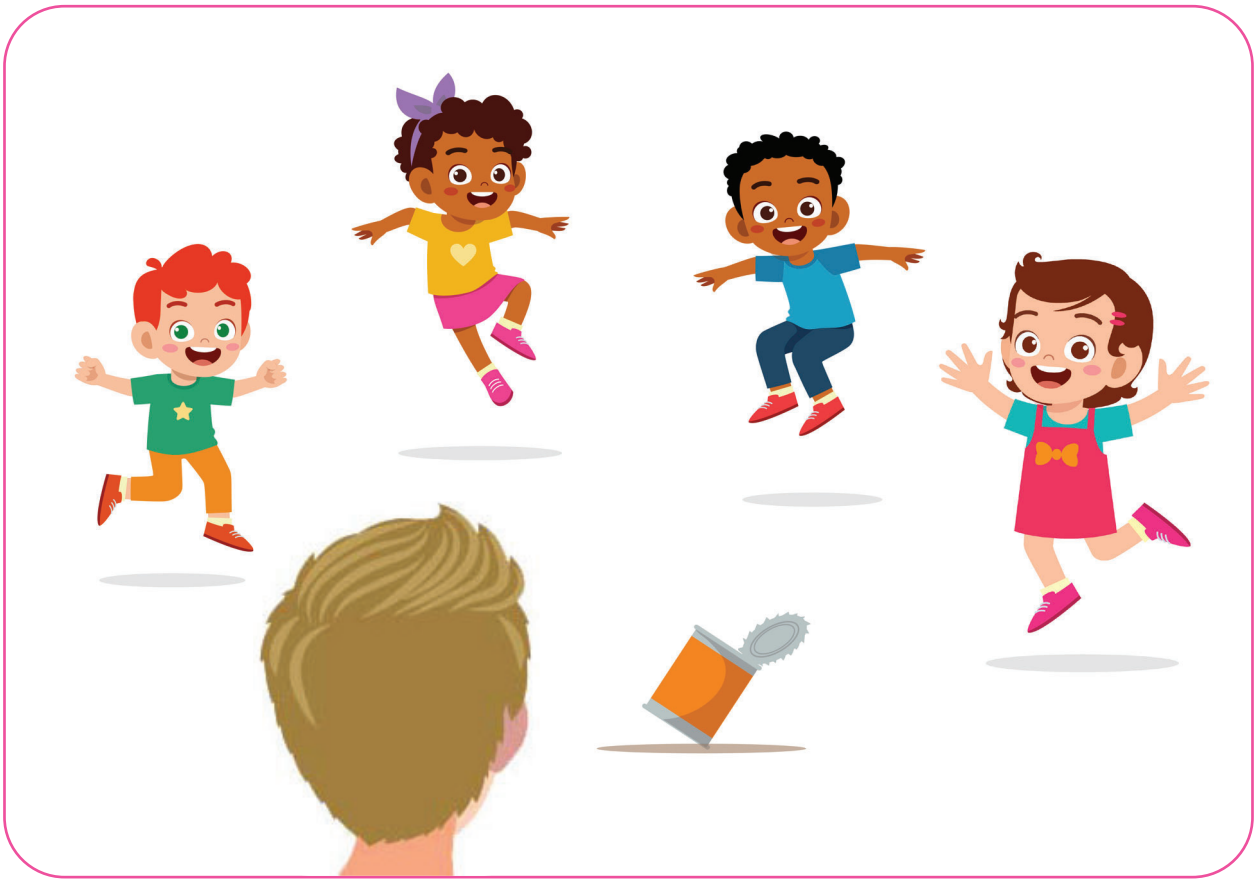
Directions: Look at the word hunt below. Encircle the skills needed in playing batuhang bola or dodgeball. Then write it on the blanks provided after the word hunt.

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

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

EXPLAIN

Target Games: Tumbang Preso



Tumbang Preso (knockdown the prisoner) - is one of the traditional children's games of the Filipinos. This is a very common game among the youth all over the country, played in backyards, parks, or even on side streets.

Mechanics of the game:

Choosing the It (the one who guard the can):

- Players will throw their *pamato* to the toe-line, the farthest pamato to the toe-line is the "It".

Start of the game:

- All the players aside from the “It” will get ready at the back of the toe-line.
- At the signal, the player will try to hit the can that is positioned at the circle and guarded by the It.
- The player must get their pamato back when the can is knocked down. The “it” will put it back inside the circle and try to tag other players that hold their pamato. The one who is tagged will replace the position as It.
- If the can was hit and fall outside the circle but remain standing. The “it” will have the right to knock down the can so that the one who hit the can become the new It.
- The can may be kicked or knocked down if it is placed by the “it” outside the circle.
- If the hitter was not able to get their pamato because he was guarded by the It, other players can save them by knocking down the can.

Equipment Needed:

- Tin Can
- a piece of slipper as “pamato”
- chalk or any marking tool for the lines

Safety Precautions:

- Clear Physical Assessment Readiness Questionnaire (PARQ).
- Free from any sickness.
- Wear proper attire, avoid tight clothing that restricts your movements.
- Remove pieces of jewelry that might cause injury while playing.

Skills Needed in playing Tumbang Preso:

- Throwing
- Running
- Jumping
- Tossing
- Dodging
- Tossing
- Catching



PRACTICE

Directions: Play tumbang preso with your family. Remember to do warm-up activities before playing. Then, follow the rules in playing it.

- Create a vlog entitled “Playing Tumbang Preso with my Family”.
- Explain first the equipment, rules, and regulation of the game.
- Execute warm-up exercise before start playing.
- Highlight the video while you are playing with your family.
- Post your vlog on social media to promote physical activity.



EVALUATE

Directions: Read each statement below, write **FACT** if the statement is correct about *tumbang preso*, write **BLUFF** if the statement is wrong.

_____ 1. You can kick or knock down the can when it is outside the circle.

_____ 2. The one who guard the tin can is called “it”.

_____ 3. Tumbang preso is considered as a target game.

_____ 4. If a hitter is not able to retrieve his/her pamato, the others can save him/her by hitting the can.

_____ 5. Before playing the game, you should have a warm-up exercise to avoid injury.

HEALTH EDUCATION

OUTCOMES

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

- Analyze the importance of undergoing health appraisal procedures.

CHECK

Directions: How much you know about self-management skills? Write the self-management skills you know on the blanks.

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

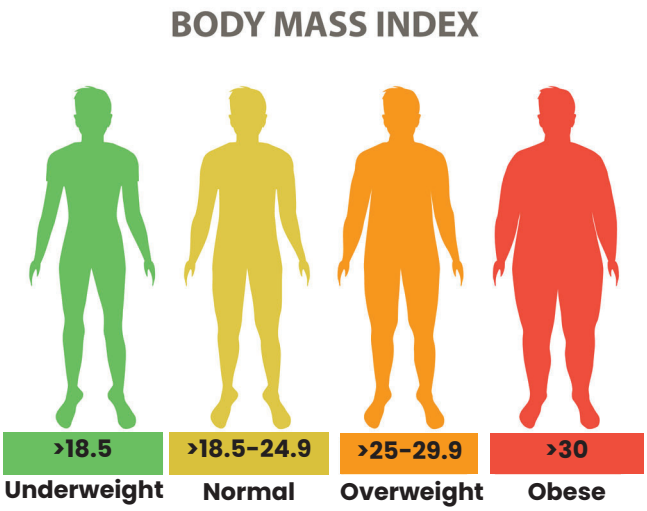
EXPLAIN

Health Appraisal Procedure is a procedure to determine the health status of a person.

7 COMMON HEALTH APPRAISAL PROCEDURES

1. HEIGHT AND WEIGHT MEASUREMENT

- Height and weight measurement are used to measure the body mass index (BMI). The health and growth of a child can be tracked down or monitored using a weighing scale, stadiometer, or even a tape measure.



2. BREAST SELF-EXAMINATION

- Self-examination is needed especially at the age of puberty and onwards. It is done by feeling the breast if there are any lumps and bumps.

3. HEARING TEST

- A hearing test is done to check the ability of a person to hear the loudness of pitch of the sound.

4. VISION SCREENING

- A vision screening test is used to detect eye conditions. It is also used to test if a person has a visual impairment. People with eye problems should visit an eye doctor or the ophthalmologist for check-ups.

5. SCOLIOSIS TEST

- It is a simple screening test to detect any spine problems. A scoliometer is used to determine the severity of the curve of the spine.



6. DENTAL HEALTH EXAMINATION

- It is done to check the condition of your teeth and gums. A person with a dental health problem should visit the dentist for his or her oral needs.

7. HEALTH EXAMINATION

- This includes all laboratory tests like blood tests, urine tests, x-ray, and stool examinations. It is important to monitor health status and prevent illnesses.



PRACTICE

Directions: Choose a health service provider (ophthalmologist, dentist, etc.). Create a video presentation of your chosen health service provider doing the health appraisal procedure. Explain the importance of undergoing a health appraisal procedure.

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Encircle the letter of the correct answer.

1. It is done by feeling the breast if there are any lumps and bumps.

a. Breast Self-Examination
b. Hearing Test
c. Vision Screening
d. Health Examination

2. It is done to check the ability of a person to hear the loudness of pitch of the sound.

a. Breast Self-Examination
b. Hearing Test
c. Vision Screening
d. Health Examination

3. It is done to detect eye conditions. This is also used to test if a child has a visual impairment.

a. Breast Self-Examination
b. Hearing Test
c. Vision Screening
d. Health Examination

4. A person with a dental health problem should visit them for his or her oral needs.

a. Dentist
b. Ophthalmologist
c. Nurse
d. Physician

5. It includes all laboratory tests like blood test, urine test, x-ray, and stool examination.

a. Breast Self-Examination
b. Hearing Test
c. Vision Screening
d. Health Examination

Lesson 04

MUSIC EDUCATION

OUTCOMES

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

- Identify the values of rests in simple and compound time signatures.

CHECK

Directions: Give the value of the notes below. Write your answers in the space provided.

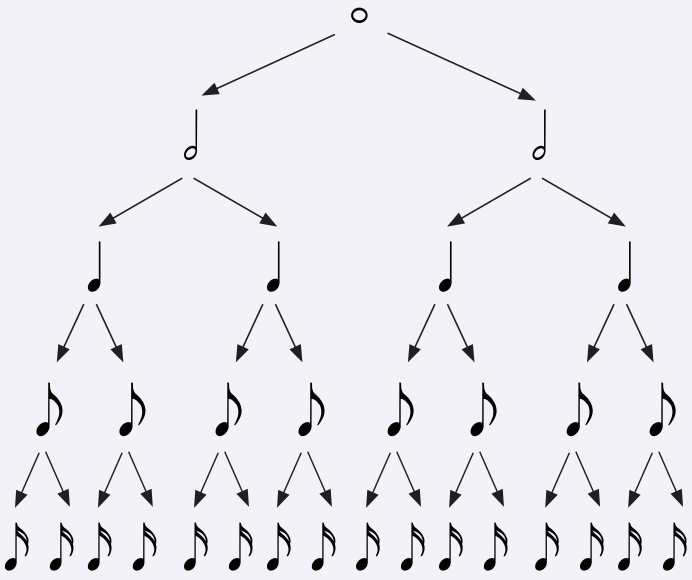
1. _____

2. _____

3. _____

4. _____

5. _____



EXPLAIN

Rests are musical symbols that represent the absence of sounds or notes. These are written inside a measure where no note is played. Musical rests only affect the staff they are in. It means that rests in the G-clef staff would not affect the measure in the F-clef staff.

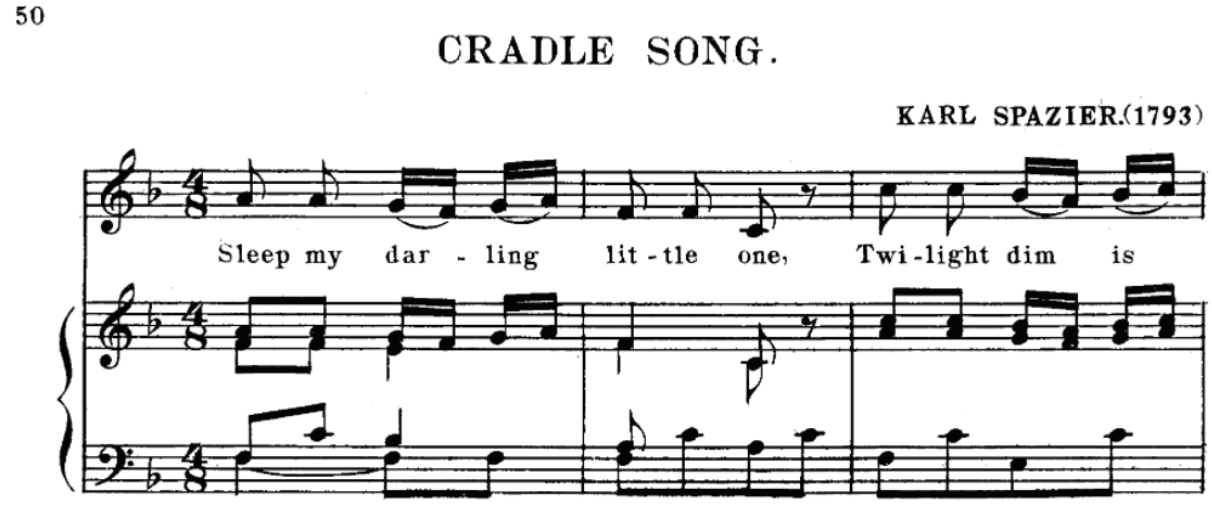
The values of rests are similar to the values of notes. The numerical value of each rest is dependent on the time signature. Let us take this for example:

RESTS	VALUE (silence)
	Whole rest – 4 beats 
	Half rest – 2 beats 
	Quarter rest – 1 beat 
	Eighth rest – ½ beat 
	Sixteenth rest – ¼ beat

The number of beats per measure is equal to the time signature it represents. Look at the example below:

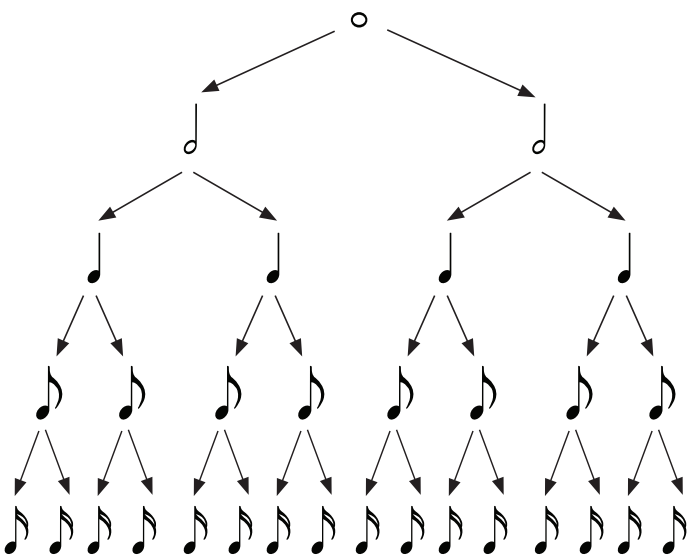


This example is in 2/4 time signature, a simple time signature, therefore receiving 2 beats or counts in a measure. It can be observed that even though rests are counts of silence, they are also counted together with notes in a measure.



In the example above, the time signature is in 4/8 time which is a compound time signature. It can be observed in the example that the eighth note is the one receiving one beat, while there are four beats in a measure. It can be seen that rests are also counted in counting beats in a measure.

Take a look at the table below:



WHOLE REST – 6 COUNTS OF SILENCE

HALF REST – 4 COUNTS OF SILENCE

QUARTER REST – 2 COUNTS OF SILENCE

EIGHTH REST – 1 COUNT OF SILENCE

SIXTEENTH REST – ½ COUNT OF SILENCE



PRACTICE

Directions: Create a 2 measure musical phrase using notes and rests. Notate your answers on the blank staves provided. Notate legibly.

1. **6/8 time signature**

2. **9/8 time signature**

3. **12/8 time signature**

EVALUATE

Directions: Identify the following musical phrases below. Write the time signatures on the blanks provided.

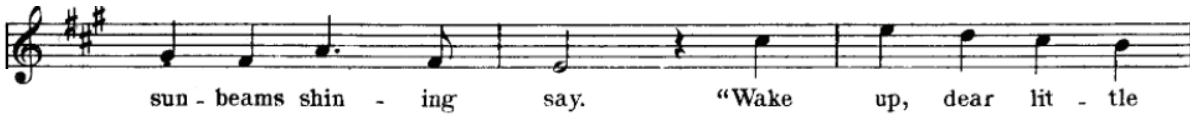
1. _____



2. _____



3. _____



ARTS EDUCATION

OUTCOMES

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

- Identify the concepts and principles of cartoon character making.
- Create an original cartoon character following the principles and elements of arts.

CHECK

Directions: Enumerate the elements of a comic strip. Write your answers on the blanks provided.

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

EXPLAIN

CONCEPTS AND PRINCIPLES OF CARTOON CHARACTER MAKING



Cartoon characters are fictional characters represented in animated films, tv shows, and even comic strips or books. These characters are eye candies for children and adults. Who is your favorite cartoon character?

In creating a cartoon character, we should keep in mind to visualize first your concepts and ideas, then laying them down in sketching and drawing. The appearance of the character is very important to artists because it will show the originality of the concept as well as the attitude of the artist.

Here are some simple steps that will help you create your own cartoon character:

1. **Know the characteristics of your character**. By knowing the characteristics first, you will be able to conceptualize what your character will be like. Is your character a superhero? A villain? It is all up to the defining characteristics of your cartoon character.

2. **Lay it into details.** This is done by sketching the cartoon character that you want. Try adding some details and colors to make it pop!

3. **Use digital applications**. This is better nowadays because we are already embracing technology-based artworks, and it will be easier for you to share your character with the world.

ART ELEMENTS

- **Cartoon** – this is a motion picture using animation techniques to photograph a sequence of drawings rather than real people or objects. A series of pictures or drawings set into animation.
- **Color** – This is an element of art derived from reflected or absorbed light.
- **Texture** – This is an element of art that describes the feeling of touch even if it is only seen.
- **Value** – This describes the lightness and darkness of an object. This is best described in shading a picture.
- **Space** – This is the emptiness of an area around an object.
- **Emphasis** – This is used to express a certain area in an artwork.
- **Balance** – This is the visual distribution of the weight of elements in an artwork.

PRACTICE

Directions: Create an original cartoon character following the elements of the arts mentioned above. Make sure to upload it and share it with your teacher.

CRITERIA FOR SCORING

NEATNESS	10 POINTS
CHARACTER ORIGINALITY	10 POINTS
ART ELEMENTS	10 POINTS
NEATNESS	10 POINTS
OVERALL APPEAL	10 POINTS
TOTAL	**50 POINTS**

EVALUATE

Directions: Identify the word described in each number. Write your answers on the blanks provided.

_____ 1. This is used to express a certain area in an artwork.
_____ 2. This is the emptiness of an area around an object.
_____ 3. This is a motion picture using animation techniques to photograph a sequence of drawings rather than real people or objects.
_____ 4. This is the visual distribution of weight of elements in an artwork.
_____ 5. This is an element of art derived from reflected or absorbed light.

PHYSICAL EDUCATION

OUTCOMES

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

- Analyze the different traditional games.
- Identify the background, rules and regulations in basagang palayok.

CHECK

Directions: What are the materials needed for tumbang preso? Draw them on the space provided below.

EXPLAIN

Striking Game: Basagang Palayok

"Basagang Palayok" (hit the pot) is derived from the Spanish game Piñata.

Mechanics of the Game:

1. This game is played individually, but with many players.
2. The first player to hit the clay pot should be blindfolded and stay around 2 to 3 meters away in front of the hanging pot.
3. A long bamboo stick or lumber was used to hit the clay pot.
4. The players are going to spin around as a challenge then will walk straight forward to the pot to hit it.
5. The crowd may distract or help the player by shouting a different kind of direction like go straight, turn left, turn right, stop, or hit it.
6. The player will be given a chance to hit the clay pot once. If the player missed it the next one will be given a chance to hit.
7. Once the player hits the pot the crowd will go to the ground with some sort of goodies from the clay pot.
8. The player who hit the clay pot wins a special prize.

Materials Needed: Palayok (clay pot), 3 feet lumber or bamboo stick, a blindfold or scarf, and goodies like candies, chocolates, and coins.

Safety Precautions:

- Clear Physical Assessment Readiness Questionnaire (PARQ).
- Free from any sickness.
- Wear proper attire, avoid tight clothing that restricts your movements.
- Do not come closer to the pot and from the hitter.

Skills Needed in the game:
Walking with a blindfold, hitting, or striking, counting, and catching.



PRACTICE

Directions: Together with your family, play *Basagang Palayok*. Then, create a vlog about it. Follow the rules in playing it, and remember to do the warm-up exercises before playing the game. Explain first the equipment, rules, and regulation of the game. Post your vlog on social media to promote physical activity.



EVALUATE

Directions: Encircle the letter of the correct answer.

1. These are activities done by striking an object and running into a designated playing area.

a. invasion games
b. striking games
c. ball games
d. board games

2. What is the major material in playing basagang palayok?

a. garter
b. tin can
c. stick
d. slipper

3. What is the basic rule in playing basagang palayok?

a. strikes the stick
b. hit the opponent with a ball
c. hit the clay pot
d. kick the ball

4. What is the basic skill in playing basagang palayok?

a. jumping
b. hitting
c. dodging
d. hoping

HEALTH EDUCATION



OUTCOMES

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

- Identify the community health resources and facilities.



CHECK

Directions: Explain what is being done in each examination. Write them in the space provided.

1. Height and weight measurements

_____

2. Breast self-examination

_____

3. Vision screening

_____

4. Scoliosis test

_____

5. Dental health examination

_____



EXPLAIN

Community Human Resources

They are health care specialists and providers who give health services to people. They are very important because they do check-ups and give advice or counseling to make the patients aware of their health status. Treatments and medications are also offered for the people in the community to achieve a healthy condition.

DOCTOR – They do a physical and medical examination to diagnose or know your diseases or ailments. They advise on your health needs.

DENTIST – They give dental care by checking the overall status of the teeth and gums in the mouth.

NURSE – They assist the doctor in giving health care. Check vital signs like blood pressure and pulse rate. Give medicines to be taken in and shots or injections to make the patient well.

PEDIATRICIAN – They are the specialists in children's health and diseases. They also give vaccines to boost the immune system of children. They monitor their growth and prescribe medicines if they are ill or not feeling well.

MIDWIFE – They offer health services to women during pregnancy and childbirth and make sure that the mother and child are in a healthy condition through check-ups and medicine prescriptions.

OPHTHALMOLOGIST – They treat persons with poor eye conditions and diseases. They also perform eye surgery. Eye corrections like eyeglasses and contact lenses are available in the clinic.

PHYSICAL THERAPIST – a specialist in muscular disorders. They give hands-on care and prescribed exercises to persons with injuries, disabilities, and other health conditions that need treatment.

COMMUNITY HEALTH RESOURCES AND FACILITIES

Community health resources and facilities offer needed health services to people. These are available to address personal health issues and concerns.

HOSPITAL – It is a facility for consultation, treatment, surgery, and hospitalization needs of patients. Different doctors or specialists are working here to serve your health needs.

NUTRITION HEALTH CENTER – It is a facility that roll-outs programs like advocacy on good nutrition, feeding programs, and giving of free vitamins and minerals for good nutrition.

DRUG STORE/PHARMACY – Medicines are sold in this store or facility. Pharmacists work here to sell medicines and help patients with the use of prescribed and over-the-counter drugs.

DENTAL CLINIC – Dentists are working here to treat gums and teeth problems. Oral or dental care is being offered in this facility.

BARANGAY HEALTH CENTER – Health assessments for the people in barangays or rural areas are being offered in this facility.

SCHOOL CLINIC – This facility offers health care needs to children, teachers, and other personnel in the school. Nurses and dentists are working here to give health care.





PRACTICE

Directions: Create a community with the presence of community health resources and facilities using the game application "ROBLOX". Then take a screenshot of it, then send it to your teacher.

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Encircle the letter of the correct answer.

1. Health assessments for the people in barangays or rural areas are being offered in this facility.
   a. Barangay Health Center
   b. School Clinic
   c. Hospital
   d. Dental Clinic
2. A facility for consultation, treatment, surgery, and hospitalization needs of patients.
   a. Barangay Health Center
   b. School Clinic
   c. Hospital
   d. Dental Clinic
3. Oral or dental care is being offered in this facility.
   a. Barangay Health Center
   b. School Clinic
   c. Hospital
   d. Dental Clinic
4. They assist the doctor in giving health care.
   a. Dentist
   b. Ophthalmologist
   c. Nurse
   d. Physician
5. They give dental care by checking the overall status of the teeth and gums in the mouth.
   a. Dentist
   b. Ophthalmologist
   c. Nurse
   d. Physician

UNIT 2

Lesson 01

MUSIC EDUCATION

OUTCOMES

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

- Identify the key signatures of C Major and G Major Scales.
- Recognize the notes of C Major Scale and G Major Scale.

CHECK

Directions: Give the name and value of the following notes and rests in both simple and compound time signatures. Place your answers in the space provided.

NOTES (SOUNDING)	TYPE AND VALUE	RESTS (SILENT)
		
		
		
		
		

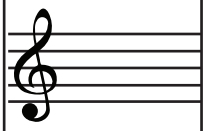
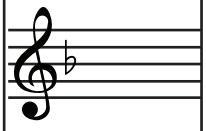
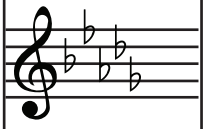
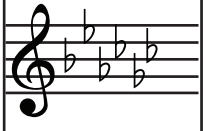
NOTES (SOUNDING)	TYPE AND VALUE	RESTS (SILENT)
		
		
		
		
		

EXPLAIN

KEY OF C MAJOR AND G MAJOR SCALES

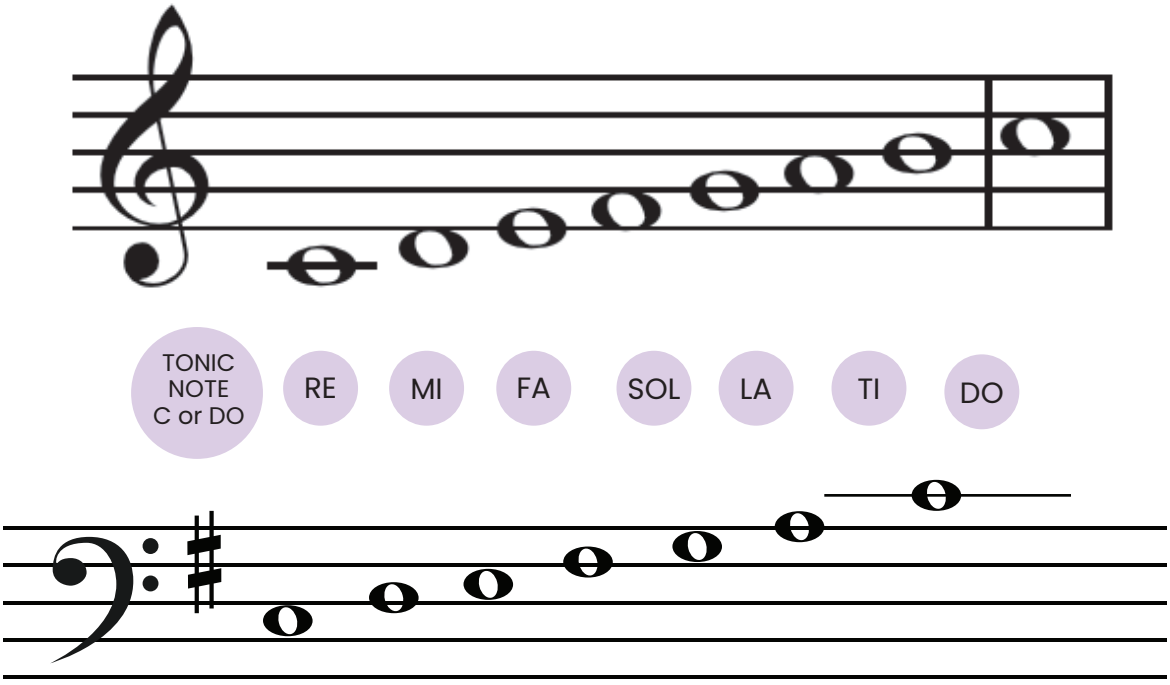
Key signatures in music are the arrangement of accidentals (sharps and flats) on the lines and spaces of the musical staff.

Key Sig.	Major key
	G major
	D major
	A major
	E major
	B major
	F♯major
	C♯major

	Major key
	C major
	F major
	B♭ major
	A♭ major
	D♭major
	G♭ major
	C♭ major

The key signature indicates that the notes in every octave will be consistently be raised or lowered from their natural pitches regardless of clef symbols.

Before we dig in deeper, let us notice first the easiest scale to recognize – the C Major Scale. This scale does not have any sharps or flats (accidentals).



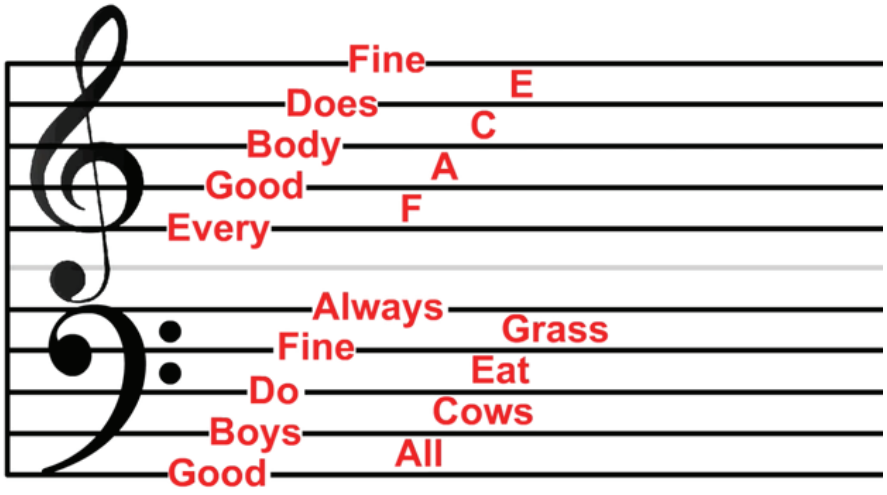
All the scales start with their tonic note and in this example, the starting note in G-clef and F-clef is the note C or DO.

This is how the C major scale looks like when combined to create a Grand Staff.



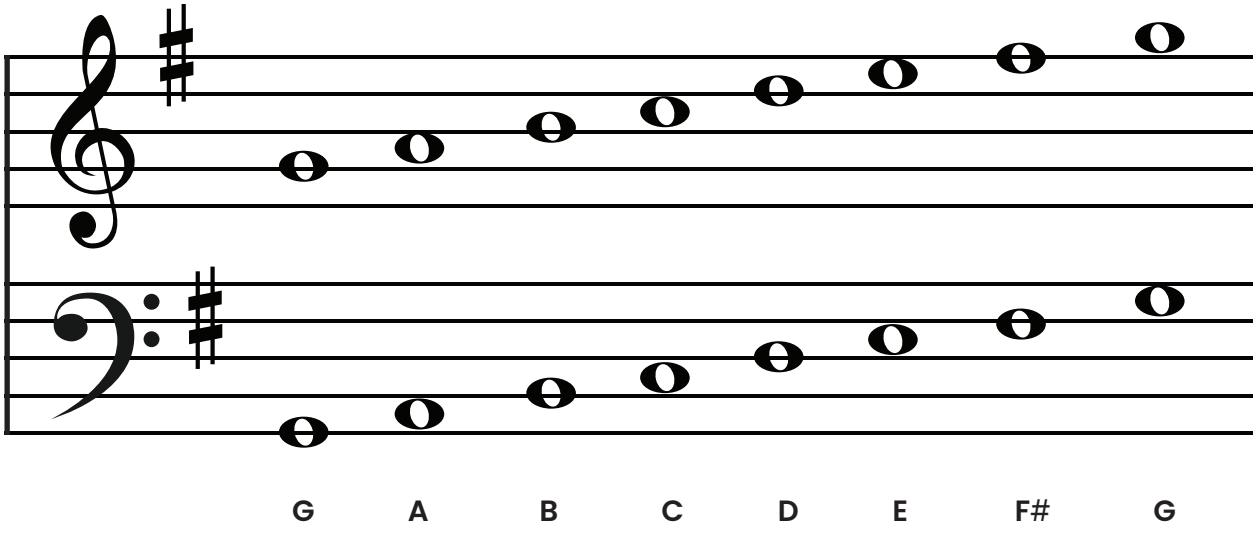
The notes are connected using the ledger line as you can see in the middle c note. Ledger lines are defined as the extension of staff. In this definition, we can say that ledger lines can also be placed above and below every staff if needed.

Before we proceed to the next key signature, let us first know the pitch names of each line and the space of the staff.

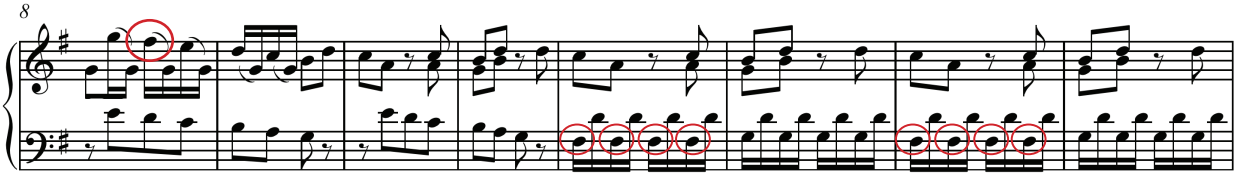


G MAJOR SCALE

The G major scale starts with its tonic note G or SO, with its pitches G, A, B, C, D, E, and F#. The key signature of the G Major Scale has 1 sharp and is located at the 5th line of the G-Clef staff and 4th line of the F-Clef staff.



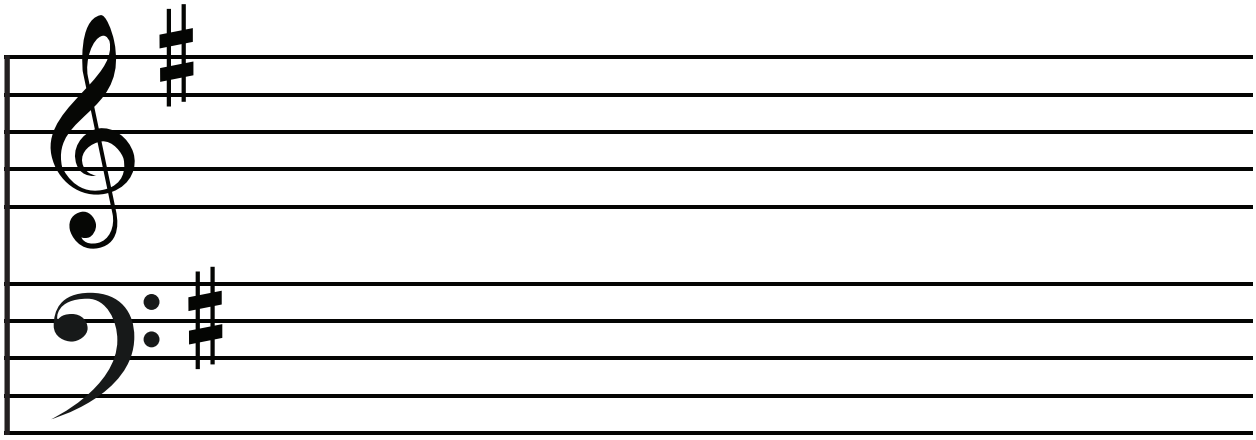
Take a look at this example:



The illustration shows that all the F note or FA note will be raised a half step higher or a semitone unless canceled by a natural symbol back to its natural pitch.

PRACTICE

Directions: Complete the Pitch Names of the G-Major Scale below. Write your answers on the space provided.



EVALUATE

Directions: Encircle the affected notes in the musical phrase below.



ARTS EDUCATION



OUTCOMES

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

- Recognize what digital arts is.
- Create a simple artwork using digital technology.



CHECK

Directions: Give at least 5 elements of arts included in creating a cartoon character. Define your answers. Write your answers on the space provided.

1.

_____

_____

2.

_____

_____

3.

_____

_____

4.

_____

_____

5.

_____

_____

EXPLAIN

DIGITAL ARTS





The photos above are digitally made. These impressive artworks changed the course of our traditional paintings. Nowadays, at the height of technological breakthroughs, artworks were not spared. Digital technologies such as application software are constantly changing to be at par with the modern world today. Improvements were continuously marketed to better serve our technology-savvy generation. These improvements help these artists to visually deliver and express their thoughts and ideas to the world. This shows that nowadays, the world is literally just a click away.

DIGITAL ARTS

Digital art is a general term for a broad variety of artistically made artworks using technology-based applications. These artworks are creatively presented digitally using computers, laptops, tablets, mobile phones, and other gadgets alike.

Digital artists are the people who make use of technology in creating and presenting artworks. These are the people who maximize the use of technological processes and software like Adobe Photoshop, Corel Painter, Autodesk SketchBook, and Krita in creating artworks.

Applications in mobile phones can also be used in producing digital artworks. These applications are easy to understand and follow. It is made simpler to better accompany the users. Applications like Adobe Photoshop Sketch, Adobe Illustrator draw, Infinite Painter, and Ibis Paint X are made available for easy download and use.



PRACTICE

Directions: Create your digital artwork using a software application. You may download the applications listed above, but you may download also the available free drawing applications on your mobile phones. Save your artwork and share it with your teacher.

CRITERIA FOR SCORING

Use of application or software	20 POINTS
Creativity and Originality	20 POINTS
Neatness	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Name at least 5 applications used for creating digital artworks. Write your answers below.

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

PHYSICAL EDUCATION

OUTCOMES

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

- Analyze the Philippine Physical Fitness Assessment.

CHECK

Directions: Answer the Physical Activity Readiness Questionnaire (PARQ), in preparation for our next activity.

NAME : _____ **AGE :** _____

HEIGHT : _____ **WEIGHT :** _____

Direction: Asses readiness for participation in physical activities by taking Physical Activity Readiness Questionnaire (PAR-Q).

Questions:	YES	NO
1. Do you have a heart condition? Does a doctor ever said that you can only do physical activities that are recommended by a doctor?		
2. When you are doing any physical activity, do you feel any pain in your chest?		
3. Did you have chest pain without doing any physical activity in the past month?		
4. Do you ever get dizzy and lose your balance or lose consciousness?		
5. Do you have a bone or joint problem that could worsen in just by changing your current physical activities?		
6. Is a doctor currently prescribing any medicine for your blood pressure or heart condition?		
7. Are you aware of any other reason why you should not do physical activities?		

*- If you answered **YES** to any of these questions, talk with your doctor before you start engaging in physical activity. Tell your doctor about the PAR-Q and which questions you answered yes.*
*- If you answered **NO** to all PAR-Q questions, you can start participating in physical activity.*



EXPLAIN

PHYSICAL FITNESS ASSESSMENT/TEST

It is composed of series of exercises that are designed to determine your physical level of fitness.

Objectives:

- To determine the fitness level of the students.
- To identify strengths and weaknesses for development and improvement purposes.
- For gathering data to select appropriate activities for the enhancement of health and skill performance.

Skill-related Fitness Assessment

1. Agility
Hexagon Test – The test involves quickly jumping in and out of a hexagon shape. The purpose of this test is to measure the ability of the body to move in different directions quickly.

https://www.youtube.com/watch?v=nMNcOemBM28

2. Balance
Stork Balance Stand Test – To assess students' ability to maintain equilibrium, it requires the person to stand on one leg for as long as possible.

https://www.youtube.com/watch?v=sdiln7mtJ2s

3. Coordination
Juggling – It is the hitting crumpled paper or sipa with the right and left palm upward. The purpose of this test is to measure eye and hand coordination.

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

4. Power

Standing Long Jump – The goal is to jump as far as possible, landing on both feet without falling backward. The purpose of this test is to measure the explosive strength and power of the leg.

https://www.youtube.com/watch?v=qTE4UN-4hCM

5. Speed

40 meters sprint – Students will run as fast as they can from the starting line up to the 40-meter end line. The purpose of this test is to measure acceleration and speed.

https://www.youtube.com/watch?v=9VI4GO5JPIY

6. Reaction Time

Stick Drop Test – With the lower armrest on the table, catch the ruler with the thumb and index finger without lifting your elbow from the table as the partner drops the ruler. The purpose of this test is to measure the time you respond to a stimulus.

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

HEALTH-RELATED FITNESS ASSESSMENT

1. Body Composition

Body Mass Index – It is defined as the body mass divided by the square of the body height and is universally expressed in units of kg/m², resulting from mass in kilograms and height in meters.

Formula: BMI = weight in kg / height in meters²
Classification:

Computed BMI	Health Classification
18.5 - below	Underweight
18.6 - 24.99	Normal
25 - 29.99	Overweight
30 - above	Obese

2. Flexibility

a. **Sit and Reach** – is a test of flexibility for the lower extremities, particularly the hamstring. The goal is to reach forward as far as possible without bending the hamstring.

b. **Zipper Test** – is a test of upper arm and shoulder girdle flexibility intended to parallel the strength/endurance assessment of the region. The goal is to touch the fingertips together behind the back by reaching over the shoulder and under the elbow.

https://www.youtube.com/watch?v=o3ZDpQU8qcw

3. Cardiovascular Endurance

3 – Minute Step Test – measures your aerobic (cardiovascular) fitness level based on how quickly your heart rate returns to normal after exercise.

https://www.youtube.com/watch?v=HXv6bzRMr6Y

4. Muscular Strength and Endurance

a. **Ninety Degree Push-ups** – is a total body exercise that primarily targets the chest and to a lesser degree also targets the glutes, lower back, shoulders, and triceps.

https://www.youtube.com/watch?v=YmH_GfA3g-w

b. **Curl-ups** – is also known as a crunch. This test measures abdominal strength and endurance. This test focuses predominantly on the main abdominal muscle, the rectus abdominus, and may not evaluate the core as a whole.

https://www.youtube.com/watch?v=A7Y2-G4zOUA



PRACTICE

Directions: Conduct a Physical Fitness Assessment. Write your score on the table below. Do not forget to have a warm-up exercise before undertaking the assessment and ask the help of parents.

- For the physical fitness tests that need repetition, count the number of times you repeat the physical test and record it below.
- For the physical tests that need measurement such as meter or centimeter, measure it using a tape measure.
- For the physical tests that need time measurement, use a timer to measure.
- For the 3-minute step test, count your heart rate or beat per minute using your hand and a timer.

Physical Fitness Test	Score
Hexagon Test	_____ repetition
Stork Balance Stand Test	_____ min./sec.
Juggling	_____ repetition
Standing Long Jump	_____ m/cm
40 meters sprint	_____ min./sec.
Stick Drop Test	_____ cm
Body Mass Index	**Computed BMI/Classification:**
Sit and Reach	_____ repetition
Zipper Test	_____ m/cm
3 – Minute Step Test	_____ heart rate/ bpm
Ninety Degree Push-ups	_____ repetition
Curl-ups	_____ repetition

Note: Get a video record while doing the activity. Edit it and submit to your teacher.



EVALUATE

Directions: Encircle the letter of the correct answer.

1. It is a test of flexibility for the lower extremities, particularly the hamstring.

a. sit and reach
b. zipper test
c. hexagon test
d. curl-ups

2. The purpose of this test is to measure the ability of the body to move in different direction quickly.

a. sit and reach
b. zipper test
c. hexagon test
d. curl-ups

3. This test measures abdominal strength and endurance, also known as crunch.

a. standing long jump
b. zipper test
c. stick drop test
d. curl-ups

4. The goal of this test is to touch the fingertips together behind the back by reaching over the shoulder and under the elbow.

a. standing long jump
b. zipper test
c. stick drop test
d. curl-ups

5. The goal of this test is to catch the ruler with the thumb and index finger without lifting your elbow from the table as the partner drops the ruler.

a. standing long jump
b. zipper test
c. stick drop test
d. curl-ups

HEALTH EDUCATION

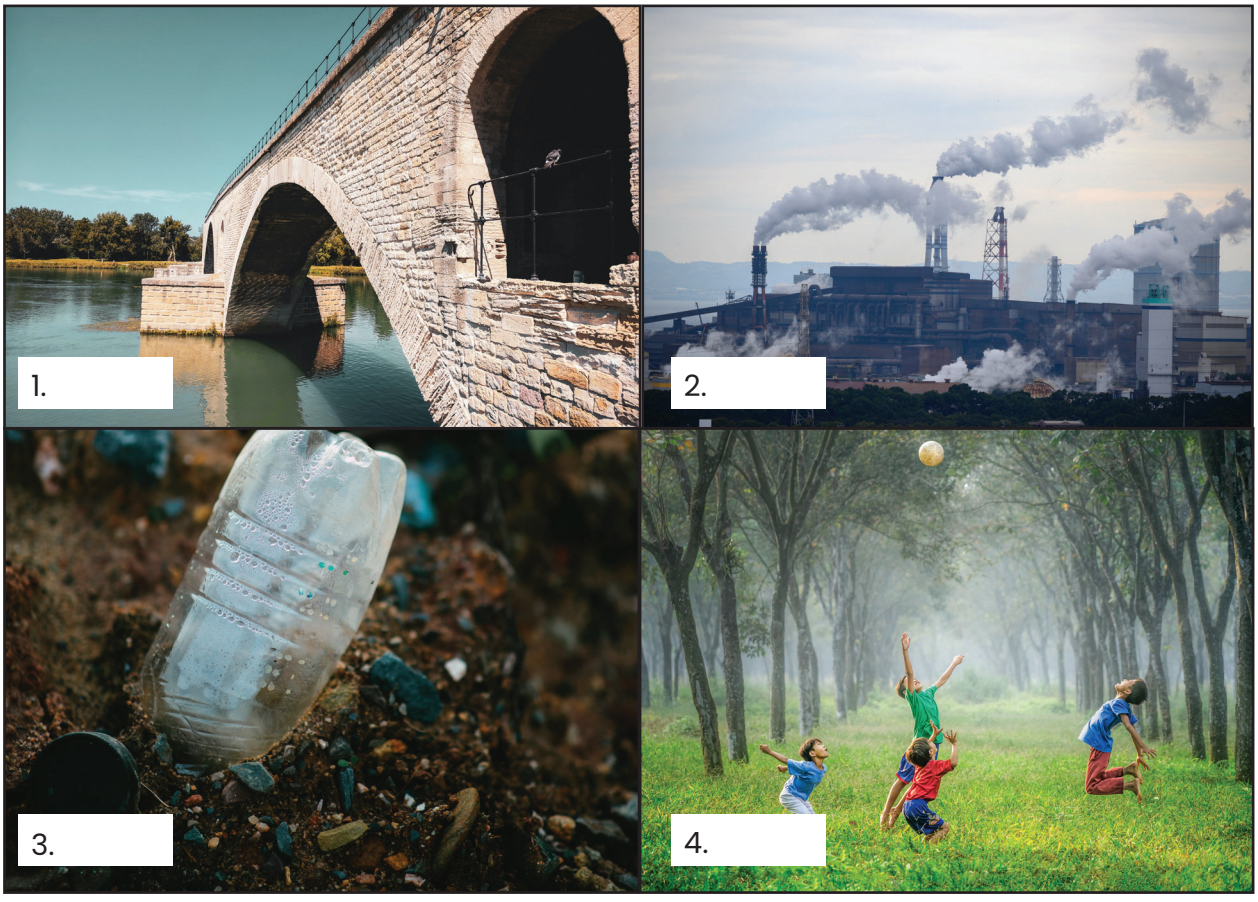
OUTCOMES

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

- Analyze the healthy school and community environments.
- Appreciate the benefits of living in the healthy school and community environments.

CHECK

Directions: How much you know about healthy school and community? Draw ♥ on the picture that shows a healthy community. Put **X** if not.





EXPLAIN

Community

A community is a group of certain people who lives in a specific place and share interests, traditional and cultural practices, and historical heritage.

An environment is the natural surrounding where one lives. It includes the water you drink, the air you breathe, and the plants and animals around you. Building and maintaining a safe and healthy environment is everyone's responsibility. A healthy school and community have a clean and safe environment.

Factors in the environment that affect the health of the community:

- Pollution
- Climate Change
- Communicable Diseases
- Personal Hygiene and Sanitation
- Radiation
- Agricultural and Irrigation methods
- Access to safe drinking water

All these factors have impacts on the community where you live. They are interconnected and their effects are already felt and requires extensive effort to reverse.

Factors to consider a Healthy School and Community

- access to essential needs (food, water, clothing, and shelter).
- promotes healthy intrapersonal and interpersonal relationships among all members.
- has members who are physically, mentally, and emotionally healthy.
- involves members in community programs, projects, and activities.
- is prompt and timely in handling local community and environmental health issues, concerns, and trends.
- free from abuse and discrimination, peaceful, and orderly.
- respects the rights and privileges of all members.
- has accessible and affordable, health services, and facilities.
- preserves and celebrates cultural and historical heritage.
- promotes sustainability and natural resources.
- with a good education for all.

Effects of Living in a Healthy School and Community

There are factors present in the community that affect your health. The quality of air that you inhale, the availability of potable water and nutritious food, and the accessibility of health resources and facilities are only some of the factors that have impacts on your health.

Effects on Physical Environment

A safe and peaceful community gives its people a worry-free and stress-free mindset. They can move freely with the feeling of security. Depression and anxiety can be avoided.

Spaces for leisure and relaxation facilities like playgrounds and parks in the community provide people a place to do physical activities like jogging, walking, and biking. These activities are important to keep one healthy.

Protected natural resources provide people with fresh air, clean water, and a balanced ecosystem.

Effects on Education

Healthy communities allow students to put what they have learned in textbooks into action whether it is playing sports at the local parks, learning new skills at the community centers, or helping mom and dad shop for healthy foods at the local grocery store. Being in an environment that consistently promotes learning helps to keep children's minds sharp and allows them to gain the knowledge necessary to make healthy life choices.



PRACTICE

Directions: Create a healthy school and community environment using the game apps "ROBLOX".

Content:

- A healthy community (clean, peaceful, far from danger, with establishments and parks for leisure or physical activities).
- Explanation of your output.
- Describe the effects and benefits of a healthy community.

CRITERIA:

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: : Put a ✓ on the underline if the statement shows a healthy community, put **X** if not.

_____ 1. Preserves and celebrates cultural and historical heritage.

_____ 2. Have access to essential needs.

_____ 3. Not free from abuse and discrimination.

_____ 4. Has accessible and affordable, health services and facilities.

_____ 5. Has members who are physically, mentally, and emotionally healthy.

Lesson 02

MUSIC EDUCATION

OUTCOMES

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

- Identify the key signatures of D Major and A Major Scales.
- Recognize the notes of D Major and A Major Scales.

CHECK

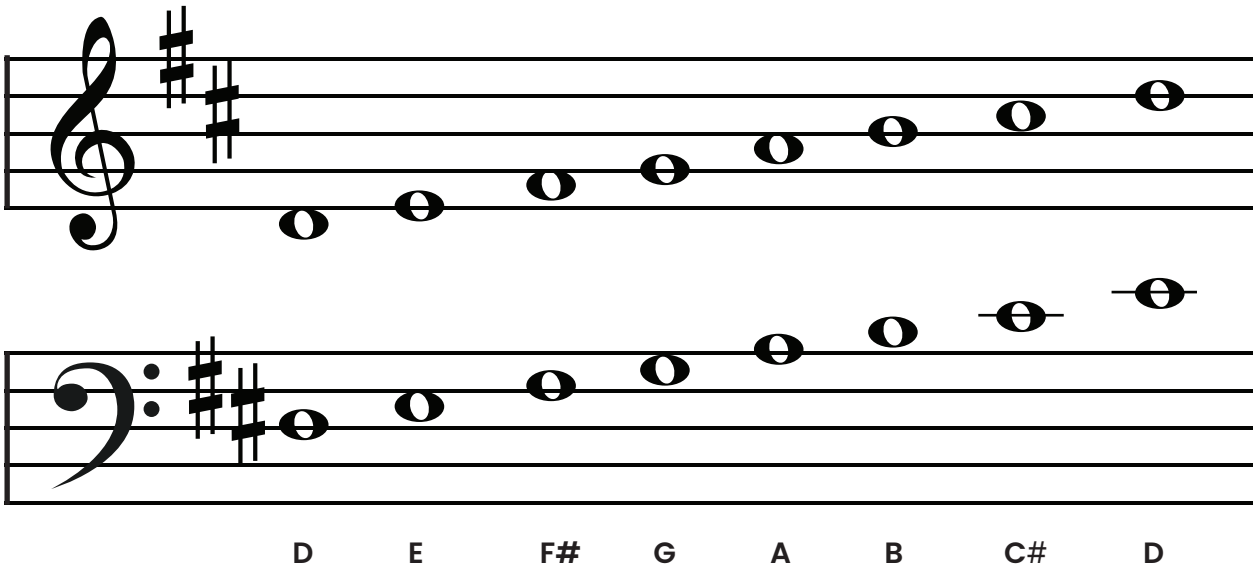
Directions: Study the musical phrases below. Encircle the notes affected in the G Major scale.

1. 

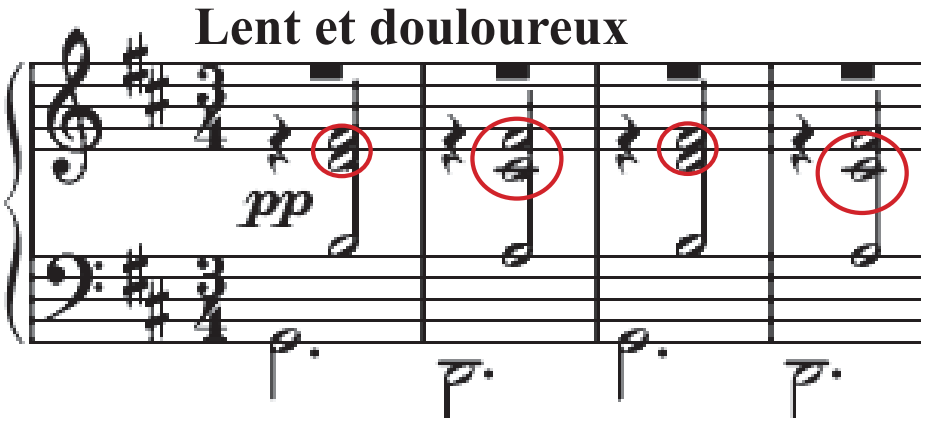
EXPLAIN

D MAJOR SCALE

The D major scale starts with its tonic note D or RE, with its pitches D, E, F#, G, A, B, C#. The key signatures of D Major has 2 sharps. The first sharp is located at the fifth line of the G-Clef and third line of the F-Clef and the second sharp is located at the third space of the G-Clef and second space of the F-Clef which are named FA and DO respectively.



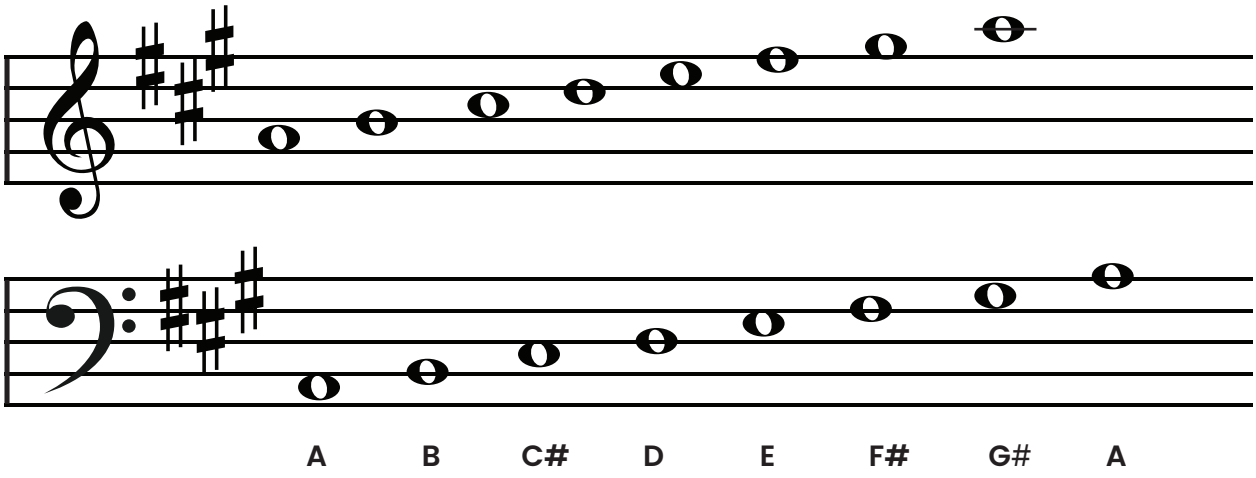
Take a look at this example:



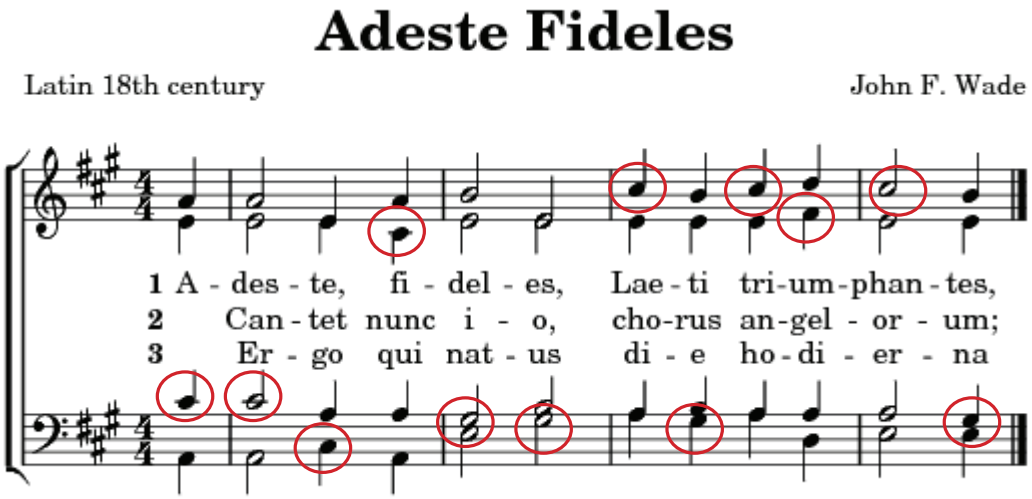
In this example, the F or FA and the C or DO are affected by the sharps of the D Major scale across all measures regardless of the clef symbol unless canceled by a natural symbol to return to its natural pitch.

A MAJOR SCALE

The A major scale starts with its tonic note A or LA, with its pitches A, B, C#, D, E, F#, G#. The key signatures of A Major has 3 sharps namely F#, C# and G#. The FA# is located at the 5th line of the G-Clef and 4th line of the F-Clef. The second sharp is located at the third space of the G-Clef and 2nd space of the F-Clef, and the third sharp is located above the 5th line of G-Clef and 4th space of the F-Clef.



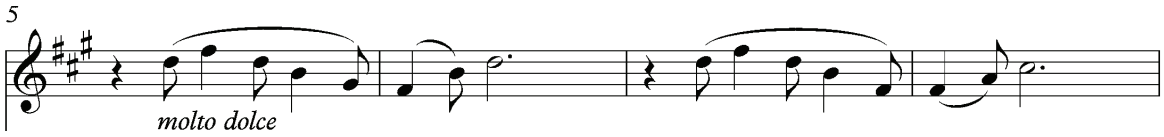
Take a look at this example:



In this example, the affected notes are FA, DO, and SO unless canceled by a natural symbol to return to their natural pitch.

PRACTICE

Directions: Encircle the affected notes on each musical phrase below. Use a different color of a pen for identification.



EVALUATE

Directions: Give what is being asked. Write your answers on the space provided.

_____ 1. This major scale has three sharps.

_____ 2. This major scale has two sharps.

_____ 3. This is the location of the first sharp found in both D and A major scales.

_____ 4. This is the location of the third sharp found in A major.

_____ 5. This is the location of the second sharp found in both D and A major scales.

ARTS EDUCATION



OUTCOMES

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

- Identify the different concepts and processes of digital painting.
- Create a simple artwork using technology-based applications or software.



CHECK

Directions: Identify whether the application is a mobile application or a computer application. Pick the words in the box and place them in the appropriate space below.

Adobe Photoshop Sketch	Corel Painter	Ibis Paint X
Infinite Painter	Adobe Photoshop	Krita

Computer Application	Mobile Application

EXPLAIN

DIGITAL PAINTING

Digital painting is the process of creating artwork using computer software applications. It is almost the same as the traditional painting where brushes were used to paint images. In digital painting, brushes, colors, canvasses are all digital and ready with just a click. Digital painting is different from computer-generated art where images were already available for manipulation. In digital painting, the artist will start from scratch and use the available color palettes to start painting.



PROCESS IN MAKING A DIGITAL PAINTING

There are many computer software programs and applications to choose from in creating a digital painting. Here are some of the examples of software applications that you can use to create one.

- Editing programs used in photography and graphic design can be used in painting, drawing, photo enhancing, and manipulating images.
    1. **Vector graphics editors** - these are programs that create and edit images. This is made up of lines, points, shapes, and corners that can be manipulated to create an image.
    2. **CAD or Computer-Aided Design** software is used to assist the computer to create, modify, analyze, and optimize a design.
    3. **Diagramming software** - this is a computer program used to create diagram images.

4. **Desktop publishing software** - these are programs designed to come up in creating posters, flyers, and other printed materials.
5. **3D software** - this software provides the artists to create three-dimensional images used for games, animations, and films. It can also create architectural designs in 3D.



PRACTICE

Directions: Using your Microsoft Paint Program on your computer, make a simple landscape painting using the available tools in the program. Save your work and submit it to your teacher.

CRITERIA FOR SCORING:

Creativity	20 points
Originality	20 points
Appeal	10 points
TOTAL	**50 points**



EVALUATE

Directions: Identify the words being described. Write your answers on the blanks provided before the number.

_____ 1. These are programs designed to come up in creating posters, flyers, and other printed materials.

_____ 2. This is a computer program used to create diagram images.

_____ 3. These are programs that create and edit images. This is made up of lines, points, shapes, and corners that can be manipulated to create an image.

_____ 4. This software provides the artists to create three-dimensional images used for games, animations and films.

_____ 5. This is used to assist the computer to create, modify, analyze and optimize a design.

PHYSICAL EDUCATION



OUTCOMES

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

- Analyze the conditioning exercise and safety precautions in doing physical activities.



CHECK

Directions: Answer the Physical Activity Readiness Questionnaire (PARQ), in preparation for our next activity.

NAME : _____ **AGE :** _____

HEIGHT : _____ **WEIGHT :** _____

Direction: Asses readiness for participation in physical activities by taking Physical Activity Readiness Questionnaire (PAR-Q).

Questions:	**YES**	**NO**
1. Do you have a heart condition? Does a doctor ever said that you can only do physical activities that are recommended by a doctor? 2. When you are doing any physical activity, do you feel any pain in your chest? 3. Did you have chest pain without doing any physical activity in the past month? 4. Do you ever get dizzy and lose your balance or lose consciousness? 5. Do you have a bone or joint problem that could worsen in just by changing your current physical activities? 6. Is a doctor currently prescribing any medicine for your blood pressure or heart condition? 7. Are you aware of any other reason why you should not do physical activities?		

*- If you answered **YES** to any of these questions, talk with your doctor before you start engaging in physical activity. Tell your doctor about the PAR-Q and which questions you answered yes.*
*- If you answered **NO** to all PAR-Q questions, you can start participating in physical activity.*



EXPLAIN

According to the Philippine Physical Activity Pyramid, it is ideal to participate in activities and exercises that help cultivate the health-related and skill-related components. It is recommended to do them two to three times per week.

HEALTH GOALS:

- to be in good shape.
- to develop physical ability.
- to strengthen the muscles.
- to strengthen resistances.
- to lose weight.
- to maintain health and fitness.
- to keep an active mind.
- for a lively living.
- to avoid any disease.
- to become alert at all times.
- to become agile and quick in moving.
- to become active in daily activities.

SAFETY PRECAUTIONS

- Make sure that you are free from any illness or no medical problem. If you have any medical problems, consult your doctor first.
- Wear proper attire, avoid tight clothing to move freely.
- Make sure to have a proper warm-up exercise before undertaking any physical activity.
- Avoid playing with the exercise equipment, use them for their purpose.
- When doing exercise make sure to execute proper position and movements of the body to avoid injury.
- It is good to have a partner in doing exercises, it should be a member of the family, friends, or fitness instructor, etc.
- Make sure that you have enough sleep when doing exercise.

These are some conditioning exercises that may help you to develop your physical fitness level:

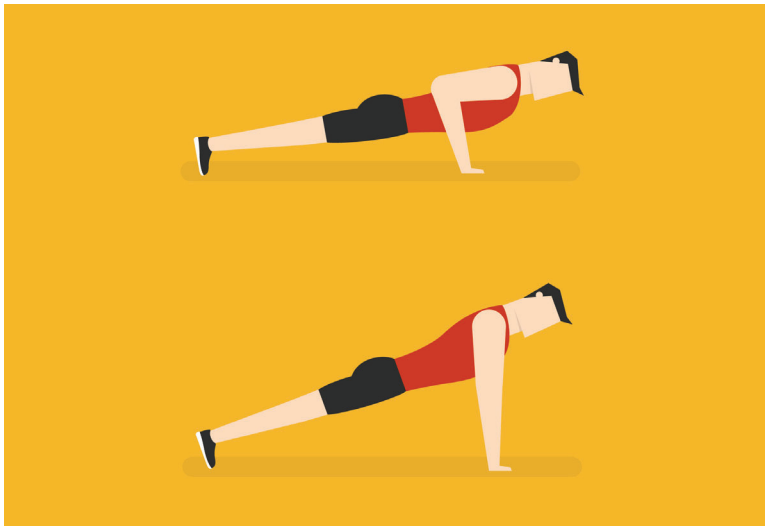
STRETCHING – is a form of physical exercise in which a specific muscle is flexed or stretched that helps improve your flexibility.



ZUMBA AEROBIC EXERCISE – This includes music and dance moves to the physical fitness program. Most of the time, this is done by a group of people dancing together with the lead of a Zumba instructor. It develops cardiovascular endurance because your whole body is moving when dancing.



PUSH-UP – An exercise for strengthening arm muscles performed by lying face down with the palms on the floor and pushing the body up and down with the arms.



SIT-UPS – an exercise in which a person lies flat on the back, lifts the back to a sitting position, and then lies flat again without changing the position of the legs. This exercise helps reduce fat in the abdominal area.





PRACTICE

Directions: Together with your family, create your own 10-minute workout routine. Record it and submit to your teacher.

CRITERIA:

Content	40 points
Presentation	30 points
Technicalities	30 points
TOTAL	**100 points**



EVALUATE

Directions: Identify the following conditioning exercise. Choose your answer from the box, write your answer on the blank.

Push ups	**stretching**
Sit-ups	**PAR-Q**
Zumba Aerobic Exercise	

_____ 1. An exercise in which a person lies flat on the back, lifts the back to a sitting position, and then lies flat again without changing the position of the legs.

_____ 2. It is mostly done by a group of people dancing together an aerobic exercise.

_____ 3. An exercise for strengthening arm muscles performed by lying face down with the palms on the floor and pushing the body up and down with the arms.

_____ 4. A form of physical exercise in which a specific muscle is flexed or stretched.

_____ 5. A questionnaire in which tracks your readiness in participating in any physical activity.

HEALTH EDUCATION



OUTCOMES

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

- Analyze the ways to build and keep school and community environments healthy.



CHECK

Directions: What do you think are the ways to keep the community environment healthy? Write your ideas below.

How to Keep the Community Environment Healthy?

EXPLAIN

As members of the community, it is our responsibility to contribute to the maintaining of a quality community. Some common things that we do create adverse effects on the environment. Many of these negative effects are irreversible.

Creating a healthy community is everybody's responsibility. By complying with the regulations in our communities, we can help improve the quality of our communities.

Ways to Build and Keep the School and Community Environment Healthy

COMMUNITY



- Segregate garbage into recyclable, reusable, and biodegradable, minimize waste, and save money.
- Clean your premises to get away from diseases.
- Cook just enough food to avoid throwing excess foods.
- Conserve water and energy to avoid shortage especially during summer.
- Do vertical vegetable gardening to have fresh food even in a limited space.
- Join activities or programs that promote a safe and healthy community like clean-up drives and greening programs.
- Participate in risk reduction and disaster preparedness activities to be aware of the evacuation plan of your place.
- Let pets like dogs and cats be vaccinated against rabies.

SCHOOL

- Always follow school rules and regulations. These are important guidelines to create peace and order.
- Segregate waste and dispose of them properly. Biodegradable waste should be placed in the composting area.
- Do not vandalize school properties. Be considerate to the other users of the facilities.
- Return lost items to the guidance office. Honesty promotes love and security in the school.
- Join in school organizations that promote good advocacies. They will enhance your talents and skills.

- Show respect to your teachers, other school personnel schoolmates. They are your family in school.
- Participate in activities that aim to develop your physical health like sports and physical games. It is one way of building friendships with others while making yourself physically healthy.



PRACTICE

Directions: Create a poster about the ways to build and keep the school and community environment healthy. Use any sketch/drawing apps to do this activity.

Content: Poster making, explanation of your output

CRITERIA FOR SCORING

Content	40 POINTS
Presentation	30 POINTS
Technicalities	30 POINTS
Total	**100 POINTS**



EVALUATE

Directions: Put a ✓ on the underline if the statement shows the way of building and keeping school and community environment healthy, put **X** if not.

_____ 1. Join activities or programs that promote a safe and healthy community.

_____ 2. Vandalize at school premises.

_____ 3. Clean your premises to get away from diseases.

_____ 4. Cook too much food then throw away if there are leftover.

_____ 5. Segregate waste and dispose them properly.

Lesson 03

MUSIC EDUCATION

OUTCOMES

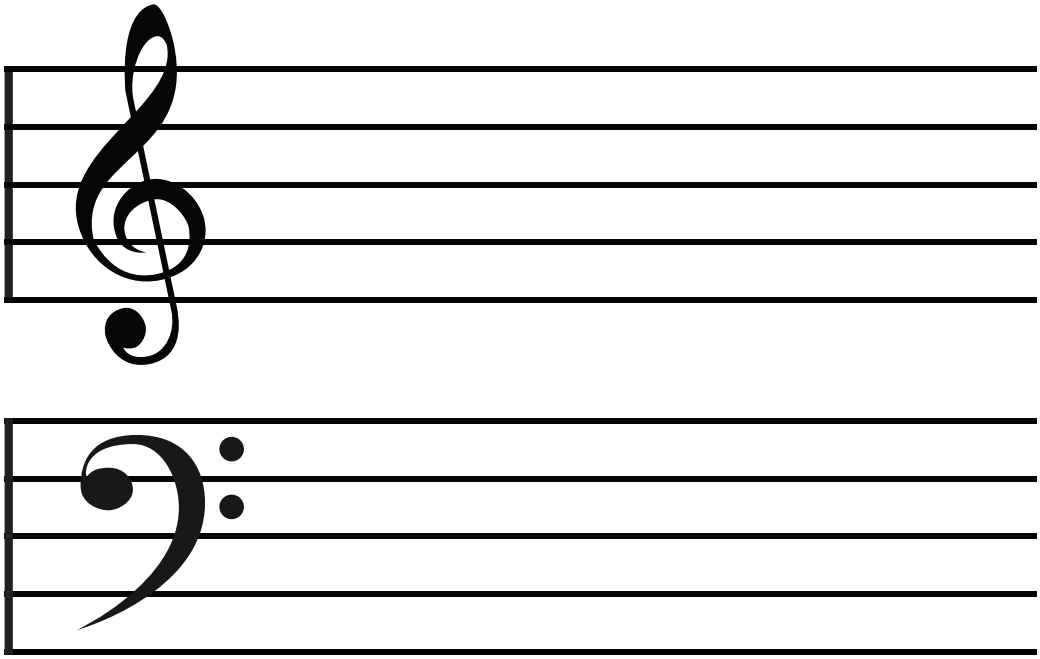
At the end of the module, you are expected to:

- Identify the key signatures of E Major and B Major.
- Recognize the notes in E Major and B Major Scales.

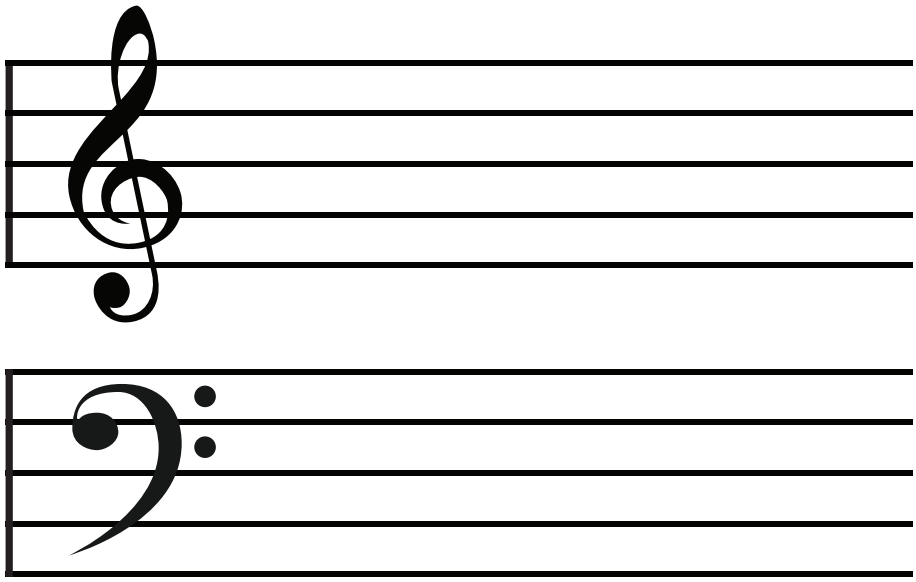
CHECK

Directions: Notate the key signatures and scales of D Major and A Major. Place your answers on the blank staves below.

D MAJOR KEY SIGNATURE AND SCALE



A MAJOR KEY SIGNATURE AND SCALE

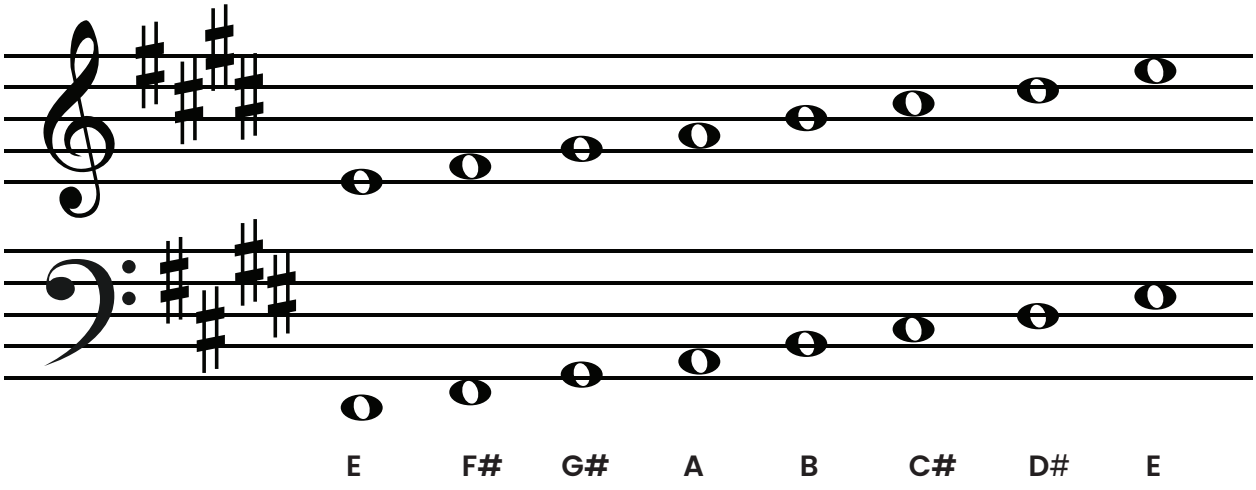


EXPLAIN

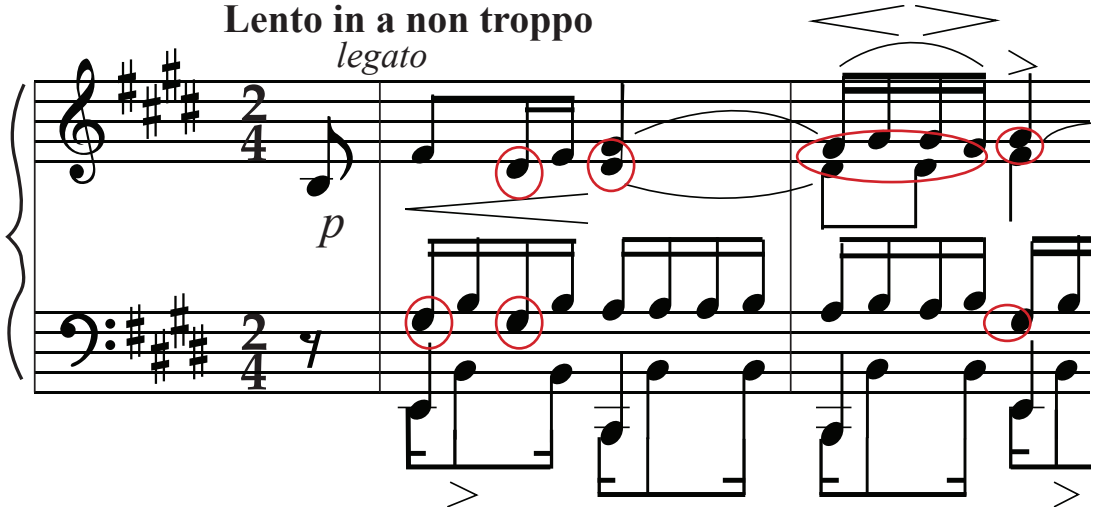
E MAJOR SCALE

The E Major scale starts with its tonic note E or MI followed by F# or FA#, G# or SO#, A or LA, B or TI, C# or DO and D# or RE#. The key signature of the E Major scale has 4 sharps, starting with the 5th line, 3rd space, above the 5th line, and the 4th line of the G-Clef staff. For the F-Clef, the E major scale will start at the 4th line followed by the 2nd space, 4th space, and then, 3rd line.

Let us take a look at the E Major scale below:



The E Major scale will affect the notes Fa, So, Do, and Re unless the effect of the sharp will be cancelled by a natural symbol or sign.

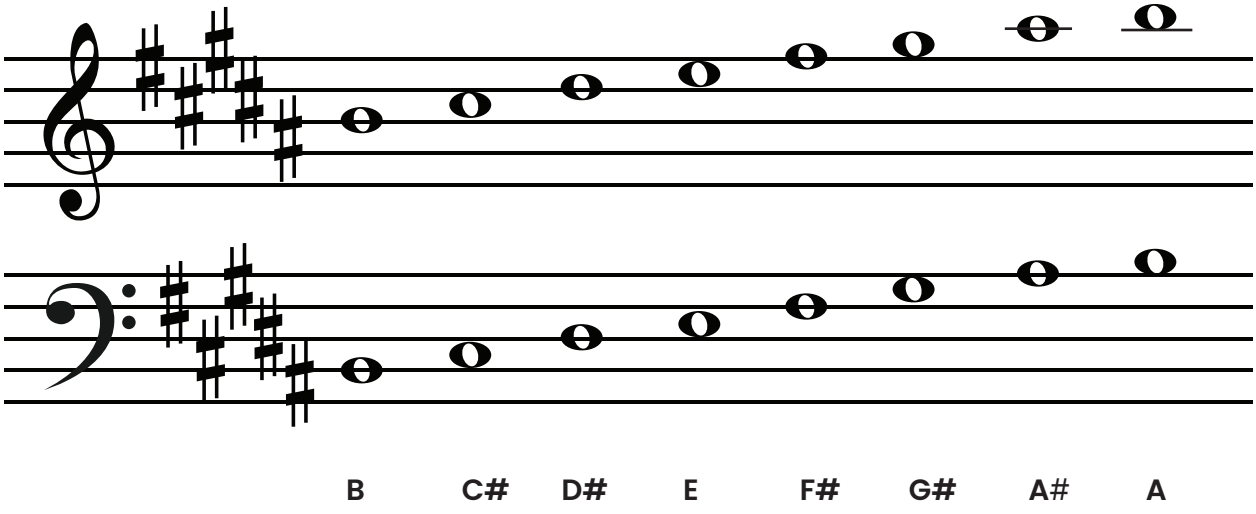


In this example, we can see the affected notes of the E Major.

B MAJOR SCALE

The B Major scale starts with its tonic note B or TI followed by C# or DO#, D# or RE#, E or MI, F# or FA#, G# or SO# and A# or LA#. The key signature of B Major scale has 5 sharps, starting with the 5th line, 3rd space, above the 5th line, 4th line, and the 2nd space of the G-Clef staff. For the F-Clef staff, the B major scale will start at the 4th line followed by the 2nd space, 4th space, 3rd line and then 1st space.

Let us take a look at the B Major Scale and its notes:



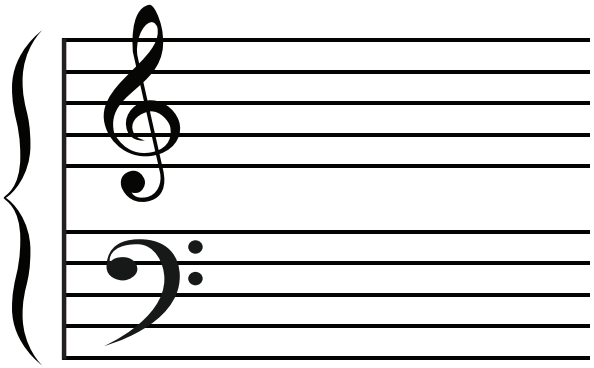
Let us have an example:



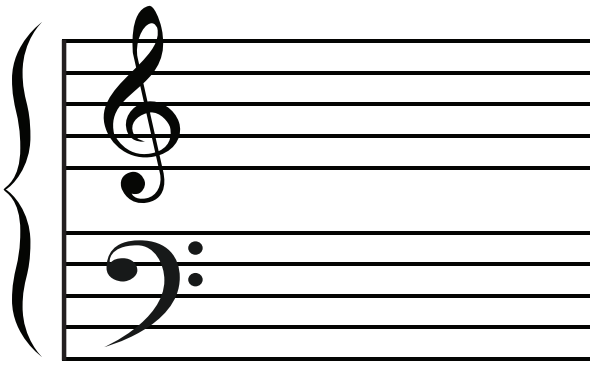
PRACTICE

Directions: Notate the key signatures of E Major and B Major scales below.

E MAJOR



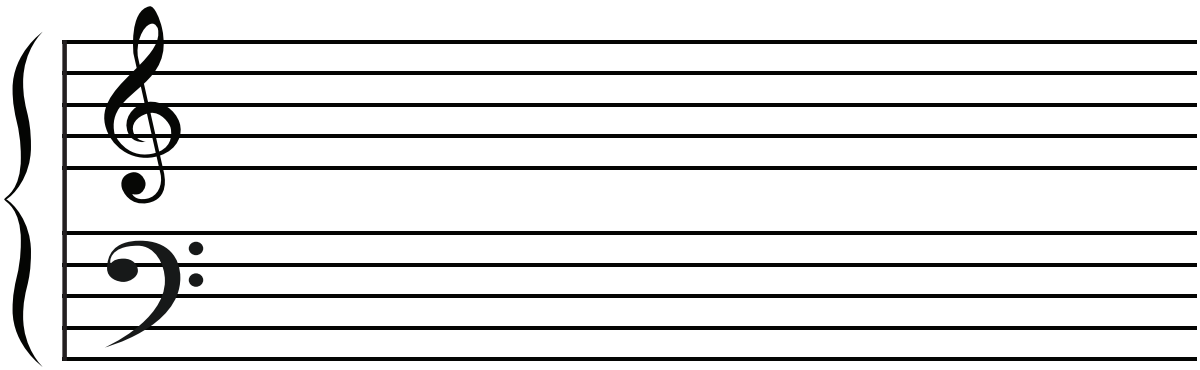
B MAJOR



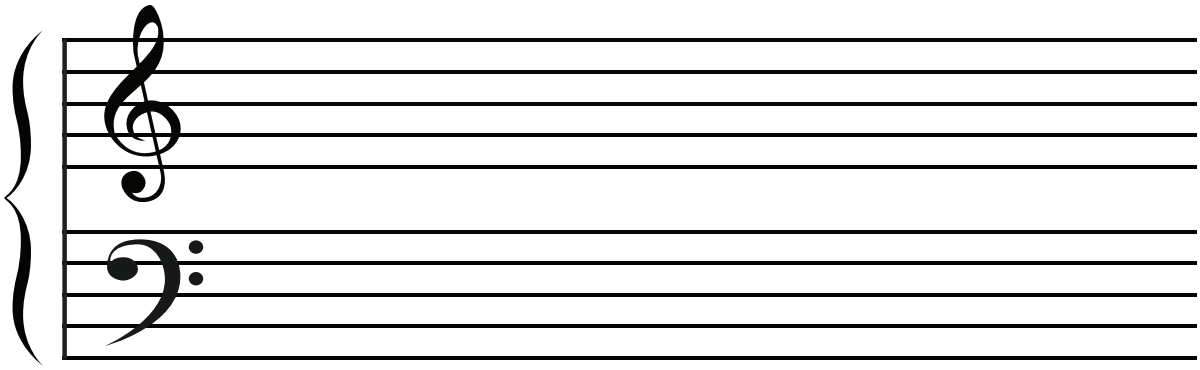
EVALUATE

Directions: Notate the key signatures and scales of E Major and B Major in the given staves below.

E MAJOR



B MAJOR



ARTS EDUCATION



OUTCOMES

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

- Identify the different principles of layouting.
- Create a simple layout design using simple applications available.



CHECK

Directions: Name at least five (5) digital applications which can be used in digital painting. Write your answers on the space provided.

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



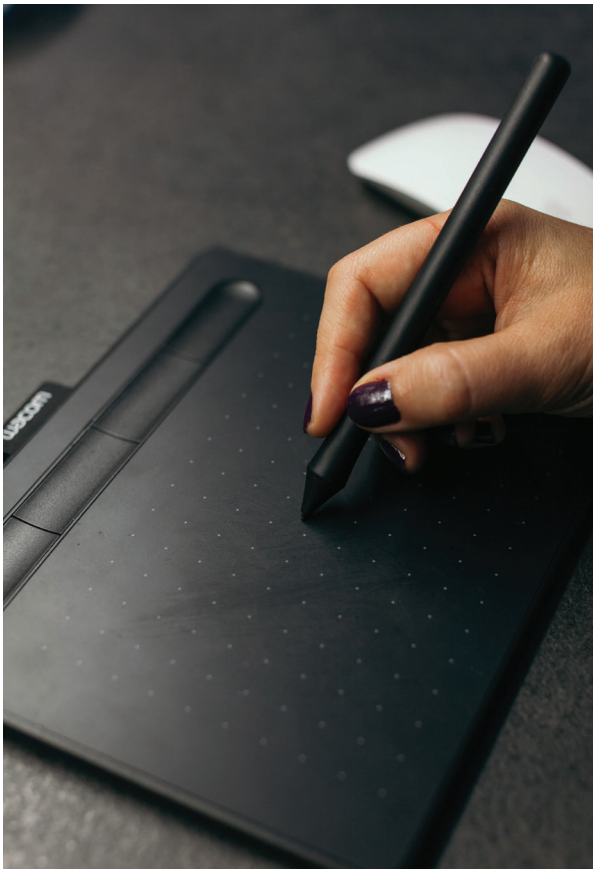
EXPLAIN

Digital layouting is a process of placing all the required elements of a given subject in a digital format rather than making the layout using a non-digital platform like pen and paper. In this process, the objects and elements to be laid out can easily be adjusted, resized, replaced, or recolored to fit into the desired layout outcome.

Digital layouting can be used in many different forms such as websites, print advertisements, book covers, posters, tarpaulins, magazines, and many more.



PRINCIPLES OF DIGITAL LAYOUTING



1. **Proximity** – proximity is the distance between objects that are related to each other. It is done to show relevance by bringing the related objects closer together.

2. **Alignment** – this technique is used to improve the aesthetic appearance of the design as well as the readability of its components, meaning the concept and designs can easily be recognized and understood by the people. Arranging the elements in such a way that the message of the design can easily be understood, thus creating a balance between the objects of your concept.

3. **Repetition** – is a technique that can be identified by the term itself. Repeating patterns and other elements in a design can stress out the idea of the concept.

4. **Contrast** – this is to emphasize the difference between the elements or objects in a design. It is also used to add distinctiveness to an individual element.



PRACTICE

Directions: Use any picture collage application on your cellphone and create a digital layout of different stickers. Make sure to include the four principles of digital layouting. Save your work and submit it to your teacher.

CRITERIA FOR SCORING

Creativity	20 points
Techniques	20 points
Appeal	10 points
TOTAL	**50 points**



EVALUATE

Directions: Give what is being asked. Write your answers on the space provided.

_____ 1. This is a technique where objects are repeated to introduce an idea.

_____ 2. This is used to emphasize the difference between elements.

_____ 3. This is a process of placing all the required elements of a given subject in a digital format.

_____ 4. This technique is used to improve the aesthetic appearance of the design as well as readability of its components.

_____ 5. This is the distance between objects that are related to each other.

PHYSICAL EDUCATION



OUTCOMES

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

- Analyze the traditional Filipino games: Invasion Games.
- Execute the game Agawan Base.



CHECK

Directions: Answer the Physical Activity Readiness Questionnaire (PARQ), in preparation for our next activity.

NAME : _____ **AGE :** _____

HEIGHT : _____ **WEIGHT :** _____

Direction: Asses readiness for participation in physical activities by taking Physical Activity Readiness Questionnaire (PAR-Q).

Questions:	**YES**	**NO**
1. Do you have a heart condition? Does a doctor ever said that you can only do physical activities that are recommended by a doctor?		
2. When you are doing any physical activity, do you feel any pain in your chest?		
3. Did you have chest pain without doing any physical activity in the past month?		
4. Do you ever get dizzy and lose your balance or lose consciousness?		
5. Do you have a bone or joint problem that could worsen in just by changing your current physical activities?		
6. Is a doctor currently prescribing any medicine for your blood pressure or heart condition?		
7. Are you aware of any other reason why you should not do physical activities?		

*- If you answered **YES** to any of these questions, talk with your doctor before you start engaging in physical activity. Tell your doctor about the PAR-Q and which questions you answered yes.*
*- If you answered **NO** to all PAR-Q questions, you can start participating in physical activity.*



EXPLAIN

According to the Philippine Physical Activity Pyramid, it is ideal to participate in activities and exercises that help cultivate the health-related and skill-related components. It is recommended to do them two to three times per week.

INVASION GAMES – a type of game in which the goal is to "invade" or to enter the territory of the opponent. This type of game develops the speed, agility, muscular strength, and endurance of one person.

Example of Invasion Games

- Agawan Base
- Agawan Panyo
- Piko
- Lawin at Sisiw
- Patintero

AGAWAN BASE

How to Play Agawan Base?

- Form two teams, more players more fun.
- Each team need a base such as a tree, chair, a big stone, a light post, or anything that serve as base of each team.
- There is a line between the base of each team.
- One member of each group will be left at the base so that it will not be invade by the opponent, while the other members will try to invade the base of their opponent.
- You could tag your opponent if they passed through the designated line, then if you tagged them, you should bring them to your own base and guard them so that they cannot be rescued by their teammates.
- The one who tagged is called "prisoner", they can be set free and play again if their teammate rescued them by tapping or tagging them from your base.
- You can win if you tag or tap the base of the opponent but make sure you will not be tagged by the opponent. You can also win if you tagged all of the player of the opponent.

Safety Precaution:

- Clear Physical Activity Readiness Questionnaire. If you have medical condition consult first to your doctor.
- Wear proper attire, avoid tight clothing that prevent you from moving freely.
- Execute proper warm-up exercise to avoid any injury.
- Remove jewelries such as earrings and necklace.

Skills Needed in Playing

- Speed in running
- Agility in moving and dodging
- Coordination of eyes, hand, and foot.



PRACTICE

Directions: Together with your family and friends, play agawan base. Create a video vlog presenting the game agawan base. Narrate how to play it and highlight some of your best plays.

Content	40 points
Presentation	30 points
Technicalities	30 points
TOTAL	**100 points**



EVALUATE

Directions: Write **TRUE** if the statement is correct about the game agawan base, write **FALSE** if the statement is wrong.

_____ 1. You must have clear physical activity readiness questionnaire before playing any physical activity.

_____ 2. You can win if you tag or tap the base of the opponent but make sure you will not be tagged by the opponent.

_____ 3. Each team need a base such as a tree, chair, a big stone, a light post, or anything that serve as base of each team.

_____ 4. The one who tagged is called “prisoner”, they can be set free and play again if their teammate rescued them by tapping or tagging them from your base.

_____ 5. You could tag your opponent if they passed through the designated line.

HEALTH EDUCATION



OUTCOMES

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

- Analyze the proper waste management at home, in school, and in the community.



CHECK

Directions: Draw a picture that represents proper waste management in the space below.



EXPLAIN

Managing wastes is important nowadays that vacant spaces for waste disposal become limited because of the growing population. You will also need minimal spaces for storage of materials if they are segregated.

Proper waste management include disposal, collection, transport, reuse and recycling, treatment and prevention, and control of waste.

Waste Reduction is applying means of reducing wastes.

- Bring a reusable eco-friendly bag when shopping.
- Purchase items using less plastic packaging.
- Use compost in gardening.
- Regular change oil of vehicles.
- Use reusable water bottles.
- Buy of cook food just enough for consumption.

Reuse is the practice of using the material several times in its current form. It saves the energy used in the production of materials. It is one way of reducing huge amount of waste being disposed.

- Use the gift wrappers to cover your notebooks.
- Use rechargeable batteries, lamp, radio, etc.
- Use non disposable plastic plates instead of paper plates and styrofoam.
- Use non-disposable drinking cups instead of paper cups.
- Keep plastic bags and paper bags for future shopping.
- Use cloth towel in the kitchen instead of paper towels.
- Refurnish old furniture.
- Reheat left over foods.
- Wash and keep disposable plastics spoons.
- Use refillable containers.

Recycle waste means making another useful item out of a waste material. These wastes are no longer suitable for their primary purpose. It prevents the waste of potential materials and reduce the consumption of new materials.

- Use PET bottles as pots for growing vegetables.
- Use old newspapers as wrappers.
- Glass jars can be used as containers for grains, seeds, medicine, or school supplies organizer.
- Making chairs or plant pots out of old tires.
- Old clothes made into doormats and mop.
- Rusted “yero” used as fence.
- Plastic egg tray as coin organizers.
- Used motorcycle oil to lubricate hinges.
- Water used in washing clothes to clean garage or toilet.
- Fruit peelings as fertilizers.



These tips in waste management can be applied both at home and school. You will be able to save a lot of money and also prevent the environment from being harmed.



Most of these recyclable materials can be sold to material recovery facilities. These will be process again to be converted into new materials.



PRACTICE

Directions: Create a poster about proper waste management at home, in school, and the community. Use any sketch/drawing apps to do this activity.

Content:
- poster making
- explanation of your output

Content	40 points
Presentation	30 points
Technicalities	30 points
TOTAL	**100 POINTS**



EVALUATE

Directions: Identify the following proper ways management is **REUSE**, **REDUCE**, or **RECYCLE**. Write your answer on the blanks provided.

_____ 1. Purchase items using less plastic packaging.

_____ 2. Keep plastic bags and paper bags for future shopping.

_____ 3. Use glass jars as containers for grains, seeds, medicine, or school supplies organizer.

_____ 4. Wash and keep disposable plastics spoons.

_____ 5. Create doormats and mop using old clothes.

Lesson 04

MUSIC EDUCATION



OUTCOMES

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

- Identify the key signature of F Major.
- Recognize the notes of the F Major Scale.



CHECK

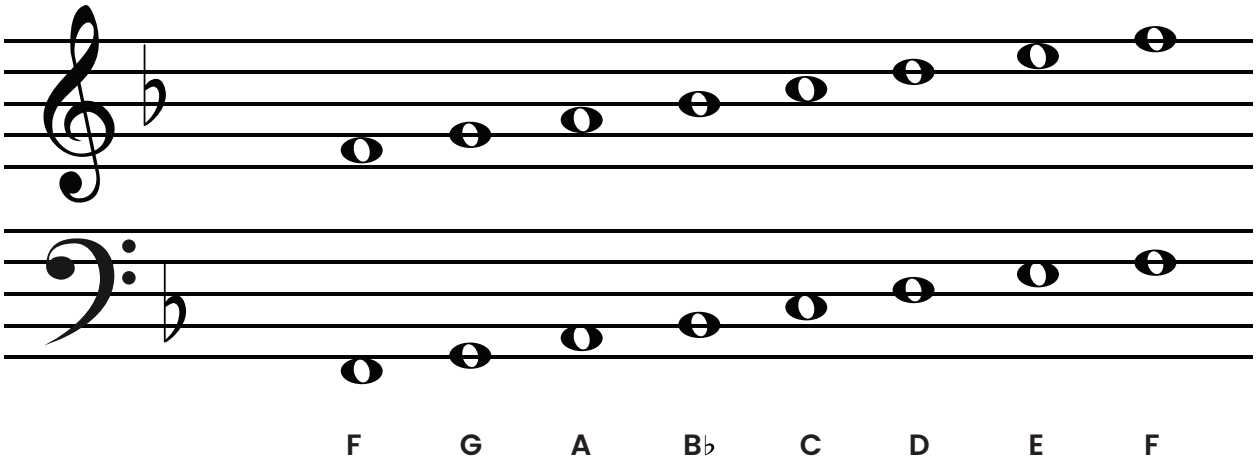
Directions: Write the names of the notes that are affected by E Major scale and B Major scale.

E Major Scale	B Major Scale
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

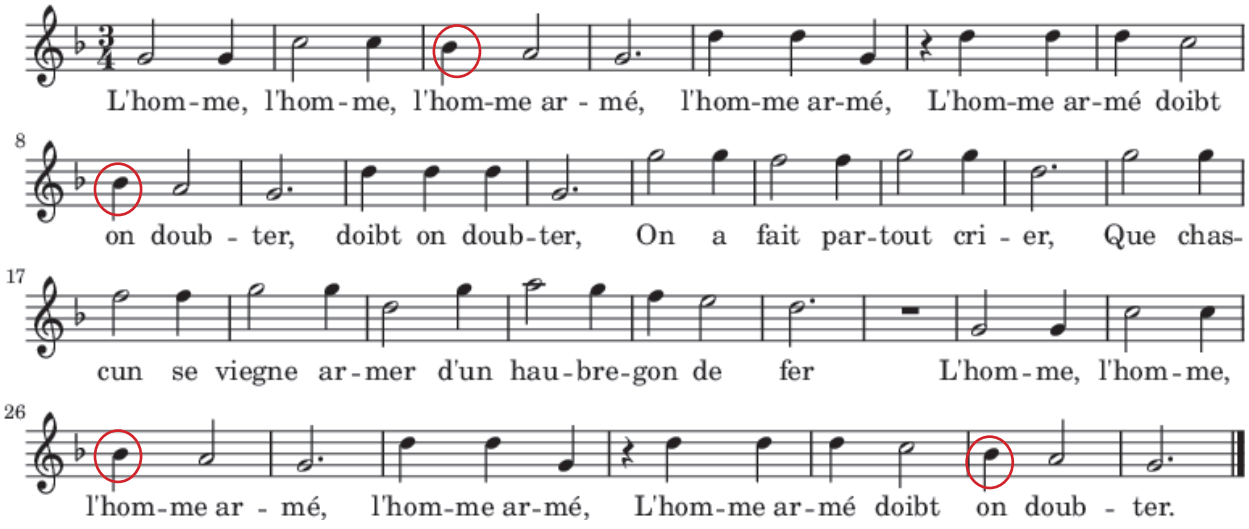
EXPLAIN

F MAJOR SCALE

The F Major Scale is the first scale to use the flat symbol (♭) instead of sharp. The tonic note of the F Major Scale is F or FA followed by G or SO, A or LA, Bb or TI flat, C or DO, D or RE, and E or MI. The first flat is located at the 3rd line of the G-Clef Staff and on the second line of the F-Clef staff.



Let us take a look at this example:



In this example, all the B or TI will be lowered by a half-step or a semitone because of the effect of the flat located at the B line of each staff.

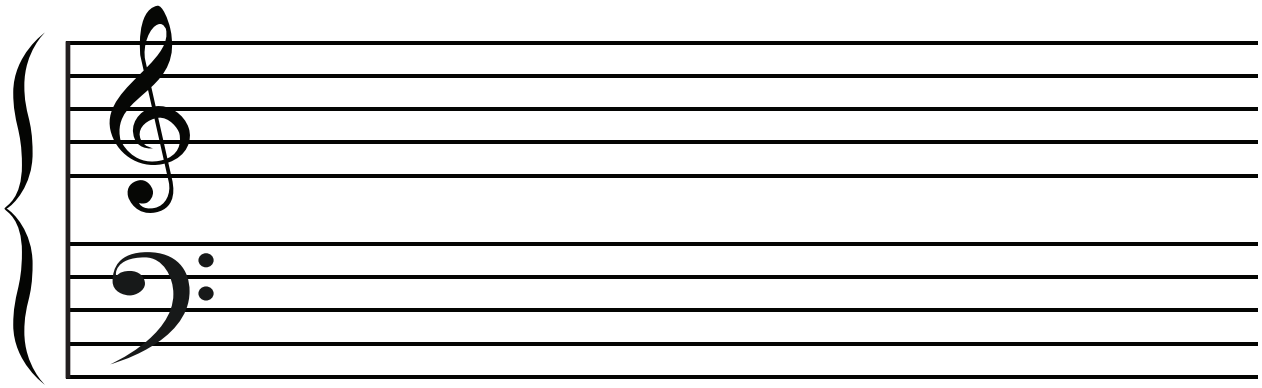
PRACTICE

Directions: Encircle the affected notes on the given musical phrases below.



EVALUATE

Directions: Notate the notes and the key signature of F Major scale. Place your answers on the given staves below.



ARTS EDUCATION



OUTCOMES

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

- Identify the processes of photo editing.
- Apply the knowledge and skills in editing a simple photo.



CHECK

Directions: Read each statements carefully. Write **TRUE** if the statement is correct and **FALSE** if not. Write your answers on the space provided.

_____ 1. Repetition is technique where patterns are repeated to stress out the idea of the concept.

_____ 2.Alignment is a technique where designs are aligned in such a way to create a sense of balance.

_____ 3. Proximity is the distance between elements that are not related to each other.

_____ 4. Digital layouting is a process of putting all the necessary objects and elements in a sheet of blank paper before reproducing it.

_____ 5. Contrast is a technique used to emphasize the difference between light and dark areas only.

EXPLAIN

PROCESSES OF SIMPLE PHOTO EDITING

Picture-perfect images, magazine-worthy pictures, and trendy profile pictures are now accessible after learning the basics of photo editing. The smartphones of today are powerful enough to produce images that can be likened to images produced by professional photographers.



Here are some basic skills in photo editing:

1. **Crop your images.** Remove unnecessary things in your captured photo by cropping and re-aligning them. It is always good to focus on the good side of the photos rather than seeing the whole image as is.

2. **Adjusting the white balance.** White balance is the color of the images when exposed to light sources. We have different white balance modes such as flash, cloudy, daylight, automatic, and sometimes shade. The applications nowadays display plenty of white balance modes for you to choose from.

3. **Adjusting the exposure and contrast.** Exposure is the brightness and darkness of the whole image while contrast is the lightness and darkness of an image. Contrast is responsible for creating shadows and highlights of the subject image.

4. **Adjusting Vibrancy and Saturation.** These two can make the colors pop. Vibrancy increases the intensity of the neutral color tones and maintains the bright color tones as is. Saturation increases the intensity of all the colors in a frame.

5. **Adjusting Sharpness.** Sharpness can make the image crispier, cleaner, and clearer. Take note that out-of-focus shots can never be repaired by this technique. You may play and experiment with the different tools in your mobile phones and computers but always remember to not overdo the adjustments.



PRACTICE

Directions: Capture a photo outside your house. Make necessary adjustments in your picture and apply the different techniques in editing photos. Save your work and submit the original and edited photo to your teacher.

CRITERIA FOR SCORING

Creativity	10 points
Originality	10 points
Techiques used	20 points
Visual appeal	10 points
Total	**50 points**



EVALUATE

Directions: Give what is being asked. Write your answers on the space provided before the number.

_____ 1. This is a process of removing unnecessary parts of an image.

_____ 2. This can intensify the colors of neutral tones in a frame.

_____ 3. This is the color of the images when exposed to certain light sources.

_____ 4. This can make an image crispier, cleaner, and clearer.

_____ 5. This increases the intensity of all the colors in a frame.

PHYSICAL EDUCATION

OUTCOMES

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

- Analyze the traditional Filipino games: Invasion Games.
- Execute the game Agawan Panyo.

CHECK

Directions: Answer the Physical Activity Readiness Questionnaire (PARQ), in preparation for our next activity.

NAME : _____ **AGE :** _____

HEIGHT : _____ **WEIGHT :** _____

Direction: Asses readiness for participation in physical activities by taking Physical Activity Readiness Questionnaire (PAR-Q).

Questions:	YES	NO
1. Do you have a heart condition? Does a doctor ever said that you can only do physical activities that are recommended by a doctor?		
2. When you are doing any physical activity, do you feel any pain in your chest?		
3. Did you have chest pain without doing any physical activity in the past month?		
4. Do you ever get dizzy and lose your balance or lose consciousness?		
5. Do you have a bone or joint problem that could worsen in just by changing your current physical activities?		
6. Is a doctor currently prescribing any medicine for your blood pressure or heart condition?		
7. Are you aware of any other reason why you should not do physical activities?		

*- If you answered **YES** to any of these questions, talk with your doctor before you start engaging in physical activity. Tell your doctor about the PAR-Q and which questions you answered yes.*
*- If you answered **NO** to all PAR-Q questions, you can start participating in physical activity.*



EXPLAIN

INVASION GAMES

Any games or sports that the main objective is to "invade" the territory of the opponent. This type of games need the following skills: agility, speed, muscular strength, and endurance.

Example of Invasion Games

- Agawan Base
- Agawan Panyo
- Piko
- Lawin at Sisiw
- Patintero

AGAWAN PANYO

Agawan Panyo is played outdoors. Two parallel lines are drawn about 15 meters apart. A handkerchief is placed on a stick planted on a line drawn midway between the two parallel lines. When a stick is not available, a referee is chosen where the stick is supported to be, extends his hand forward, and holds the handkerchief.

How to Play Agawan Panyo?

- Form 2 teams with equal number of members.
- Choose one person as the referee.
- Every team member must have a designated number.
- Each team will form a line facing the opponent. The referee is on the middle of the two teams.
- The referee will hold the handkerchief and the one who calls the number as a sign in each team.
- At the referees given number, the player of each team who has the number will run near the handkerchief. They each stand, one hand poised to get the handkerchief and the other hand ready to tag the player who touches the handkerchief first.
- If one player manages to get the handkerchief and run back to his team line without tagging by the opponent, he/she get a score for the team. If he/she was tagged by the opponent there is no point for both teams.
- The handkerchief is always returned to the referee to restart the game.
- The team with the most score wins the game.

Safety Precaution:

- Clear Physical Activity Readiness Questionnaire. If you have medical condition consult first to your doctor.
- Wear proper attire, avoid tight clothing that prevent you from moving freely.
- Execute proper warm-up exercise to avoid any injury.
- Remove jewelries such as earrings and necklace.

Skills Needed in Playing

- Speed in running
- Agility in moving and dodging
- Coordination of eyes, hand, and foot
- Reaction Time especially when waiting for the signal



PRACTICE

Directions: Together with your family and friends, play agawan base. Create a video vlog presenting the game agawan panyo. Narrate how to play it and highlight some of your best plays.

Content	40 points
Presentation	30 points
Technicalities	30 points
TOTAL	**100 POINTS**



EVALUATE

Directions: Write **TRUE** if the statement is correct about the game agawan panyo, write **FALSE** if the statement is wrong.

_____ 1. In playing Agawan Panyo, you must need a handkerchief.

_____ 2. The number of players on both teams must be equal.

_____ 3. The handkerchief is always returned to the referee to restart the game.

_____ 4. If one player manages to get the handkerchief and run back to his team line without tagging by the opponent, they get a score for the team.

_____ 5. Every member of each team must have a designated number.

HEALTH EDUCATION



OUTCOMES

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

- Analyze the advocates of environmental protection through proper waste management.



CHECK

Directions: How much you know about the advocates of environmental protection through proper waste management? Find 5 words that are related to proper waste management environmental protection advocacy.

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

EXPLAIN

Due to the growing population, more wastes are produced and much of these are non-biodegradable, the majority is plastic. Plastic pollution is harmful to humans, animals, and plants through toxic pollutants. It can take hundreds or even thousands of years for plastic to break down, so the environmental damage is long-lasting.



We can save our environment for future generations from the harmful effects brought about by the wastes that we produce. The collective effort of the community to take clean and green living will help preserve our planet.

List of Advocates of Environmental Protection

NATIONAL CLEAN-UP (Bayan Ko, Linis Ko Program)

This Nationwide clean-up activities promotes cleanliness in coastal, inland waterways, esteros, creeks, public places, roads, and major throughfares. It expands clean-up activities during the National Clean Up Month (September) per Proclamation No. 244, Series of 1993 to all LGUs in the country. It also encourages volunteerism and foster the participation of all sectors to include government, NGOs/civil society groups, schools, churches, and the private sector.



GREEN PEACE PHILIPPINES

Their main goal is to protect natural landscapes, species, and more from environmental threats such as perilous waste imports, coal projects, and illegal logging. Aside from promoting ecological farming, this volunteer-based group also holds campaigns against land, air, and water pollution.

MOTHER EARTH FOUNDATION

Garbage is among the top enemies of nature. To address this alarming concern, Mother Earth Foundation campaigns zero-waste advocacy to local authorities. They hold programs in schools and barangays to promote environmental education and proper waste management.

MATERIALS RECOVERY FACILITIES (MRF): Towards a Zero Waste Community

The MRF promotes community-based solid waste management to resolve the improper waste disposal problems in the communities. It also promotes waste reduction and waste recovery. These facilities process solid wastes such as plastics, cartons, cans and turn them into by-products like pavers, hollow blocks, plastic tiles, and organic compost. Kitchen wastes are also taken care of through a vermicomposting facility, which uses worms to decompose the waste and turn them into organic fertilizer.

Benefits of Proper Waste Management to the Environment

- **Keeps the environment clean and fresh.** Waste management is keeping the environment fresh and neat. Eye sore wastes can be converted into reusable items.
- **Conserve energy.** Through recycling we can conserve energy and lower the consumption of earthly resources.
- **Reduces environmental pollution.** It eliminates the surrounding waste and will reduce the amount of the greenhouse gases like methane, carbon monoxide which is emitted from the wastes accumulated.
- **Preserves the naturals resources.** Production of new materials using raw materials from the environment will be limited because to the reusing and recycling methods.



PRACTICE

Directions: Create a waste disposal program for your community. After planning, execute and create a vlog that promotes proper waste management.

Title: _____

Purpose: _____

Steps to Follow: _____

_____

_____

_____

_____

_____

_____

_____



EVALUATE

Directions: Write **TRUE** if the statement is correct, **FALSE** if incorrect.

_____ 1. The MRF promotes community-based solid waste management to resolve the improper waste disposal problems in the communities.

_____ 2. Mother Earth Foundation campaigns more waste advocacies to local authorities.

_____ 3. Green Peace Philippines' goal is to protect natural landscapes, species, and more from environmental threats such as perilous waste imports, coal projects, and illegal logging.

_____ 4. The National Clean-Up Month celebrates every month of January.

_____ 5. One of the benefits of proper waste management is it keeps the environment clean and fresh.

UNIT 3

Lesson 01

MUSIC EDUCATION

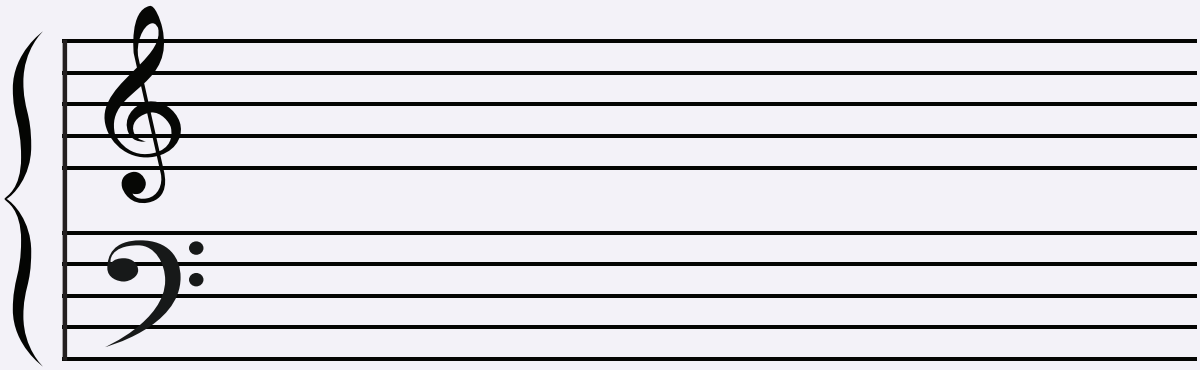
OUTCOMES

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

- Identify the binary, ternary, and rondo musical forms.
- Name parts of a song.
- Tell the musical form of a song.

CHECK

Directions: Notate the notes of F major scale in the given staff below.



EXPLAIN

Musical forms are defined as the structures of musical pieces or performances. It is our guide to correctly read, play, and perform any given musical piece or arrangement. Knowing these forms may help us analyze music better. In this module, we will analyze what binary, ternary, and rondo musical forms are.

BINARY MUSICAL FORM

The binary form of music is a musical piece with two sections. Each section is repeated twice before moving on to another section. It is written in AABB or simply AB.

Here is an example:



Section A Melody

Section A Melody



Section B Melody

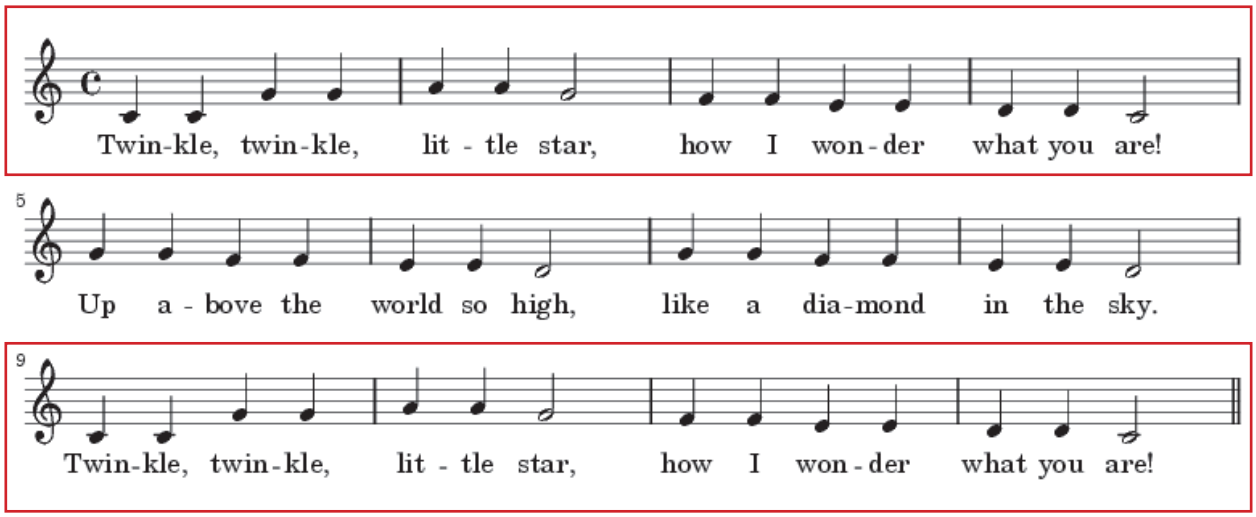
Section B Melody

In this example, we can see that melody A is repeated twice before melody B.

TERNARY MUSICAL FORM

In the ternary form of music, the structure is divided into three parts: ABA where the third part is just the repetition of the first or almost identical to the first melody.

Here is an example:



In this example, we can see that the melody of the first line or A is repeated while the 2nd line of the song is not.

RONDO

Rondo is a popular form of structure written in ABACA form. The music is an alternating pattern with contrasting music (C) and ends with its original melody A.





Public Domain

In the example Fur Elise by Ludwig Van Beethoven, the musical score is divided into different parts. The first melody or the A is colored yellow, the red is the second melody or the B, and the red is the third melody or the C, and it will be repeated until the composition ends in melody A.

Let us listen to Fur Elise:
https://www.youtube.com/watch?v=_mVW8tgGY_w



PRACTICE

Directions: Listen, study, and perform the song Maligayang Araw. Name the parts of the song and tell whether the song is a binary, ternary, or rondo. Record your performance and share it with your teacher.

Maligayang Araw

https://www.youtube.com/watch?v=32V5iQ6aSow

CRITERIA FOR SCORING

Pitch	20 POINTS
Tempo	20 POINTS
Appeal	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Identify the word being described. Write your answers in the blanks.

_____ 1. These are defined as the structures of musical pieces.

_____ 2. This is a structure written in ABACA form.

_____ 3. This structure is divided into three parts and the third part is just the repetition of the first.

_____ 4. This structure repeats each section twice.

_____ 5. This structure is written in AABB form.

ARTS EDUCATION



OUTCOMES

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

- Identify the different principles of arts in the age of technology.
- Create a simple art design following the different principles.



CHECK

Directions: List down the five (5) processes of simple photo editing. Write your answers in the blanks.

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



EXPLAIN

Our technology continues to reshape the world we live in. With innovations and inventions, we continue to re-imagine the things that we know and push ourselves to discover technological breakthroughs that will aid the future of this society.

Art became almost without limitations. From the traditional art that we know, technology gave us a new language. It enables limitless creativity and opened new art challenges that paved the way to the modern artworks that we know today.

Arts in the Age of Technology

1. Balance
This refers to the arrangement of different visual elements to create a feeling of even distribution and even weight. For example, the icons in your computer, laptops, mobile phones, and tablets are identical in size.



2. Movement
This refers to the movement of the eyes towards a specific element in a page that you wish to emphasize. It may be an arrow pointing towards it, or patterns of colors leading to a specific element in a page. Moving animations can also be included as they create visual interest and excitement for the viewer. For example, a countdown timer, a walking man, and the like.

3. Proportion or Scale
This refers to the size of the elements and their relationship with each other. The size of each element must complement each other to avoid overcrowding.

4. Alignment
This refers to how the different elements are arranged on a page. Knowing how to properly place the elements on a page can make it more appealing. Grids can be used to properly align all the icons that need to be placed.

5. Contrast
This is placing opposing elements together to draw attention or to drive a point. Contrast is a powerful means to drive to important details of your artwork.

6. Emphasis
Just like contrast, emphasis refers to the identification of a specific element in an artwork. Emphasis can also be done using contrast, proportion, movement, as well as alignment. For example, placing a red-colored dot in a black canvass, using contrasting colors like pink and green and black and white.

7. Repetition or Pattern
This refers to the use of several similar elements or connected elements in a page. It is a wonderful principle to reinforce your point or message in your artwork.

8. Unity
This ties everything in an artwork. It creates a sense of consistency and harmony among all the elements.



PRACTICE

Directions: Create a simple mobile phone wallpaper following the principles of art in the age of technology. Use available computer software or mobile phone applications you have. You may choose from digital painting, picture collage, or a combination of both. Save your work and share it with your teacher.

CRITERIA FOR SCORING

Creativity	20 POINTS
Visual Appeal	20 POINTS
Technology	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Identify the term being described. Write your answers in the blanks.

_____ 1. This refers to the use of several similar elements or connected elements in a page.

_____ 2. This refers to how the different elements are arranged in a page.

_____ 3. This refers to the size of the elements and its relationship with each other.

_____ 4. It refers to the arrangement of different visual elements to create a feeling of even distribution and even weight.

_____ 5. It creates a sense of consistency and harmony among all the elements.

PHYSICAL EDUCATION

OUTCOMES

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

- Analyze the nature and background of Philippines folk dance.
- Create a digital fan art of a Philippine folk dance.

CHECK

Directions: Encircle the picture of the equipment needed in playing agawang panyo.









EXPLAIN

FOLK DANCE

- It refers to a popular dance that is considered as part of the traditions and customs of a particular place or group of people.

PHILIPPINE FOLK DANCE

- Filipino folk dance developed from different parts of the country which manifest from one another as they are affected by the culture and religion.
- Filipino dancing is diverse as the culture are merged in the archipelago.
- This embraces all the dance forms that have been developed by the Filipinos through the century to express themselves.



NATURE AND BACKGROUND OF PHILIPPINES FOLK DANCE PRE-COLONIAL PERIOD

- The dance in this period was considered as in its purest form by some historians and researchers.
- The dance form during this period has not been refined, trained, developed, or guided by an artist.
- Expressing the life of the community that animates the various rituals and ceremonies is the means of folk dance for Filipino in early times.



SPANISH COLONIAL PERIOD

- In this period, Filipino was exposed for almost four centuries to European dances. Gradually, Filipinos comprehend the Spaniard's dance and developed their interpretative version of the different forms with each region combining their own touches.
- Filipino embraced the elegant body and arm movement of the foreign dance, but the fast and sharp movements of most European dances were compressed and devitalize by the delicate grace characteristic of many Filipino dances.

AMERICAN COLONIAL PERIOD

- In this period, America made its presence perceived in the Philippines through "bodabil" dancing, a street song that came from the French word "voix de ville".
- Dancing with popular and theatrical dances from the U.S.A was developed at this time, but later they involved Philippine folk dances and choreographies among its production number.



PRACTICE

Directions: Create a digital fanart of Philippine Folk dance.

RUBRICS:

Content	20 POINTS
Creativity	20 POINTS
Time Management	20 POINTS
Originality	20 POINTS
TOTAL	**80 POINTS**



EVALUATE

Directions: Write **TRUE** if the statement is correct about the Philippine Folk dance, write **FALSE** if the statement is wrong.

_____ 1. Filipino dancing is diverse as the culture are merged in the archipelago.

_____ 2. Spanish colonial period was considered as the dance in its purest form by some historians and researchers.

_____ 3. Bodabil was very famous during the pre-colonial period.

_____ 4. In the Spanish colonial period, Filipino was exposed for almost four centuries by the European dances.

_____ 5. Filipino folk dance developed from different parts of the country which manifest from one another as they are affected by the culture and religion.

HEALTH EDUCATION



OUTCOMES

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

- Analyze the negative impacts of poor environmental sanitation.



CHECK

Directions: Find 5 words that are related to proper waste management environmental protection advocacy.

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

EXPLAIN

SANITATION

- It is the term used to define the proper disposal of garbage and human waste. Usually, the government built infrastructures for basic sanitation that are used by everyone, but some countries do not have enough infrastructure for basic sanitation that leads to disease to a lot of people.



Environmental Diseases

- It is the term referred to illness or conditions that are caused by environmental factors.
- Pesticides, chemicals, air, noise, and water pollution, radiation is created by humans that cause diseases and disorders.
- Potential illness-causing agents can be found anywhere.



WATER POLLUTION



- It is one of the effects of poor environmental sanitation. Many persons throw garbage and chemicals on the streams, lakes, etc. that make it unsafe for human use.
- Diarrhea and food poisoning are the usual results of water pollution to humans. When we accidentally take in uncleaned drinking water or contaminated food, gastrointestinal disease, and disorders take place.

AIR POLLUTION



- It happens when there are high concentrations of particles in the air that are dangerous to humans and animals.
- Air pollutants are the gas and particles that cause air pollution.
- It is caused by poor sanitation, abuse, and improper use of the environment such as the burning of fossil fuel, improper waste disposal, illegal logging, kaingin system, gas emission from electrical and industrial facilities, motor vehicles exhaust, gasoline vapor, and chemical solvent.

WAYS TO HELP KEEP WATER SAFE AND CLEAN

- Help clean up the streams.
- Plant vegetation along stream banks.
- Do not pour chemicals down sinks or toilets.
- Recycle and dispose of all trash properly.

WAYS TO HELP REDUCE AIR POLLUTION

- Avoid burning fossil fuels.
- Plant more trees to help reduce carbon dioxide.
- Do not smoke.
- Join a community organization that promotes environmental protection.



PRACTICE

Directions: Create a news report about environmental sanitation. Follow the instruction below.

RUBRICS

Content	40 POINTS
Creativity	20 POINTS
Time Management	20 POINTS
Originality	20 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Draw a  if the following situation shows a good sanitary habit for the environment and draw  if it is not.

_____ 1. Ruben attends BSP tree planting drive.

_____ 2. Jayson threw his garbage in the river.

_____ 3. Anne and Ben prefer to walk in going to school than riding in a vehicle.

_____ 4. Mark invites his classmate to cut class and hang out while smoking cigarettes.

_____ 5. Alyssa joins in a community clean-up drive.

Lesson 02

MUSIC EDUCATION



OUTCOMES

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

- Identify the different repeat marks used in music.



CHECK

Directions: Give the musical form of the following. Write your answers in the blanks.

_____ 1. AABB

_____ 2. ABA

_____ 3. AB

_____ 4. ABACA

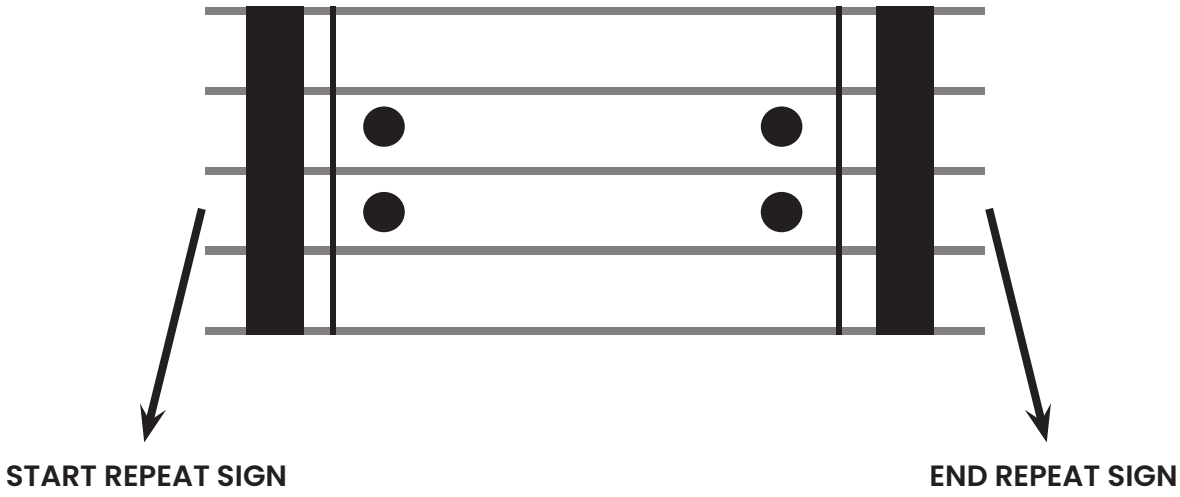


EXPLAIN

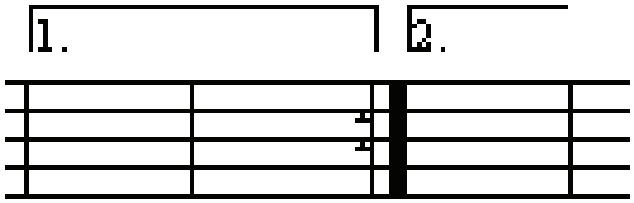
Repeat marks are symbols we see in a musical piece that indicates a section that should be repeated.

Here are the repeat symbols or marks that you need to remember:

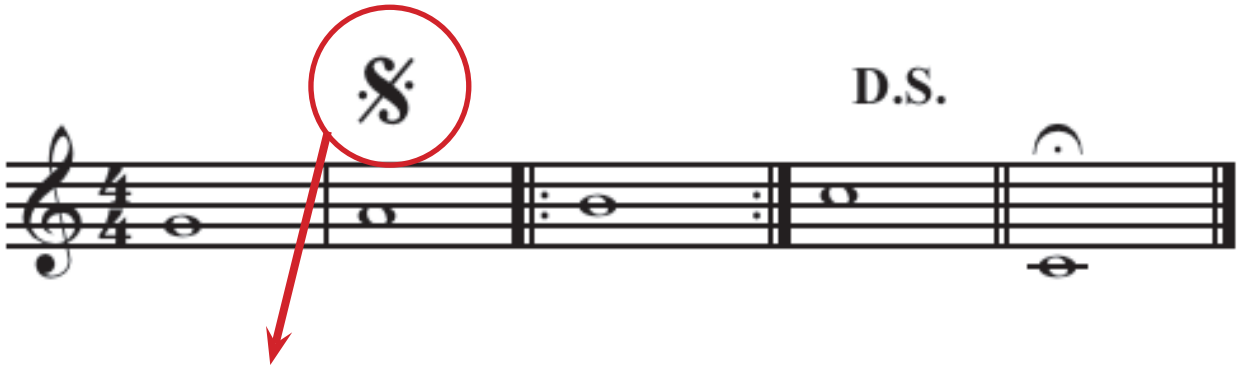
1. **Start Repeat and End Repeat Symbols** - These symbols will tell you to repeat the musical phrase from the start repeat symbol. If there is no start repeat, it also tells you to go back to the beginning of the piece.



2. **First and Second Ending Marks or the Volta Brackets** - This is used when a musical phrase or passage will be played twice or more times but with different endings. These are usually marked by horizontal lines at the top of the staff and labeled with numbers or letters.

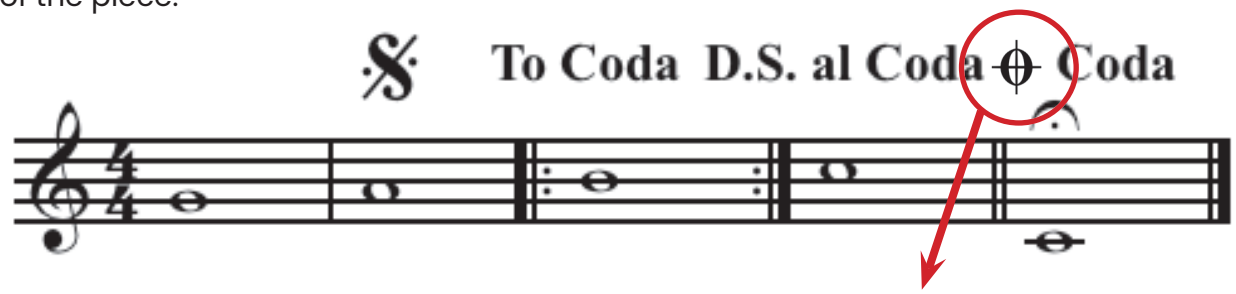


3. **Dal Segno or D.S** - This is a symbol that means to repeat back or go back to the symbol.



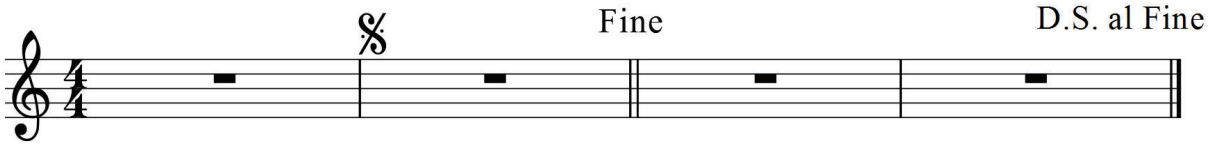
This is the Dal Segno symbol.

4. **Dal Segno Al Coda** - This means to go back to the D.S sign and play the music until you reach the measure with the coda symbol, then you can jump to the coda section of the piece.

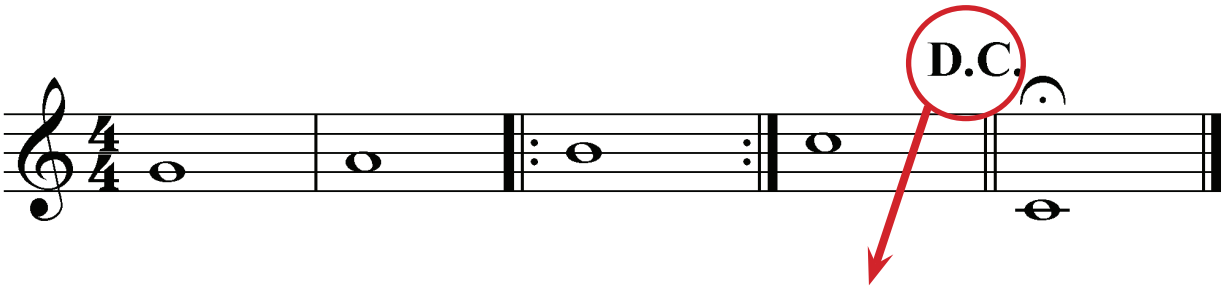


This is the coda symbol.

5. **Dal Segno Al Fine** - This means to go back to the sign and play the music until you reach the measure with the "fine" on it.



6. **Da Capo** - This means to start the musical piece from the beginning.

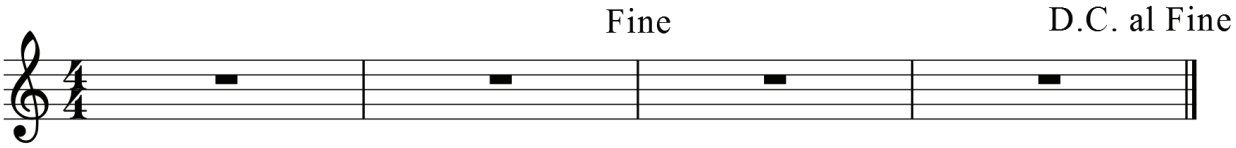


This is the symbol for Da Capo

7. **Da Capo Al Coda** - This means to start the musical piece from the beginning until the coda symbol so you can jump to the coda section of the music.



8. **Da Capo Al Fine** - This means to start from the beginning and finish the music, or up to the symbol "fine".



PRACTICE

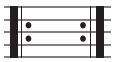
Directions: Give the name of the following symbols. Write your answers in the blanks.

_____ **1.** D.C

_____ **2.** D.S

_____ **3.** 

_____ **4.** 

_____ **5.** 

EVALUATE

Directions: Identify the term being described. Write your answers in the blanks.

_____ 1. This means to go back from the beginning of the musical piece.

_____ 2. This means the end of the musical piece.

_____ 3. This means to go back to the symbol  .

_____ 4. This means to go back from the beginning until the fine word.

_____ 5. This means to go back from the beginning and jump to coda.

ARTS EDUCATION



OUTCOMES

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

- Identify the processes of silk screen printing.
- Create a simple silkscreen design and printing.



CHECK

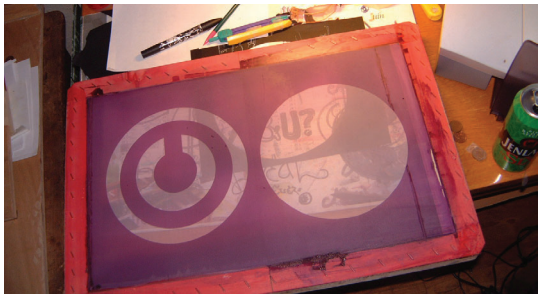
Directions: List down the eight (8) principles of arts in the modern age. Write your answers on the blanks provided.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

EXPLAIN

Silkscreen printing is the process of making a printed design using stencils, mesh screens, and paint. It is widely used due to its easy process and inexpensive materials.

The outputs of using this technique show pleasing tactile quality due to the ink or paint being repeatedly layered on the surface of a fabric or paper, it can also produce realistic colors on darker fabrics.



Steps in Silk Screen Printing

1. Create a design.

Create a design by drawing or printing and transferring the image to a transparent acetate film. Cut the design and use it as your stencil.

2. Prepare the silkscreen.

Choose the mesh screen that will suit the complexity of your designs and consider the texture of the material to be printed with. Transfer your design to the mesh screen.

3. Create the stencil.

A stencil is used to block out the areas where the color is not wanted. Stencils can be a simple piece of paper or plastic cut out to the design you wanted. For longer use or print usage, block-out solutions are required to lengthen the use of the mesh with a stencil.

4. Print.

The item is placed on a printing board. The design stencil is placed over the item and ink is added on the top. Using a squeegee, the ink is pressed across the stencil allowing it to pass through the stencil and printing the design to the product underneath.

5. Do the final touches on the product.

The finished product is dried and checked thoroughly to remove any residue.



PRACTICE

Directions: Create your own print.

Materials:

1. Short Bond Paper
2. Poster Paints
3. Sponge
4. Masking tape
5. Small used plain colored fabric

CRITERIA FOR SCORING

Content	20 points
Originality	20 points
Visual Appeal	10 points
TOTAL	**50 POINTS**

Procedures:

1. In a short bond paper, draw your design and cut it to make a stencil.
2. Place your stencil to the small fabric enough for your design.
3. Secure it by taping the sides of your stencil.
4. Put poster paint on the sponge and lightly damp it to the spaces of your stencil.
5. Remove the stencil and let the paint dry.
6. Take a photo of your artwork and share it with your teacher.



EVALUATE

Directions: Arrange the following steps to complete the process of silkscreen printing. Label them from 1 – 5 on the space provided before each step.

_____ Creating the Stencil.

_____ Doing the final touches on the product.

_____ Preparing the Screen.

_____ Printing.

_____ Creating a Design.

PHYSICAL EDUCATION



OUTCOMES

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

- Analyze the fundamental dance position in folk dancing.



CHECK

Directions: Identify whether the nature and background of Philippine folk dance happen during the Pre-colonial period (PCP), Spanish colonial period (SCP), or American Colonial Period (ACP). Write only the abbreviation on the blank.

_____ 1. This period was considered as the dance in its purest form by some historians and researchers.

_____ 2. In this period, Filipino was exposed for almost four centuries to European dances.

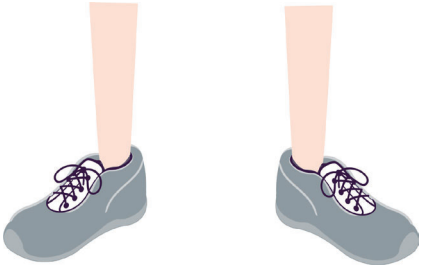
_____ 3. During this period, Filipino embraced the elegant body and arm movement of the foreign dance.

_____ 4. Expressing the life of the community that animates the various rituals and ceremonies is the means of folk dance for Filipino.

_____ 5. During this period, the country made its presence perceived in the Philippines through “bodabil” dancing.

EXPLAIN

FUNDAMENTAL POSITION IN FOLK DANCE

POSITION	ARMS	FEET
FIRST	Raise your arms in front of your chest forming a circle. 	Position your left heel close to your right heel, touching each heel. Then, place your toes apart (45 degrees). 
SECOND	With a graceful curve, raise your arms sideways at shoulder level. 	Position your sideward, feet apart from each other, for approximately 1-foot distance. 

THIRD	Raise one arm over your head while the other arm remains at shoulder level like in the second position. 	Move the heel of your one foot to touch the instep of the other foot. 
FOURTH	Position one arm in front of your chest, forming a half circle, while the other arm remains over your head, with a graceful curve. 	Move your one foot in front of the other foot for about a foot distance. 
FIFTH	Raise your both arms over your head with a graceful curve. 	Move the heel of the front foot to touch the toe of the foot at the back. 



PRACTICE

Directions: Create a TikTok dance with the use of the fundamental steps in Folk dance. Choose your own folk/traditional music.

RUBRICS:

Content	40 POINTS
Creativity	20 POINTS
Time Management	20 POINTS
Originality	20 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Identify the following fundamental arms and feet position in Folk Dance, number it from 1 to 5. Write your answer on the blank.

_____ 1. Raise your one arm over your head while the other arm remains in 2nd position. Move the heel of your one foot to touch the instep of the other foot.

_____ 2. Raise your both arms over your head with a graceful curve. Move the heel of your one foot to touch the toe of the other.

_____ 3. Raised your arms in front of your chest forming a circle. Put your heels close to touch with toes apart.

_____ 4. Open your arms sideward in shoulder level with a graceful curve. Bring your feet apart /sideward.

_____ 5. Raise your one arm in front forming a half circle, while the other arm remains positioned over your head. Move your one foot in front of the other foot to walk strike.

HEALTH EDUCATION



OUTCOMES

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

- Analyze the effects of noise pollution.



CHECK

Directions: Think of ways on how to show environmental sanitation. Then, draw it in the space below.

EXPLAIN

NOISE POLLUTION

- It is described as any sounds or noise that are loud, annoying, and harmful to your ears.
- Sound pollution refers to the sounds that are so intense that cause health problems to people. It usually came from sources like jet airplanes, constant droning of traffic, high-power equipment, or very loud music.



HARMFUL EFFECTS

- Sound energy can transfer through compressions and rarefactions, it can harm human and animal's ears if the intensity is very large and may damage physical structures.
- Our ear can only take 50 decibels of sound or noise, it can rupture the eardrum if there is an intense vibration.
- Sounds with the frequency range of 4,000 to 20,000 Hz cause damage to the nerve fibers that may result in loss of hearing.
- Noise pollution usually requires legal intervention because it may be too dangerous for humans and animals.

WAYS TO HELP AVOID TOO MUCH NOISE

1. While watching or listening, turn down the volume of your television, radio, computer, or phone.
2. Stay away from big loud speakers.
3. Install double-paned windows.
4. Reduce workplace noise.
5. Participate in a noise pollution reduction campaign.
6. Limit the use of earphones, particularly those with a high level of sound.



PRACTICE

Directions: Make a poster to remind people about methods to minimize excessive noise. This assignment may be completed using any sketch/drawing software.

Poster Making

RUBRICS:

Content	40 POINTS
Creativity	20 POINTS
Time Management	20 POINTS
Originality	20 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Encircle the letter of the correct answer.

1. Human ears can only take how many decibels?

A. 50 Decibels
C. 5000 Decibels
B. 500 Decibels
D. 50000 Decibels

2. Why does noise pollution require legal intervention?

A. Because it is harmful to humans and animals.

B. Because it helps to reduce workplace noise.

C. To install double-panes windows.

D. None of the above.

3. Your sister loves listening to music at a very loud sound using the stereo to the extent that you can no longer understand what each other is talking about. What advise will you give her?

A. I will unplug the stereo without telling her.

B. I will lessen the volume and tell her that too much sound is not good to our health.

C. I will leave the house and go where I can no longer hear the sound.

D. I will just let her do what she wants.

4. Your father works at a construction site. What tool can you give him to protect his sense of hearing?

A. hat

B. face mask

C. headphones

D. none of the above

5. In order to have a good sleep at night you must do the following except one.

A. Listen to music using your earphones.

B. Switch off the television.

C. Stay away from noisy surroundings.

D. Put on your phones in a silent mode.

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

- Identify the different sections of the orchestra.
- Compare and contrast the sounds of an orchestra using a Venn diagram.



CHECK

Directions: Give the meaning of the following. Write your answers in the blanks.

_____ **1.** D.S al fine

_____ **2.** D.C al fine

_____ **3.** 

_____ **4.** D.S

_____ **5.** D.C



EXPLAIN

Orchestra is a large group composed of different musicians playing different kinds of instruments lead by a conductor. They are sometimes called symphony orchestra or philharmonic orchestra and are composed of 100 or more musicians. A Chamber orchestra on the other hand has a size smaller than a full-size orchestra, they are composed of 50 or fewer musicians.



Here are the sections of the orchestra:

1. **Strings** – These are instruments with strings like the violin, viola, cello, and double bass. They are all made up of quality wood with each having four strings in it. They are played by either drawing a bow over its strings or by plucking it.



A. **Violin** – The violin is the smallest stringed instrument of the group. It has the highest sound and usually the biggest in number. The violin section is divided into two sections: the first violin and the second violin.



B. **Viola** – This instrument is a little bigger than the violin and has a deeper tone quality. They usually support the sound of the violin in play by making low tones and mellow sounds.



C. **Cello or Violoncello** – This is bigger than the violin and viola but smaller than the double bass. It produces deeper tones and low sounds and is played in an upright position with its endpin resting on the floor.



D. **Double Bass** – It is the largest stringed instrument of the orchestra. It is so large that players need to sit on a high chair or stand up while playing. It also produces low tones and sounds.

2. **Woodwinds** - These are instruments with reed or mouthpiece on it and it is made up of wood.



A. **Oboe** – This is a double-reed instrument. It produces a bright sound.



B. **Clarinet** – It is a single-reed instrument with a wide range of notes from low tones to high tones producing distinct musical colors when enjoined with other instruments of the orchestra.



C. **Bassoon** – This is the largest and the lowest producing instrument in the woodwind family.

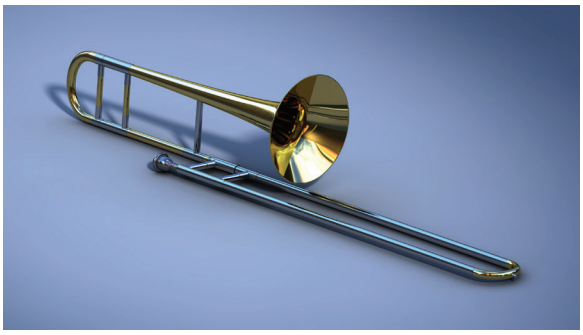
3. **Brass** – These instruments are made up of metal. The sound is produced by blowing the mouthpiece of the instruments.



A. **Trumpet** – This is the smallest and highest-sounding brass instrument of the orchestra.



B. **French Horn** – It has a much more conical shape than the trumpet. It produces mellow sounds and distant sounds that are used to fill the middle sounds of the orchestra



C. **Trombone** – Trombone has slide tubing that makes it versatile. It can produce low tones and middle to high tones using its slide. The range of the trombone is a little lower than the trumpet and it has a more brassy sound.



D. **Tuba** – This is the largest among the instruments of the brass family. It can produce really deep tones and low pitches.

4. **Percussion** – These are instruments that are either struck by a mallet or hand.



A. **Timpani** – Also known as the kettle drums are tuned to certain pitches. It also varies in sizes.



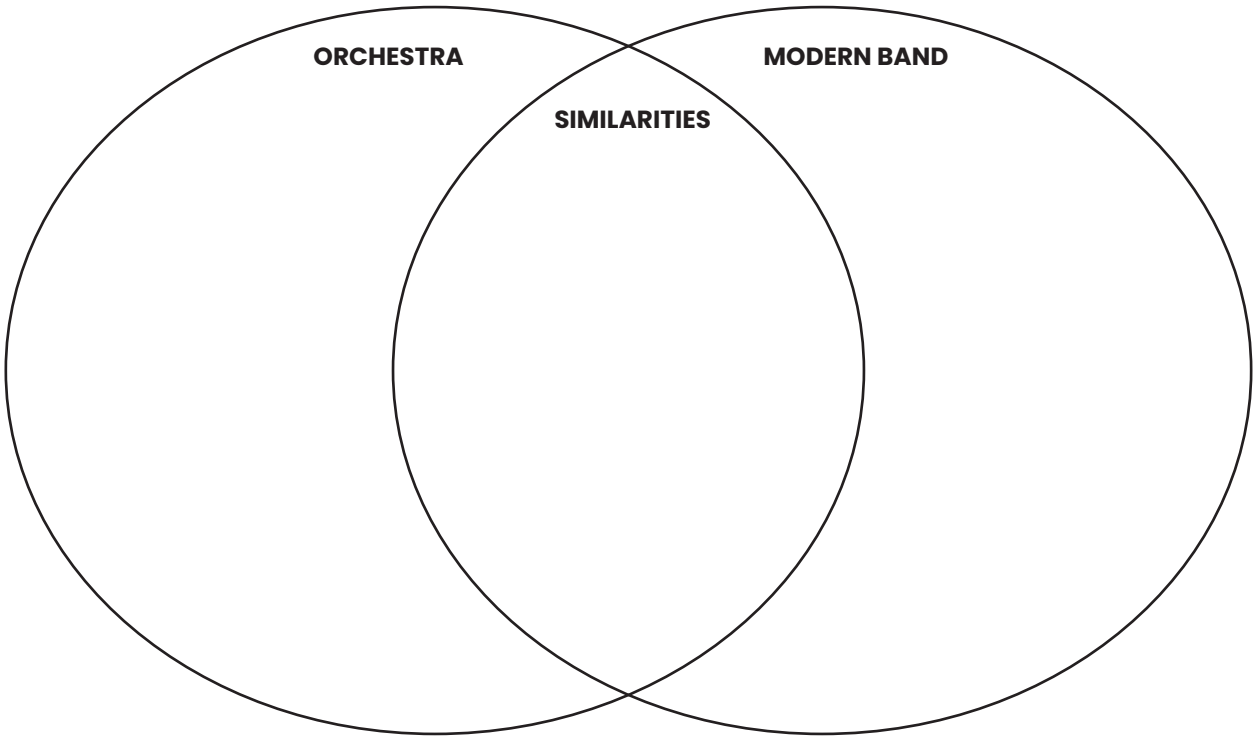
B. **Cymbals** – These are two thin metal plates that are struck or clashed together to create a banging sound. It can also be hit by a beater or a rubber mallet.

5. **Piano** – The piano is considered a special instrument because it can either be under the percussion family or the string family. The piano carries 88 different pitches ranging from low to high tones and it can be played by hitting the keys to make the strings vibrate.



PRACTICE

Directions: Compare and contrast the sounds created by the orchestra to a modern band that we have today using the Venn diagram.



EVALUATE

Directions: Complete the table by supplying the needed terms. Write your answers in the spaces provided.

STRINGS	WOODWINDS	BRASS	PERCUSSION

ARTS EDUCATION

OUTCOMES

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

- Identify the concepts and principles of photography.
- Capture a photograph following the principles of photography.

CHECK

Directions: List down the five (5) steps in making a silkscreen print. Write your answers in the blanks.

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

EXPLAIN



Photography is the art and process of capturing light digitally or using a light-sensitive material like photo films. There are several basic concepts and principles of photography that we need to learn for us to capture the best photo.

Basic Principles of Photography



1. **Balance** - This refers to the arrangement of different subjects in a frame. There are two types of balance we can use, symmetrical and asymmetrical balance. Symmetrical balance happens when identical visual weight is found in the frame, asymmetrical happens when unequal weight or subjects are found inside the frame.



2. **Harmony** - This refers to the cohesiveness of the subjects in a frame. It is the way how the different subjects are complimenting each other which results in a more relaxed effect when seen.



3. **Contrast** - This refers to opposing subjects joined together in a frame. This, however, should not be overdone as it may result in movements that will tire the eyes. Contrast if done correctly may yield in creating a focal point of a frame.



4. **Proportion** - This refers to proper sizing or scaling of the subjects with frame.



5. **Unity -** This refers to the oneness of all the principles in capturing a photo.

PRACTICE

Directions: Capture a photo using your mobile phone or available camera in your home. Make sure to include at least one (1) principle in your work. Share your captured photo with your teacher and include what principle is used.

CRITERIA FOR SCORING

Creativity	20 POINTS
Principles of Photography used	20 POINTS
Overall Appeal	10 POINTS
TOTAL	**50 POINTS**

EVALUATE

Directions: Identify the term being described. Write your answers in the blanks.

_____ 1. This is an art and process of capturing light digitally or using a light-sensitive material like photo films.
_____ 2. This refers to opposing subjects joined together in a frame.
_____ 3. This refers to proper sizing or scaling of the subjects in relation to frame.
_____ 4. This refers to the cohesiveness of the subjects in a frame.
_____ 5. This refers to as an unequal weight or subjects are found inside the frame.

PHYSICAL EDUCATION



OUTCOMES

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

- Analyze the safety measures and benefits of folk dancing.



CHECK

Directions: On the box below, draw the fundamental arms and feet position in folk dance.

1ST POSITION	2nd POSITION	3rd POSITION
4th POSITION	5th POSITION	



EXPLAIN

SAFETY MEASURES IN FOLK DANCING

Although folk dance is commonly observed as an easy form of dancing and exercise, we should know the proper and safety measures to avoid injury or any problems.

- Consult your doctor for a check-up first, especially if you have a medical condition or existing injury.
- Be aware of your body limits and boundaries.
- It is very important to have a proper warm-up before you start dancing to prepare your body for physical activity.
- After every dance practice or performance, do not forget to have a cooldown and proper stretching. It helps your muscle to relax after a physical activity.
- Drink plenty of water before, during, and after dancing.
- Wear proper and appropriate dancing attire even during practice.
- Do not push yourself too far especially if you are a beginner.
- Focus and execute the proper posture in dancing to avoid strain or any injury.
- Make sure that you have enough sleep or rest before dancing. You may acquire injury or any problems if your body is exhausted.

BENEFITS OF FOLK DANCING

It increased your physical strength
- Dancing is one of the few activities that has a full-body workout. It allows you to move your whole body, work with your legs, core, and arms at the same time that will provide you a high-intensity and low-impact workout.

It develops your flexibility
- Dancing allows you to move in several points that you never do every day in your life. This allows you to reach farther than your range of motion and gives your muscles a good stretch.

It improves your heart and lung health
- Your body will adjust at the time when you are dancing, especially your heart rate and breathing. It develops while you keep doing any physical activity.

It improved your balance and spatial awareness
- Dancing requires body awareness that helps you to improve these skills. Balance can be developed while you are focusing on good posture and strengthening your core in dancing.

It improved your memory
- Dancers develop their mental capability by memorizing the steps given by their instructor.

It helps you to boost your confidence
- It is one of the most important benefits of dancing. It helps you to have a sense of accomplishment and pride.

It helps you to reduce stress
- Dancing helps you to reduce the levels of cortisol in your body (stress hormone) and obtain an endorphin boost.

It helps you to get your dream body shape
- Dancing helps you reduce fats because of the continuous moving of your body. Maintaining a proper posture of your body while dancing also helps your body to be in good shape.



PRACTICE

Directions: Create a video tutorial of safety measures and the benefits of folk dancing.

RUBRICS:

Creativity	30 POINTS
Clarity	40 POINTS
Quality	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Write **TRUE** if the statement is correct about the safety precautions and benefits of folk dancing, write **FALSE** if it is wrong.

_____ 1. Folk dancing develops your strength, cardiovascular, and flexibility.
_____ 2. You have to consult first your doctor for a check-up especially if you have a medical condition or existing injury.
_____ 3. Folk dancing helps you to boost your self-confidence.
_____ 4. Folk dancing helps you to improve your body posture.
_____ 5. You can wear any clothing if you are going to dance practice only.

HEALTH EDUCATION

OUTCOMES

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

- Analyze the effects of pests and rodents on one's health.
- Illustrate the cause and effects of pests and rodents in the community.

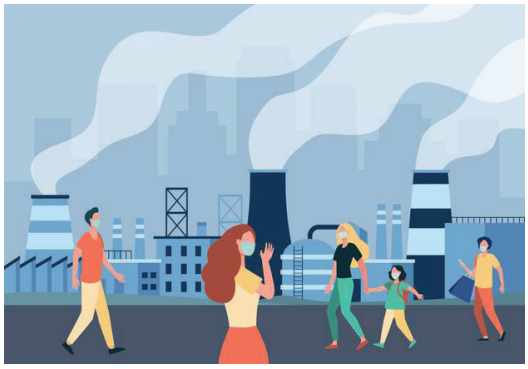
CHECK

Directions: Encircle the pictures that create sound/noise pollution.









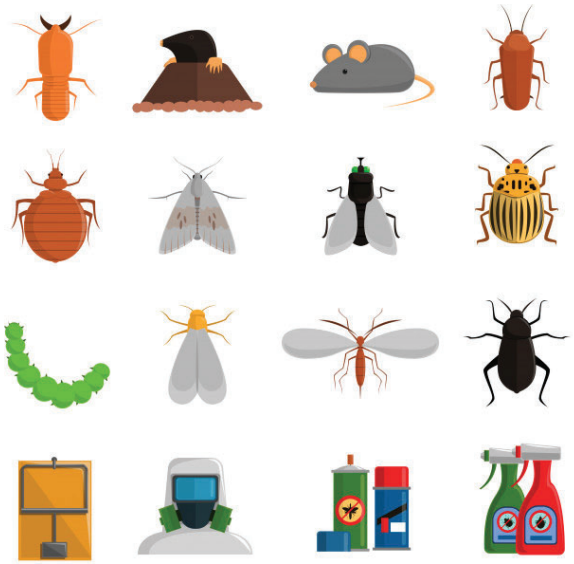
EXPLAIN

PEST

- It refers to any animal or plant that harms humans, foods, or living conditions.

RODENTS

- It refers to a group of furred, warm-blooded animals like rats and mice.



CHARACTERISTICS OF PESTS

1. It can damage buildings and infrastructure.
2. They carry disease-causing micro-organisms and parasites.
3. They bite people like bed bugs and mosquitoes.
4. They attack, eat, and damage vegetable crops.
5. They damage stored food like grains, rice, biscuits, and contaminate food with their feces and urine.

PRACTICE

Directions: Create an illustration of the cause and effects of pests and rodents in the community. You can use any sketch/drawing apps in doing this activity.

RUBRICS:

Content	40 POINTS
Creativity	40 POINTS
Originality	20 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Encircle the letter of the correct answer.

1. Which of the following situations may cause pests or rodents in the community?
   A. Feces or dead animals lying around.
   B. Clean and dry toilet.
   C. Sealed bins and trash cans.
   D. Stored food on a container.

2. Why do we have to keep our surroundings clean?
   A. To attract pests and rodents.
   B. It helps the pest and rodents multiply faster.
   C. It keeps us away from diseases and illnesses brought by pests and rodents.
   D. None of the above.

3. The following are ways to prevent leftover food from contamination except one.
   A. Putting the leftover food in the refrigerator.
   B. Covering the leftover food with plastic foil.
   C. Storing the left-over food in a clean container.
   D. Exposing the food overnight uncovered.

4. The best way to keep the toilet away from pest and rodents is _____ .
   A. Leaving the toilet unflushed.
   B. Keeping the floor wet and uncleaned.
   C. Keeping the toilet clean and dry.
   D. Letting the trash bins uncovered.

5. Mosquitoes multiply easily when _____ .
   A. there are rodents around.
   B. food is left uncovered.
   C. surroundings are clean and dry.
   D. there is stagnant water everywhere.

Lesson 04

MUSIC EDUCATION



OUTCOMES

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

- Identify the different dynamic markings in a musical score.
- Define the different dynamic markings.



CHECK

Directions: Match the instruments in column A to their family in column B. Write the letter of the correct answer in the blanks.

COLUMN A	COLUMN B
_____ 1. Timpani	A. C and E
_____ 2. Trombone	B. Woodwinds
_____ 3. Violin	C. Percussion
_____ 4. Piano	D. Brass
_____ 5. Clarinet	E. Strings



EXPLAIN

DYNAMICS

Generally, dynamics is defined as the loudness or softness of a sound. However, this definition is dependent on what instrument is being used. For example, the dynamics made by a piano might be different in violin. In some other cases, it is also dependent on the interpretation of the main player, composer, or conductor.

These are the different dynamic markings:

NAME	SYMBOLS/SIGN	INTERPRETATION
Fortississimo	***fff***	Very very loud
Fortissimo	***ff***	Very loud
Forte	***f***	Loud
Mezzo Forte	***mf***	Moderately loud
Mezzo Piano	***mp***	Moderately soft
Piano	***p***	Soft or quiet
Pianissimo	***pp***	Very soft or very quiet
Pianississimo	***ppp***	Very very soft or quiet
Crescendo	***cresc. Or*** <	Increasing loudness
Decrescendo	***decresc. Or*** >	Decreasing loudness
Diminuendo	***dim***	Diminishing sound

These symbols can go extreme like ***pppppp*** or ***ffffff*** depending on the interpretation of the composer.

Let us take a look at the example below.



In this example, we can see different dynamic markings encircled in red.



PRACTICE

Directions: Define the following dynamics below. Write your answers in the blanks.

_____ 1. forte

_____ 2. crescendo

_____ 3. diminuendo

_____ 4. pianissimo

_____ 5. mezzo forte



EVALUATE

Directions: Complete the table by providing the needed dynamic symbols below. Write your answers in the spaces provided.

NAME	SYMBOL / SIGN
1. Fortississimo	
2. Pianississimo	
3. Decrescendo	
4. Mezzo piano	
5. Mezzo forte	

ARTS EDUCATION

OUTCOMES

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

- Identify the different parts and functions of a camera.
- Name the parts of a camera.

CHECK

Directions: List down the five (5) principles of photography. Write your answers in the blanks.

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

EXPLAIN

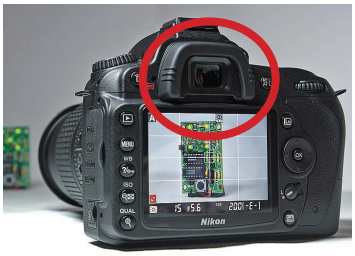


Digital cameras are widely used around the world in capturing good-quality photographs. Digital cameras can also be used in recording videos. There are different basic parts of a modern camera or digital camera today.

PARTS OF A CAMERA



1. **Lens** -This refers to the eye of the camera. This is an assembly of lenses attached to the body of the camera where light enters and starts the process.



2. **ViewFinder** - This is the part where you hold close to your eyes to allow you to see what is being photographed.



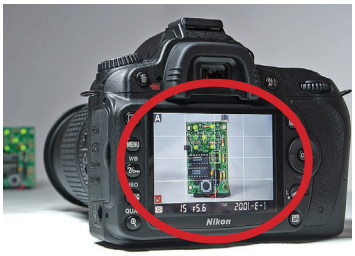
3. **Body of the Camera** - This is the main portion of the whole camera. It comes in different shapes and sizes.



4. **Shutter Release Button** - This is a push-button used to start recording or capturing videos or photos.



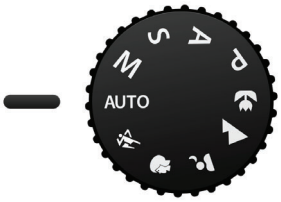
5. **Memory Card Slot** - This is where you put the memory cards used to store captured pictures and videos.



6. **LCD Screen** - This is found at the back of the camera body. It is used mainly to quick view the captured photos or videos before getting another one.



7. **Flash** - This function allows the photographers to capture photos even in low light settings or conditions.



8. **User Controls** - This user control varies from camera to camera depending on the model and type. However, the main use of these controls is for easy access to the different settings of the camera like auto, portrait, and the like.

PRACTICE

Directions: Match the part of the camera to its function. Write the letter of the correct answer.

COLUMN A	COLUMN B
_____ 1. Flash	A. This is where you put the memory card.
_____ 2. Body of the Camera	B. It captures the light from the outside.
_____ 3. Memory Card Slot	C. It allows photographers to capture photos even in low light conditions.
_____ 4. Viewfinder	D. This is the main portion of the camera.
_____ 5. Lens	E. This is where you put your eyes to see what is being photographed.

EVALUATE

Directions: Name the parts of the camera. Write your answers in the blanks.



1. _____
2. _____
3. _____



4. _____
5. _____

PHYSICAL EDUCATION



OUTCOMES

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

- Analyze the specific Philippines Folk Dance.
- Create a digital travel brochure.



CHECK

Directions: Enumerate five health benefits you can get from dancing folk dance.

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



EXPLAIN

PHILIPPINE FOLK DANCES

ITIK-ITIK

- It is a mimetic folk dance originated from Surigao discovered by Francisca Reyes-Aquino, National Artist for Dance.
- This dance originated from "Sibay" and performed to the tune of "Dejado".

- The story of this folk dance started when an expert young dancer named Cayetana goes to the barrio of Cantilan to join a baptismal party. The dancer carried away with the rhythm of the sound and began to dance short, choppy steps similar to ducks and then splash water on their backs.
- The dance became popular in the province for stage performances and social dancing.

Watch the dance here: *https://www.youtube.com/watch?v=FJIvITR2HDI*

PANDANGGO

- This folk dance became popular in the rural area of the Philippines.
- This dance is developed from a Spanish folk dance named "Fandango".
- In the early 18th century, all dance that is stated as jovial and lively was called Pandanggo.
- This dance is performed with three oil lamps, one on the head and one on the back of each hand. The dancer needs to balance the oil lamps while dancing.

Watch the dance here: *https://www.youtube.com/watch?v=kTEDi39B4mg*

SAYAW SA BANGKO

- It is a folk dance that originated from the Pangasinan.
- The performers will dance on top of a bench that is commonly six inches wide.
- It requires a good balance for the dancers as they go through a series of steps with some demonstration of acrobats.

Watch the dance here: *https://www.youtube.com/watch?v=me3zQLQ1rrQ*



PRACTICE

Directions: Create a digital travel brochure featuring the different folk dances of the Philippines.

RUBRICS:

Content	40 POINTS
Creativity	30 POINTS
Originality	30 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Write **TRUE** if the statement is correct about Philippine Folk Dance, write **FALSE** if the statement is wrong.

_____ 1. Sayaw sa Bangko originated from Pangasinan.

_____ 2. In the early 19th century, all dance that is stated as jovial and lively was called Pandanggo.

_____ 3. Sayaw sa Bangko is performed with three oil lamps.

_____ 4. Itik-itik is a mimetic folk dance that originated from Surigao.

_____ 5. Itik-itik requires a good balance for the dancers as they go through a series of steps with some demonstration of acrobats.

HEALTH EDUCATION



OUTCOMES

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

- Analyze the ways to prevent and control pests and rodents.
- Create a video tutorial about the ways to prevent and control pests and rodents.



CHECK

Directions: Think of five (5) characteristics of pests and rodents. Write them in the blanks below.

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



EXPLAIN

SITUATION THAT CAUSES PESTS IN COMMUNITY

- Objects such as old tires and containers left open which could collect water.
- Rubbish, including food scraps, left lying around.
- Overflowing drains.

- Pools of water caused by leaking taps.
- Grass growing in sewage lagoons.
- Dead animals or feces lying around.
- Homes with food left uncovered, unclean tables, benchtops, shelves, toilets, and kitchen floors.

It is important to practice proper sanitation to help control and prevent pests and rodents at your house.



WAYS TO PREVENT AND CONTROL PESTS AND RODENTS

1. Clean up after eating, put leftover food in a bin and wash plates, glasses, cups, utensils, and cooking pots after use.

2. Regularly maintain the cleanliness of the stoves, refrigerators, and other household appliances.

3. Properly use the toilet, making sure that all urine and feces goes into the pedestal pan and flushed the toilet every after use. Avoid throwing or flushing any things on the toilet except toilet paper.

4. Always cover and inspect water containers, any stagnant water that may become the breeding sites of pests, especially mosquitoes.

5. Clean pets' feces daily if possible, properly dispose of feces and dead animals as soon as possible.

6. Install flyscreen to avoid pests like mosquitoes and flies entering your house.

PRACTICE

Directions: Create a video tutorial about the ways to prevent and control pests and rodents.

RUBRICS:

Content	40 POINTS
Clarity	20 POINTS
Creativity	20 POINTS
Originality	20 POINTS
TOTAL	**100 POINTS**

EVALUATE

Directions: Draw a  if the following statement the ways to prevent and control pests and rodents and draw  if it is not.

_____ 1. Wrap all food scraps tightly in paper before putting them in the bin.

_____ 2. Keep food open wide on the kitchen.

_____ 3. Clean behind stoves, refrigerators, and other household appliances once a year.

_____ 4. Put all rubbish into the bin.

_____ 5. Clean pets' feces daily if possible, properly dispose of feces and dead animals as soon as possible.

UNIT 4

Lesson 01

MUSIC EDUCATION



OUTCOMES

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

- Identify the different tempo markings used in music.
- Listen to example music with different tempo markings.



CHECK

Directions: Complete the table by filling the blanks with the correct terms. Write your answers in the spaces provided.

DYNAMICS	DYNAMIC MARKINGS	TRANSLATION
1. Pianississimo		Very very soft
2. Forte	*f*	
3. Crescendo		Gradually becoming loud
4. Piano	*p*	
5.	*mf*	Moderately loud



EXPLAIN

Tempo is defined as the rate of speed of the music. It defines how slow or fast a musical composition should be. Tempo can be paired with dynamics to create a deeper mood and expression in music.

Here are some of the common tempo markings in music:

TEMPO	TRANSLATION
Accelerando	Gradually becoming faster
Adagio	Slowly/ at ease
Allegro	Lively and fast
Andante	At an easy walking pace
Andantino	Between adagio and andante
A tempo	Return to former speed
Largo	Broad and slow
Larghetto	Less slowly than largo
Larghissimo	Very very slow
Lento	Slowly
Moderato	Moderately
Prestissimo	As fast as possible
Presto	Very fast
Vivace	Fast and lively
Ritardando	Gradually becoming slower

Tempo markings are usually found at the start of the composition, on top of the notes, or within a measure and can extend to several measures depending on the composer.



In this example, the original or the "A Tempo" tempo of this composition is in allegro.

Here is another example:



In this example, we can see the change of tempo from its original tempo. The composition's original tempo is ***allegretto*** then it was changed to ***poco piu*** lento or slower than ***lento***, then back to its original tempo which is ***allegretto***.

PRACTICE

Directions: Listen to the music from the selection below. Tell whether the composition is **fast** or **slow**. Write your answers in the blanks.

_____ 1. Summer by Antonio Vivaldi
https://www.youtube.com/watch?v=-SUvnM3nqfU

_____ 2. String Quartet op.135 by Ludwig Van Beethoven
https://www.youtube.com/watch?v=AQWoDaBZkbE

_____ 3. Swan Lake Suite op.20 by Peter Ilyich Tchaikovsky
https://www.youtube.com/watch?v=b1QhNz117CQ

_____ 4. Flight of the Bumblebee by Rimsky-Korsakov
https://www.youtube.com/watch?v=M93qXQWaBdE

_____ 5. Lullaby by Johannes Brahms
https://www.youtube.com/watch?v=t894eGoymio



EVALUATE

Directions: Complete the table below. Write your answers in the provided spaces.

TEMPO	DESCRIPTION
A tempo	1.
Vivace	2.
3.	At ease, slowly
4.	Broad and slow
5.	At a walking pace

ARTS EDUCATION

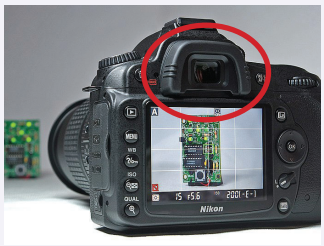
OUTCOMES

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

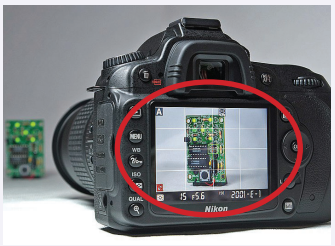
- Explain the elements and principles used in product designs.
- Relate the elements and principles in product designs to objects used in your daily life.

CHECK

Directions: Identify the following camera parts. Write your answers in the blanks.



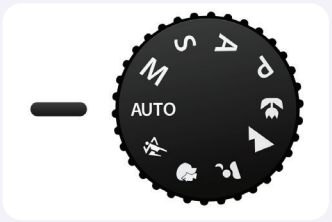
1. _____



2. _____



3. _____



4. _____



5. _____

EXPLAIN

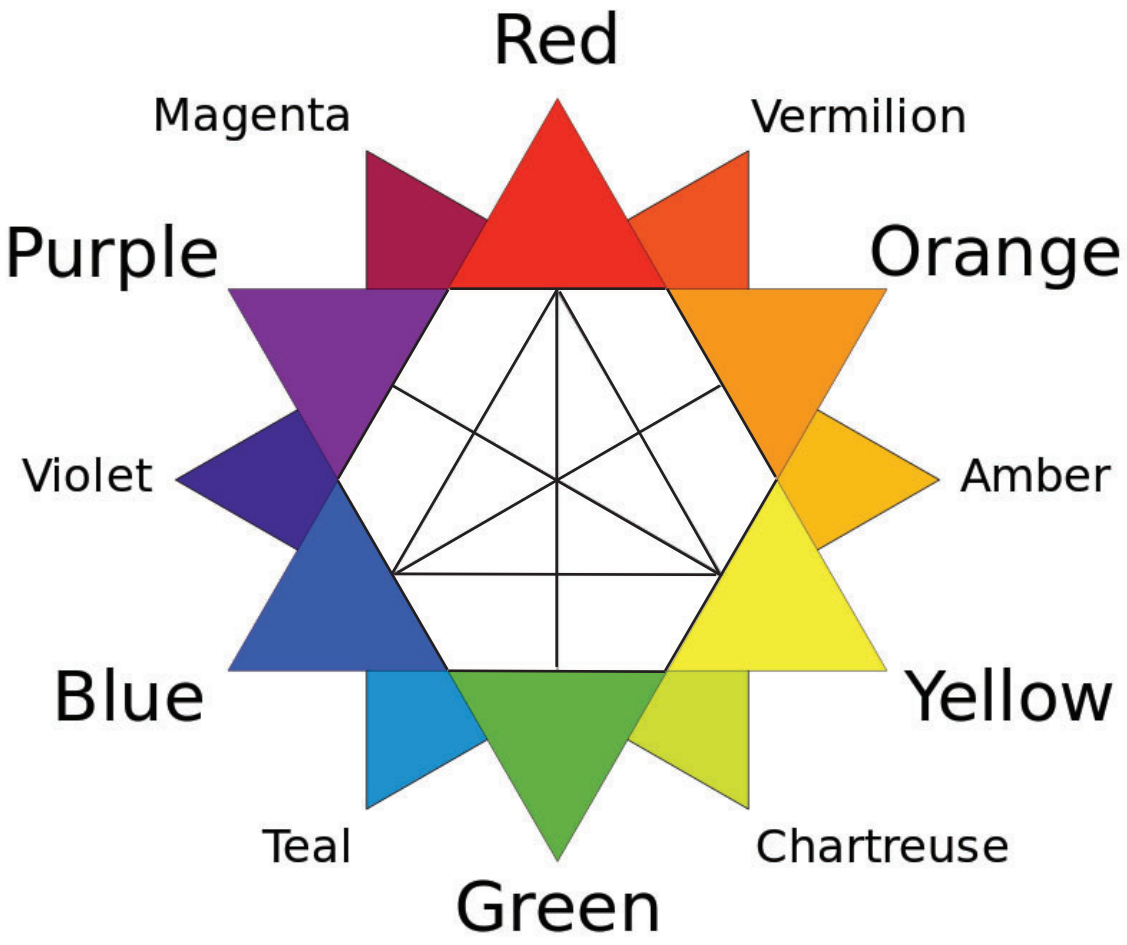


Products are everywhere. We see them on televisions, poster advertisements, newspapers, magazines, and we even hear them on the radio. We often look for its aesthetics: the way the products are shown, the usefulness, and most often than not, we buy them because of their great product design.

Product design is conceptualizing ideas into products that will be sold to consumers or customers. It is the art of creating an overall appearance for the products that will catch the attention of the consumers.

Packaging also plays an important role in attracting people to buy their products. It is a way to be easily recognized among all the competitors in the market. These packages must be carefully planned and executed to ensure safety and convenience, and other advantages for the consumers. These packages include boxes, trays, crates, containers, tubes, bags, and wrapping materials. It is important to know that the different art elements like lines, shapes, colors, and textures will still be applied to create a product design that can sell. In addition, contrast and harmony should also be applied.





Contrast refers to how you put the different elements together. Each element should be easily distinguished from one another so that the content can be easily understood. Poor contrast will prove to be hard to understand especially for people with visual problems. The highest possible contrast is shown by complementary colors. These are the colors located directly against each other in the color wheel. Contrast can also be shown by the size of each element such as large and small, and by their texture such as smooth or rough. Adding all of these may bring much visual excitement and hype.

Harmony refers to how well are each element balanced together. It shows the superb combination of shape, value, subject style, and patterns.



PRACTICE

Directions: Create your own product design. Show the elements and principles that you have learned in this lesson. You may perform this by using traditional techniques such as coloring materials or you may use digital means such as paint applications. Once you are done, don't forget to send it to your teacher.

CRITERIA FOR SCORING

Creativity	20 POINTS
Originality	20 POINTS
Appeal and Neatness	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Choose the letter of the correct answer from the selection below. Write the letter of the correct answer in the blank. You may repeat your answers.

A. Product design
B. Harmony
C. Contrast
D. Packaging

_____ 1. These are boxes, trays, crates, containers, tubes, bags, and wrapping materials.

_____ 2. It is the formation of opposite elements such as darkness and lightness.

_____ 3. It is the formation of a new product to be sold to customers.

_____ 4. It refers to how well the elements work together in a piece of product design.

_____ 5. It is the kind of element that the complementary colors show.

PHYSICAL EDUCATION

OUTCOMES

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

- Analyze the nature and background of Itik-itik.
- Create a digital fanart of Itik-itik.

CHECK

Directions: Identify if the given statement describes **ITIK-ITIK, PANDANGGO,** or **SAYAW SA BANGKO**. Write your answer in the blanks.

_____ 1. It is a mimetic folk dance that originated from Surigao, it originated from "Sibay" and performed to the tune of "Dejado".

_____ 2. This dance is developed from a Spanish folk dance named "Fandango".

_____ 3. This dance is performed with three oil lamps, one on the head and one on the back of each hand.

_____ 4. The dancer carried away with the rhythm of the sound and began to dance short, choppy steps similar to ducks and then splash water on their backs.

_____ 5. It is a folk dance that originated from the Pangasinan, the performers will dance on top of a bench that is commonly six inches wide.

EXPLAIN

NATURE AND BACKGROUND OF ITIK-ITIK

ITIK ITIK

- Itik-itik is a folk dance imitating duck movements like short choppy steps, flying, wading, and splashing water on their backs. It came from the dance "SIBAY" with the tune of "DEJADO".
- It is a mimetic folk dance that originated from Surigao and has been popular in towns such as Lanuza, Carmen, Carrascal, and Cantilan. It is discovered by Francisca Reyes-Aquino, National Artist for Dance.
- The story of this folk dance started when an expert young dancer named Cayetana goes to the barrio of Cantilan to join a baptismal party. The dancer carried away with the rhythm of the sound and began to dance short, choppy steps similar to ducks and then splash water on their backs.

Watch the dance on the link below:
https://www.youtube.com/watch?v=FJIvlTR2HDI

COSTUME

Male: Barong Tagalog, Camisa de Chino, White Trousers, and bright colored neckerchief.
Female: Baro't Saya, Patadyong or Balintawak, and Bandanna.

MUSIC: Composed of two parts A and B.
Count: 1, 2, 3 to a measure.
Musical Instrument: Rondalla is the main ensemble used in Itik-Itik, Mandolins, Guitars, Basses, Drums, Bandurrias, and Banjo.
FORMATION: Partners stand facing front. Female holds skirt, Male places their hands on waist.

LYRICS:

Original Version

Itik-itik di-in kaw gikan
Itik-itik sa Pandagitan
Itik-itik nag uno didto
Itik-itik nagpupasiyo
Itik-itik unoy taghinang
Itik-itik naglangoy-langoy
Itik-itik unoy tagkita
Itik-itik suban-ong isda
Itik-itik hain kaw singod
Itik-itik ay magpahuway
Itik-itik unoy hingtungdan
Luja na an ak' kalawasan



PRACTICE

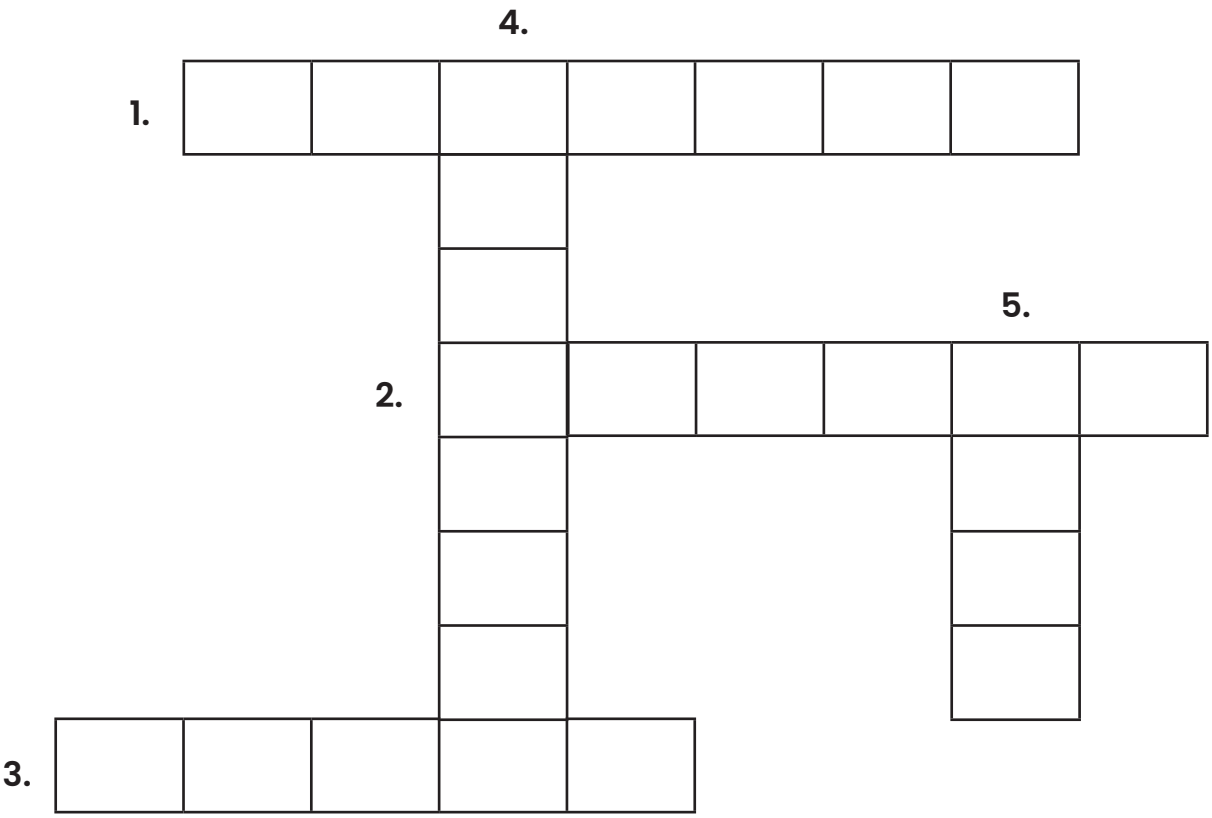
Directions: Create a digital fanart of the folk dance Itik-Itik. Describe your work in 3 to 5 sentences.

CRITERIA FOR SCORING

Creativity	20 POINTS
Originality	20 POINTS
Appeal and Neatness	10 POINTS
TOTAL	**50 POINTS**

EVALUATE

Directions: Identify the following nature and background of Itik-Itik. Answer the crossword puzzle.



ACROSS

1. The place of origin of the dance Itik-itik.
2. The tune of the dance Itik-itik.
3. Itik-Itik originated from the dance called _____ .

DOWN

4. The ensemble used in Itik-Itik dance.
5. The animal thas was imitated by the folk dance Itik-Itik.

HEALTH EDUCATION

OUTCOMES

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

- Analyze the importance of consumer health.
- Create a social awareness vlog.

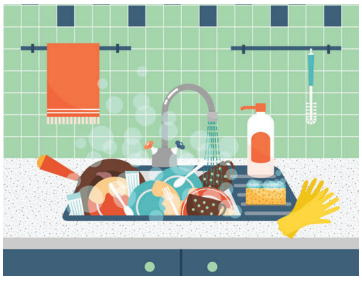
CHECK

Directions: Encircle the picture that shows the ways to prevent and control pests and rodents.













EXPLAIN

CONSUMER HEALTH



- It refers to your own decisions about the purchase of different products and the use of health services and information that has a direct effect on your health.

IMPORTANCE

- It helps the consumers to become aware of their rights and responsibilities.
- It helps everyone to choose the best among the consumer goods and service that is available.
- It protects everyone to prevent injury related with the consumer products.

CONSUMER AWARENESS

- This refers to the term that has been used to describe the potential awareness of current buyers about a specific product or company. It is the most important thing when it comes to the decision-making of a consumer. It also expands the knowledge of the customer about the product, service, or business.

CONSUMER RIGHTS AND RESPONSIBILITIES



RIGHT TO SAFETY

- This refers to the right of the consumer to be protected from the danger of marketing goods and services not only to meet their immediate needs but also to fulfill their long-term interests. Consumers must prefer to choose products with trusted and quality marks or brands.

RIGHT TO CHOOSE

- This refers to the consumers' right to be assured of satisfactory quality products and services at a fair price. It also includes the right to basic goods and services.



RIGHT TO REDRESS

- This refers to the consumers' right to seek redressal against unfair trade practices or unethical leverage of consumers.



RIGHT TO CONSUMER EDUCATION

- This refers to the consumers' right to attain knowledge and skill to be knowledgeable consumers throughout life.

RIGHT TO BE INFORMED

- This refers to the consumers' right to acknowledge the quality, quantity, potency, standards, and price of goods or services to protect them from unjust trade practices.

PRACTICE

Directions: Create a social awareness vlog about the importance of consumer health.

CRITERIA FOR SCORING

Creativity	25 POINTS
Originality	25 POINTS
Content	50 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Encircle the letter of the correct answer.

1. It refers to your own decisions about the purchase of different products and the use of health services.

a. Consumer health
b. Consumer awareness
c. Consumer rights
d. Consumer responsibilities

2. This refers to the right of the consumer to be protected from the danger of marketing goods and services.

a. Right to safety
b. Right to choose
c. Right to consumer education
d. Right to redress

3. This refers to the consumers' right to seek redressal against unfair trade practices or unethical leverage of consumers.

c. Right to safety
d. Right to choose
c. Right to consumer education
d. Right to redress

4. This refers to the consumers' right to attain knowledge and skill to be knowledgeable consumers throughout life.

a. Right to safety
b. Right to choose
c. Right to consumer education
d. Right to redress

5. This refers to the consumers' right to be assured of satisfactory quality products and service at a fair price.

a. Right to safety
b. Right to choose
c. Right to consumer education
d. Right to redress

Lesson 02

MUSIC EDUCATION



OUTCOMES

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

- Identify the different textures of music.
- Listen to sample music showing texture.



CHECK

Directions: Match the tempo terms in column A to their meaning in column B. Write the letter of the correct answer.

COLUMN A	COLUMN B
_____ 1. Moderato	A. Very Fast
_____ 2. Ritardando	B. Slowly
_____ 3. Presto	C. Moderately
_____ 4. Lento	D. Very very fast
_____ 5. Prestissimo	E. Gradually becoming slow

EXPLAIN

Texture in music is the combination of different melodic lines in a composition may it be vocally, instrumental, or both. It describes the thickness of the melodies in a composition.

Listen to the example below:

Runaway A Capella Cover
https://www.youtube.com/watch?v=YUehrUI_HA8

This is an example of a monophonic texture in music. It only has one (1) melodic line. We can show a monophonic texture through singing alone without music, group singing without accompaniment and harmony, and whistling or humming a familiar tune.

The homophonic texture, on the other hand, is described as one clear melodic line with accompaniment. For example, singing a familiar tune with guitar accompaniment.

Thinking of You by Katy Perry
https://www.youtube.com/watch?v=oc8s_5QH0Dg

Polyphonic texture has one or more independent melodies all playing at the same time. Choral music is one example of a polyphonic texture because there are more than 4 voices with different melodies all singing at the same time.

Let My Love be Heard by University of North Texas Choir
https://www.youtube.com/watch?v=C4Imxs0QBt4



PRACTICE

Directions: Read each action below. Tell whether the action is **monophonic**, **homophonic,** or **polyphonic**. Write your answers in the blanks.

_____ 1. Singing Lupang Hinirang during flag-raising ceremony with the school.

_____ 2. Acoustic jamming session with friends with two guitars.

_____ 3. Singing your favorite videoke song.

_____ 4. Singing the soprano part in the choir.

_____ 5. Singing while taking a bath.



EVALUATE

Directions: Write **True** if the statement is correct and **False** if not. Place your answers in the blanks.

_____ 1. Polyphonic texture is composed of a distinct melody with accompaniment.

_____ 2. The homophonic texture is described as having 4 or more melodies sounded together.

_____ 3. Texture is described as the thickness of a composition in terms of melodic lines.

_____ 4. Melodic lines are a succession of notes written to create a melody.

_____ 5. Monophonic texture is identified as composition with 2 or more melodic lines.

ARTS EDUCATION



OUTCOMES

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

- Recognize the concepts and processes of package designs.
- Create a package design.



CHECK

Directions: Identify the term being described. Write your answers in the blanks.

_____ 1. It is an art of creating an overall appearance for the products that will catch the attention of the consumers.

_____ 2. It attracts people to buy products and it is a way to be easily recognized among all the competitors in the market.

_____ 3. This refers to how you put the different elements together.

_____ 4. This refers to how well are the each elements balanced together.

_____ 5. These are the colors located directly against each other in the color wheel.

EXPLAIN

A **package** is a designed object made in plastic or paper wrapped around a product. It plays an important role in any product because it serves as product protection, gives information about the product, and attracts consumers.

Take a look at these examples:









Creating a design for a package can be tedious at times. It will require a lot of attention especially when you are building your line of business. You need to understand that concepts are as much as important as the product itself. The ideas and concepts will be on the front row seats when you try to sell them.

Here are the steps on how to create a great package design:

1. Choose your product

It is important to know the kind of product that you will work with. Consider researching about the product that you intend to pack, the availability of materials as well as the target market or audience. These will narrow your broad ideas about the kind of packaging that you wish to create.

2. Create a pattern for your design

After the elimination process, you can now proceed to your designs. Lay them down in a pen and paper concept or make it digital. Make variations, rather than sticking to one concept only.

3. Finalize your design

Having a team will create a more suitable packaging design for your products. Always have an open mind for revisions and suggestions.

4. Printing and Packing

At this stage, you have already finalized design and ready to pack the products. Make sure to double check everything before wrapping your products with the packaging design you created.



PRACTICE

Directions: Create a package design for your product. You may use Canva or any application you are comfortable using. Share your work with your teacher.

CRITERIA FOR SCORING

Creativity	20 POINTS
Originality	20 POINTS
Appeal	10 POINTS
TOTAL	**50 POINTS**

EVALUATE

Directions: Draw a package design for the following products.

1. 	
2. 	
3. 	
4. 	

PHYSICAL EDUCATION

OUTCOMES

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

- Analyze the steps in folk dance Itik-itik.
- Perform the Itik-itik dance.

CHECK

Directions: Write **TRUE** if the statement is correct about the Folk Dance Itik-Itik, write **FALSE** if the statement is wrong.

_____ 1. Itik-itik dance imitates the movement of a duck.

_____ 2. Rondalla is the primary musical instrument used in folk dance Itik-Itik.

_____ 3. Itik-Itik refers to a Philippines folk dance imitating duck movements like short choppy steps, flying, wading, and splashing water on their backs.

_____ 4. Itik-itik is a mimetic folk dance that originated from Surigao.

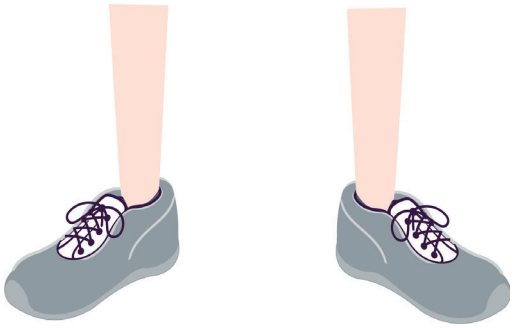
_____ 5. Itik-itik requires a good balance for the dancers as they go through a series of steps with some demonstration of acrobats.

EXPLAIN

Before we start dancing the Itik Itik, let us take a look at the images below. They will help you understand the different steps along the way.



1st position
Feet together



2nd position
Feet shoulder width apart



3rd position
Heel to instep



4th position
One foot in front of other



5th position
Toe to heel



This is the “ball” of the feet.



This is the “heel” of the feet.

Basic Steps in Itik-Itik

Close Step – step your right foot in any direction then put your left foot close to your right foot.

Cross Step – step your right foot across left then step left foot sideward.

Slide Step – slide your right foot in the second position, then put the left foot close to right like in the first position.

STEPS USED IN ITIK-ITIK

STEP, BALL – CLOSE, BALL – CLOSE

- Step your left (right) foot forward. (1)
- Raise the heel of your left foot and slide your right foot close to the other foot in the fifth or third position in the rear. (2)
- A small step forward on ball of left foot. (3)
- Slide right foot close to the left foot in the third position in the rear. (and)

HEEL, CLOSE-BALL, CLOSE

- Step your left heel forward, (1)
- slide right close to left in rear of other foot, (2)
- small step forward with ball of left foot, (and)
- slide right foot close to left in rear of other foot. (3)

STEP, SLIDE-CLOSE, SLIDE-CLOSE

- Start with your right foot perform a small step forward, (1)
- twist your trunk slightly to the right side, bring your left foot in fourth position in front and slide backward with ball of same foot together with a spring slide of right foot forward to close with your left foot in first position, (2)
- repeat count 2. (3)

CROSS-STEP, SLIDE-CLOSE-SLIDE-CLOSE

- Start with your right foot perform a cross step, (1)
- twist your trunk slightly to the right side, bring your left foot in fourth position in front and slide backward with ball of same foot together with a spring slide of right foot forward to close with your left foot in first position, (2)
- twist your trunk slightly to the left side, bring your right foot in fourth position in front and slide backward with ball of same foot together with a spring slide of left foot forward to close with your right foot in first position, (3)

CROSS-STEP, SLIDE-CLOSE, CROSS-STEP, SLIDE-CLOSE, CROSS-STEP

- Step your right foot across your left in front, (1)
- slide with the ball of your left foot close to the heel of your right foot, (and)
- perform a short slide step or small step with your right foot sideward left across the left foot in front, (2)
- slide with the ball of your left foot close to the heel of your right foot, (and)
- perform a short slide step or small step with your right foot sideward left across the left foot in front. (3)



PRACTICE

Directions: Create a video performance of Itik-Itik dance. Follow the instructions below.

- Wear appropriate costume or attire in dancing Itik-Itik.
- Practice and perform the folk dance.
- Record yourself while dancing the Itik-itik folk dance.
- Edit your performance and put the music used in Itik-Itik Folk Dance.

Note: You will be guided by the following link to make your performance better.

Music: https://www.youtube.com/watch?v=LKADgH84J28
Dance: https://www.youtube.com/watch?v=j4KH1BOztPU

Criteria

Creativity	20 POINTS
Performance	40 POINTS
Movements	40 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Identify the steps used in Folk Dance Itik-Itik. Match column A to column B.

COLUMN A

_____ 1. A basic step with the step pattern slide right foot in the second position, then put the left foot close to right like in the first position.

_____ 2. A step used in itik-itik with a dance steps; twist trunk slightly to the right side, bring your left foot in fourth position in front and slide backward with ball of same foot together with a spring slide of right foot forward to close with your left foot in first position.

_____ 3. Step your right foot in any direction then close left foot to right.

_____ 4. Step your left heel forward, slide right close to left in rear of other foot, small step forward with ball of left foot, and slide right foot close to left in rear of other foot.

_____ 5. Step right foot across left then step left foot sideward.

COLUMN B

A. CLOSE STEP

B. CROSS STEP

C. SLIDE STEP

D. STEP, SLIDE-CLOSE, SLIDE-CLOSE

E. HEEL, CLOSE-BALL, CLOSE

HEALTH EDUCATION

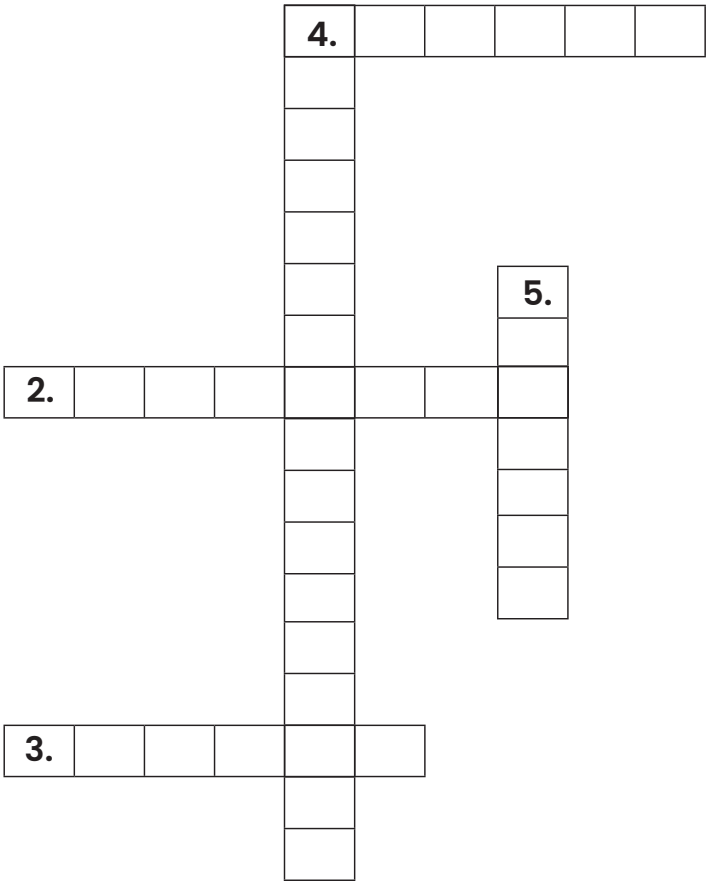
OUTCOMES

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

- Analyze the different components of consumer health.

CHECK

Directions: Identify the consumers' rights and responsibilities. Answer the crossword puzzle.



ACROSS

1. The right to be assured of satisfactory quality products and service at a fair price.
2. The right to acknowledge the quality, quantity, potency, standards, and price of goods or services.
3. The right to be protected from the danger of marketing goods and services.

DOWN

4. It refers to the right to attain knowledge and skill to be knowledgeable consumer.
5. The right to seek redressal against an unfair trade practices or unethical leverage of consumers.

EXPLAIN

COMPONENTS OF CONSUMER HEALTH

HEALTH INFORMATION

- It refers to the facts or specific ideas you can get from media and people especially the professionals and trusted agencies.



HEALTH PRODUCTS

- This refers to substances, materials, or equipment that are prepared or manufactured for the public to buy and use for the maintenance of health and the treatment of diseases. Examples are food, medicines, cosmetics, eyeglasses, appliances, etc.



HEALTH SERVICES

- This refers to the services and things people do to and for other people that refers to health information, actions, procedures, or work furnished that suits the needs and wants of a consumer. Examples are medical treatments and consultations.



HEALTH EDUCATION

- This refers to the process of assisting people to understand the right information to make a wise decision on a certain health product.



ADVANTAGE OF CONSUMER EDUCATION

- It helps you to make the right purchases.
- It aids the consumers to make the right decision.
- It helps you to be familiarized with the problems that you might face while making the purchase.
- It helps you to be familiarized with the various standards and markings, as well as the various acts enacted by the government.
- It provides the whole information of marketing condition such as different sources of purchasing a particular product, where to get a cheaper but quality products, provides additional facilities and product updates.
- It helps you to get satisfaction and proper utilization of your money that gives you a better living standard.



PRACTICE

Directions: Draw a poster that features the components of consumer health.

Poster Making

Criteria:

Content	40 POINTS
Creativity	40 POINTS
Originality	20 POINTS
TOTAL	**100 POINTS**



EVALUATE

Directions: Draw a  if the following statement is correct about the components of consumer health and draw  if it is not.

_____ 1. Health products are the facts or specific ideas you can get from the media and people.

_____ 2. Consumer education helps you to make the right purchases. It also aids the consumer to make the right decision.

_____ 3. Consumer education helps you to get satisfaction and proper utilization of your money that gives you a better living standard.

_____ 4. Health education refers to the process of assisting people to understand the right information to make a wise decision on a certain health product.

_____ 5. Health information refers to those substances, materials, or equipment that are prepared or manufactured for the public to buy and use for the maintenance of health and treatment of diseases.

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

- Identify the different major chords.
- Notate the major chords in the staff correctly.



CHECK

Directions: Identify the term being described. Write your answers in the blanks.

Monophonic Texture -

_____

_____

Homophonic Texture -

_____

_____

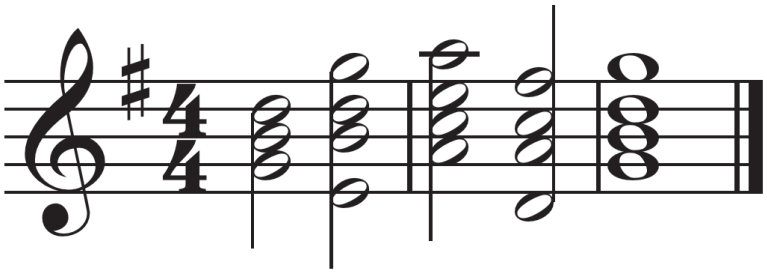
Polyphonic Texture -

_____

_____

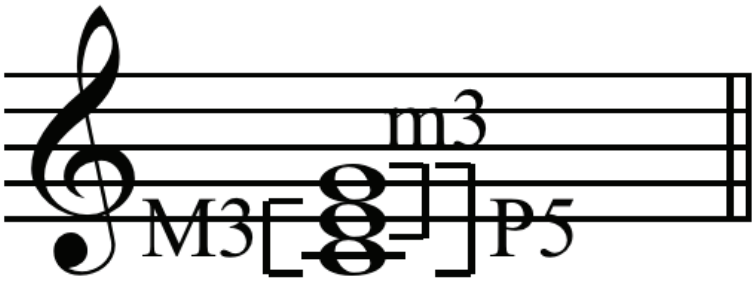
EXPLAIN

Harmony in music is described as two or more notes sounded together all at the same time. When only two notes are sounded simultaneously, it is called dyad, if there are three notes sounded all together, it is called triad, and if the notes that are sounded together are three or more, it will be called a chord.



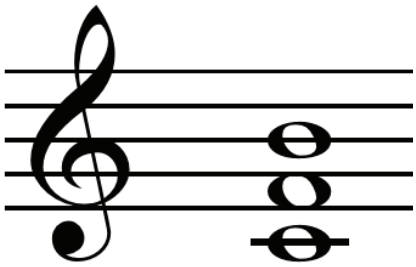
There are four (4) basic types of chords: Major, Minor, Augmented, and Diminished chords but in this module, we will focus on the Major chords.

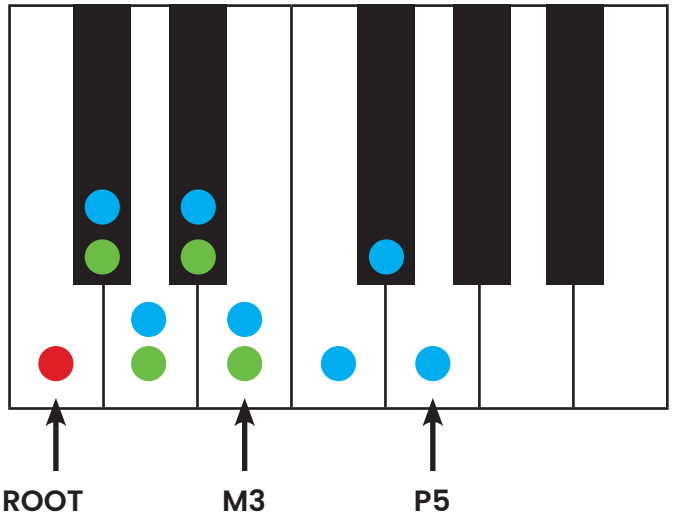
A major chord is a chord that consists of a root, major 3rd, and perfect 5th. Take a look at this example:



The bottom note is called the root note or the home note. The distance between the root note to the second note is called Major third or M3, and the distance of the root note to the third note is called perfect fifth or P5.

Let us analyze further. To create a triad chord, you must know how to locate the Major third or the M3 and the perfect fifth or P5 from the root note.



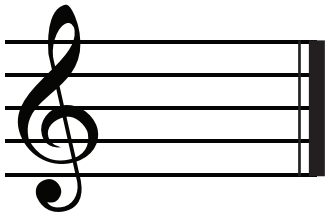


The root note ( ) or home note will always depend on what key the composition is. In our example above, the triad is in C Major key because it does not contain any accidentals. The M3 ( ) or the major third can be located after **four semitones** from the root. The perfect fifth ( ) or P5 can be located after **seven semitones** from the root.

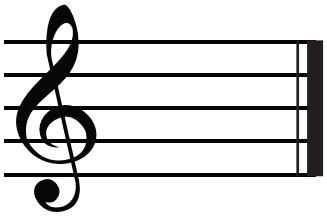
PRACTICE

Directions: Notate the following chords. Write your answers on the blank staff provided.

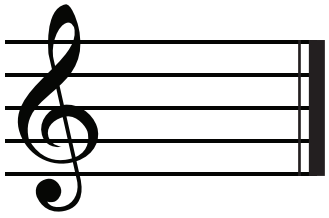
1. D Major Triad



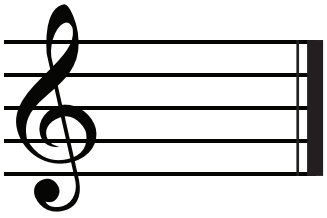
3. F Major Triad



2. G Major Triad



4. A Major Triad





EVALUATE

Directions: Identify the term being described. Write your answers in the blanks.

_____ 1. This is seven (7) semitones from the root note.

_____ 2. This is what you call the group of more than 3 notes that are sounded together.

_____ 3. This is four (4) semitones from the root note or home note.

_____ 4. It consist of three (3) notes sounded simultaneously.

_____ 5. This is when two (2) or more notes sounded together or simultaneously.

ARTS EDUCATION

OUTCOMES

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

- Determine the elements and principles of audio-video art.
- Create a short audio-video art promoting education to the youth of today.

CHECK

Directions: List down the four (4) steps in creating a great product package design. Write your answers in the blanks provided.

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

EXPLAIN

With the current situation, to kill their boredom, a lot of people are hooked on watching and doing "tiktoks". Tiktok is a mobile app that allows people to record and upload their videos to social media sites. This application is one of the applications that allow people to watch, create, and upload videos on the internet.



If you are planning to create a video, then input sounds in it, you are doing audio-video art. Audio-video recording is an art form combining sounds and effects with visual arts. This is an avenue to record, playback, share, and entertain people.

There are a lot of mobile applications and computer software that you can use to record a video and enhance it using the available applications. Kinemaster and FilmoraGo are some of the famous video recording applications we enjoy today.

But, before making your audio-video art, you might want to take note of these principles:

Mood in color

- In an audio-video presentation, the color of the scene plays an important role in conveying the thoughts of its content. Most photographers make sure that the chosen color of the surrounding depending on the mood being portrayed in the video.
- The idea of warm and cool colors has been around for as long as colors are concerned. The general concept is the warm colors are red, orange, and yellow since these colors make you imagine sunlight and heat; and the cool colors are green, blue, and purple which might remind you of the sky and the ocean.

Value

- The principle of value is simply the photographer changing the amount of light being reflected into the subject to obtain the desired effect.
- Changing the amount of darkness or light in a certain space can bring a different effect to the scene. The distribution of light and dark in a picture is called Chiaroscuro, it is an Italian word for “light and shadow”.
- Achromatic value has lightness but has no hue or saturation such as black, white, and gray. On the other hand, the chromatic value is characterizing hues such as red, blue, and yellow, as well as saturation, which is an attribute of intensity, in addition to lightness.



PRACTICE

Directions: Create a simple audio-video commercial promoting the importance of education to the youth of today. Use any available mobile phone application or computer software. Save your work and share it with your teacher.

Reminders:
1. The video should be less than 2 minutes.
2. You may opt to show yourself in the video.
3. Make sure to ask for proper consent when posting the video on social media.

CRITERIA FOR SCORING

Creativity	20 POINTS
Originality Concept	20 POINTS
Overall Appeal	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Choose the letter of the correct answer from the selection below. Write the letter of the correct answer.

A. Chiaroscuro
B. Value
C. Cool colors
D. Audio-video art
E. Warm colors

_____ 1. What mood do the colors blue, green, and purple belong to?

_____ 2. It is the Italian word for "light and shadow".

_____ 3. Using a reflector to make the subject lighter is under what principle?

_____ 4. A video presentation mix with music.

_____ 5. What mood do the colors red, orange, and yellow belongs to?

PHYSICAL EDUCATION

OUTCOMES

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

- Analyze the nature and background of Maglalatik dance.
- Perform a video presentation.

CHECK

Directions: Arrange the jumbled letter to identify the steps used in Itik-itik folk dance.

1. PETS, ABLL – SECLO, LABL – SELOC _____

This step pattern is composed of step left foot forward, raise the heel of the left foot and slider right foot close to other foot in fifth or third position in the rear, a small step forward on ball of left foot, then slide right foot close to the left foot in the third position in the rear.

2. ELEH, SELOC – ABLL, SOLEC _____

This step pattern is composed of step left heel forward, slide right close to left in the rear of other foot, then small step forward with ball of left foot, and slide right foot close to left in the rear of other foot.

3. PETS, LEDIS – SECLO, LESDI – LOCSE _____

It has a step pattern of performing a small step forward, twist your trunk slightly to the right side, bring left foot in the fourth position in front and slide backward with the ball of the same foot together with a spring slide of the right foot forward close to the left foot in the first position.

EXPLAIN

NATURE AND BACKGROUND OF MAGLALATIK



Maglalatik – This dance originated from Biñan, Laguna, and was performed as part of their religious ceremonial while moving along the streets dedicated to the town saint "San Isidro de Labrador".

- It is also called "Magbabao", bao refers to the coconut shell.
- This dance is usually performed by a group of males because of its fast and hard steps or movements. However, some groups or professional troupes include female dancers.

History

- The story beyond the origin of the folk dance Maglalatik started from the 15th to 18th century. As the Spanish colonization ended after more than 300 years, Filipinos wanted to preserve the history that makes them perform a mock battle between two groups (Christian and Moros). They performed a war dance but instead of using dangerous weapons, they used the coconut shells as their props. Later on, people named it "Maglalatik Dance". Latik is the price for winning the war.

Latik – This refers to the substance acquire after boiling coconut milk.

COSTUME:

Christians Group – White undershirts with long sleeves and blue trousers.
Moros Group – Black undershirts with long sleeves and red trousers.
Props – Coconut shells

MUSIC:

- Divided into 5 parts: Introduction, A, B, C, and D.
- Originally rhythmic sound produced by two bamboo sticks with guitar accompaniment.

COUNT:

- 2/4 time – 1, and 2, and or 1, 2, to a measure.
- 3/4 time – 1, 2, 3.

FORMATION: a set composed of four to six pairs.

- While facing the audience, dancers stand in two columns within six feet apart (Christians-left side and Moros-right side), dancers on each side must be four feet apart.

Christians/Moros

X 1 X
X 2 X
X 3 X
X 4 X
X 5 X
X 6 X



PRACTICE

Directions: Create a video presentation of creating the primary props of Maglalatik (coconut shell).

D.I.Y Vlog
Note: You will be guided by the following link to make your final output better.

Procedure: **https://www.youtube.com/watch?v=3n1ZDIZQv7U&t=16s**

Criteria:

Content	20 POINTS
Creativity	20 POINTS
Originality	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

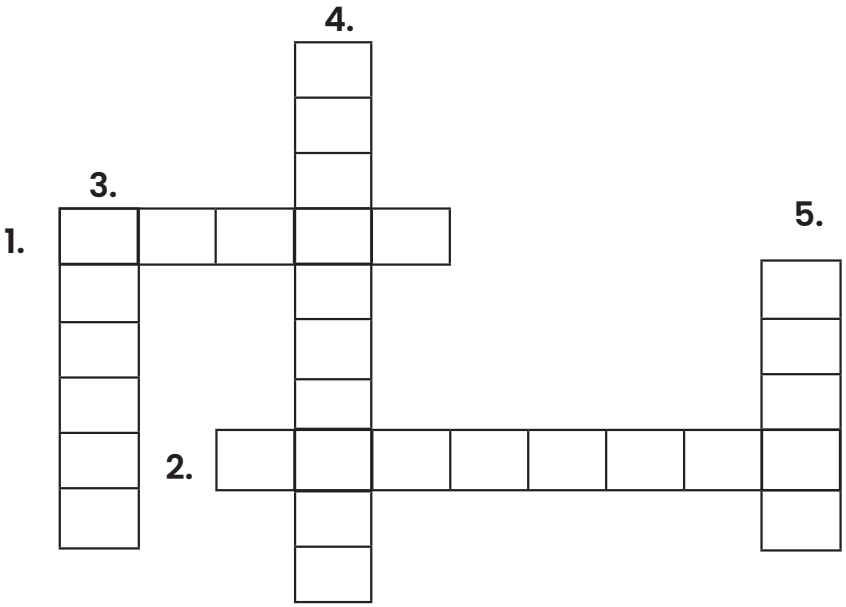
Directions: Identify the nature and background of Maglalatik dance. Answer the crossword puzzle.

ACROSS

1. The residue acquire after boiling a coconut milk.
2. This is the other term for *Maglalatik*.

DOWN

3. This is the place where *Maglalatik* dance originated.
4. In the dance *Maglalatik*, their groups wear white undershirts with long sleeves and blue trousers.
5. Their costumes are black undershirts with long sleeves and red trousers.



HEALTH EDUCATION



OUTCOMES

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

- Analyze the over-the-counter and prescription medicines.
- Create a vlog.



CHECK

Directions: Identify the advantages of consumer education. Put a **check** ✓ on the blank if the following statement shows the advantage of consumer education. Put **X** if not.

_____ 1. It helps consumers to get their maximum satisfaction and proper utilization of their money.

_____ 2. It gives a whole knowledge about the marketing condition such as where to get a cheaper but quality products.

_____ 3. It helps consumers to familiarizes themselves with different standards and markings.

_____ 4. It helps you to familiarize problems you might face in making a particular purchase.

_____ 5. It helps the consumer to make the right purchase and aids them to make the right decision.

EXPLAIN

OVER THE COUNTER AND PRESCRIPTION MEDICINES

MEDICINE



- This refers to the practice or science of diagnosis, treatment, and prevention of illness or disease.
- It came from the Latin word “ars medicina” which literally means “the art of healing”.
- It refers to the different strenuous health care practices that maintain and restore health by the prevention and treatment of illness.

OVER THE COUNTER MEDICINE



- This refers to the medicines that are set for minor illnesses like headaches, cough, or indigestion.
- The doctor’s permission or prescription is not a requirement to get or use this.
- It can be recommended to any family members, friends, or co-worker that are suffering the same illness as long as they follow the proper instructions.
- It can be used without any fear of any adverse reaction or overdoses.
- Most of them are affordable and can be purchased cheaper than the branded medicines.
- They are regulated by the FDA through OTC drug monographs.



PRESCRIPTION MEDICINE

- This refers to the medicines that are intended to treat major illnesses like heart disease, cancer, or diabetes.
- You can buy it at any pharmacy or drug store.
- Only licensed medical professionals can prescript these medicines for their patients and professional pharmacists can load their orders.
- These kinds of medicines are intended for the specific patient only and cannot be legally shared with other people.
- These kinds of medicines are regulated by FDA through the New Drug Application process.



PRACTICE

Directions: Create a vlog featuring over-the-counter medicines and prescription medicines. Follow the instructions below.

- Look for different medicines found at your home.
  (It should be at medicine or first aid kit)
- Choose at least one prescription and one over-the-counter medicine.
- Describe each usage and identify whether it is an over-the-counter or prescription medicine.

Criteria:

Content	20 POINTS
Creativity	20 POINTS
Originality	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Identify the following medicines. Write **OTC** if the statement describes over-the-counter medicines, write **PCT** if the statement describes prescription medicines.

_____ 1. This refers to the medicines that are intended to treat major illnesses like heart disease, cancer, or diabetes.

_____ 2. Only licensed medical professionals can prescript these medicines for their patients and professional pharmacists can load their orders.

_____ 3. These kinds of medicines are regulated by FDA through the New Drug Application process.

_____ 4. This refers to the medicines that are set for minor illnesses like headaches, cough, or indigestion.

_____ 5. Doctor's permission or prescription is not a requirement to get or use this.

Lesson 04

MUSIC EDUCATION

OUTCOMES

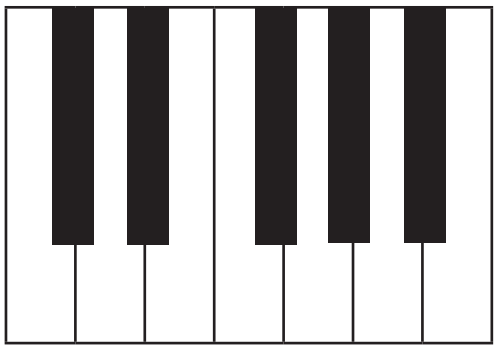
At the end of the module, you are expected to:

- Identify the different minor chords.
- Notate minor chords on the staff.

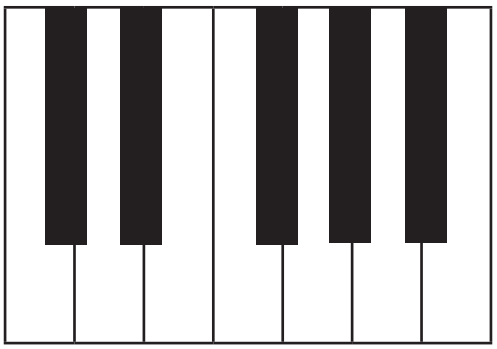
CHECK

Directions: Using the piano keys below, locate and mark the root, M3 and P5 of the following keys.

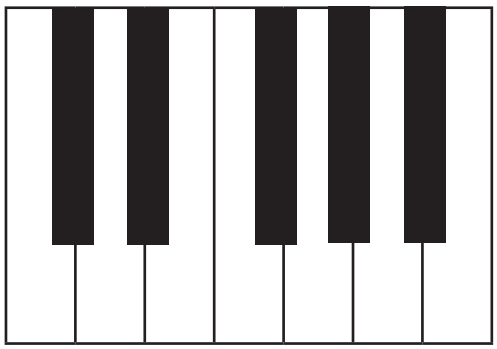
1. E Major



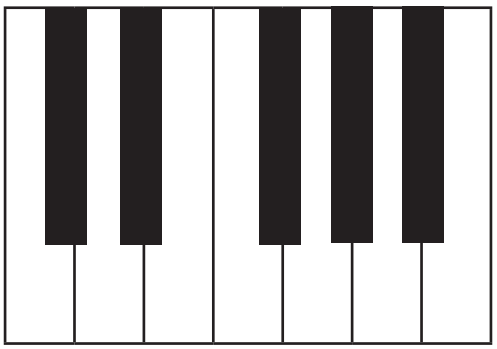
3. D Major



2. F Major



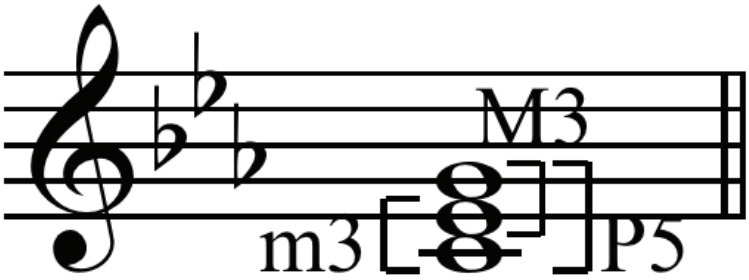
4. D Major



EXPLAIN

Minor chords are used to express deep emotions because it carries dark tones than the Major chords. Minor chords make the composition exciting and colorful. These chords add up to make a composition interesting.

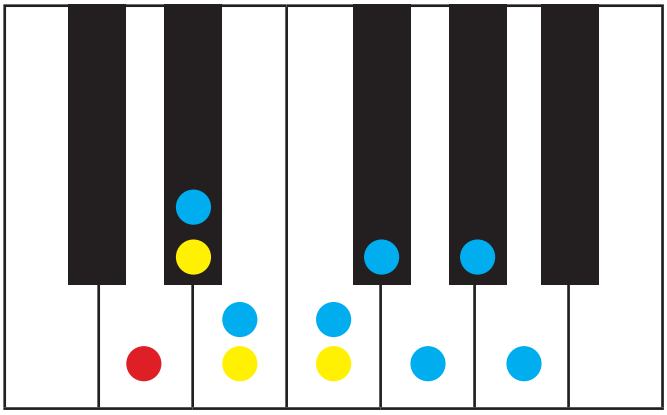
Minor chord, just like the Major chord, has roots and perfect fifths, however, they differ on the second note, which gives the minor chords a unique sound from the other. Instead of Major third, it uses minor third or m3.



It looks almost the same as the composition of a Major chord, however, there is a small difference between them.

Take a look at the image below:



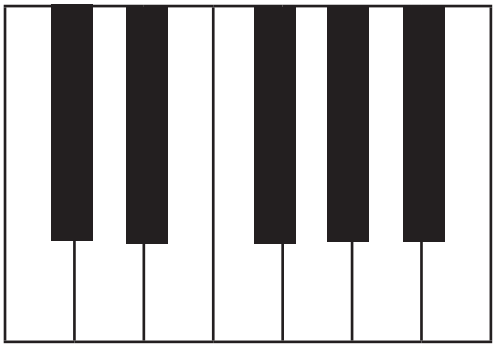


The chord above is a D minor. The root note (●) or the home note is located on D or Re. The m3 (●) or the minor third can be located three (3) semitones from the root note, the P5 (●) or the perfect fifth is located seven (7) semitones from the root note.

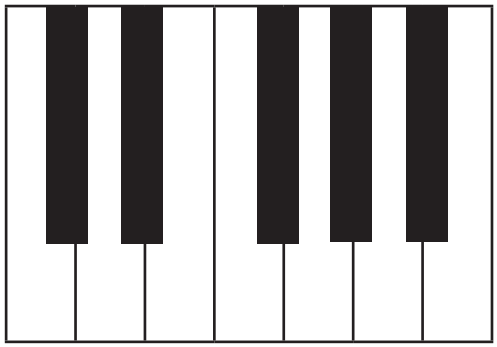
PRACTICE

Directions: Mark the following minor chords below. Place your answers on the piano keys below.

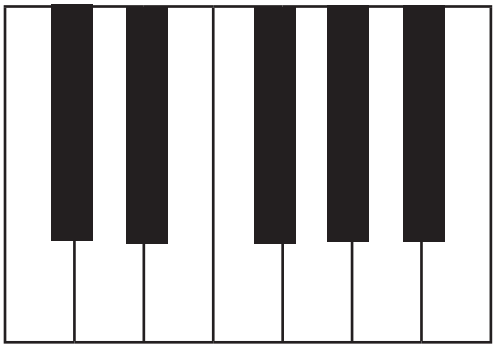
1. E Major



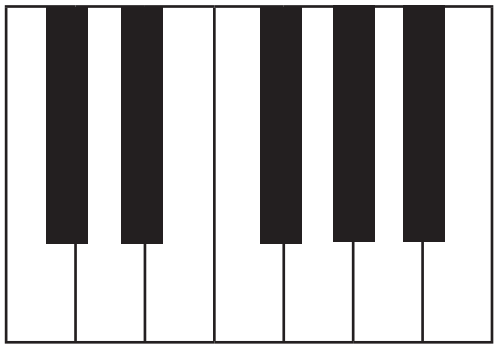
3. D Major



2. F Major



4. D Major



EVALUATE

Directions: Identify the term being described. Write your answers in the blanks.

_____ 1. This is three (3) semitones from the root note.

_____ 2. This is the distance between the root note and the perfect fifth note.

_____ 3. This is called the starting note of a chord.

_____ 4. This is the distance between m3 and P5.

_____ 5. This chord creates a deep and dark tones.

ARTS EDUCATION



OUTCOMES

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

- Identify the importance of animation to product promotion.
- Promote a product on social media.



CHECK

Directions: List down the warm and the cool colors you can use in creating an audio-video presentation. Write your answers in the blanks.

WARM COLORS	COOL COLORS
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



EXPLAIN

Animation refers to images that are manipulated by the computer to create movements. These images are either traditionally hand-drawn or computer-generated. The use of animation to promote products nowadays is very innovative and useful in terms of audience reach and target market. Animation is used to uniquely present the product to the market. It also helps to explain complex concepts about the products to consumers so they can be easily understood and gain more audience and product popularity.

Here are some of the reasons why animation is important to product promotion:

1. **Engaging** - Animation can be engaging most of the time. It makes complex concepts easy to understand, thus engaging audiences of all ages.

2. **Simplifying Concepts** - Animation makes the explanation of certain concepts simple. Rather than telling them about the use and benefits of your products, or reading from the manuals, animation can make it more interesting by bringing the written words into life.

3. **Customization** - Animated advertisements before or after airing, may be customized to your liking. It may be used for a different purpose as well after using the video presentation. You can put and remove details that might affect your product in the long run.

4. **Efficiency** - Instead of talking to clients about your products, explaining their purpose and use, you can make your own audio-video product presentation. It can consume less time than explaining, and at the same time, it can make your presentation interesting.

5. **Money Saver** - Products that needed to be advertised may cost a lot of money and resources. Instead of paying money to people who can explain and market your products, you can create your own video advertisement and use free social media platforms to promote your products like Twitter, Facebook, Instagram, etc.



PRACTICE

Directions: Create a short promotional product video using an object or product available at home. You may use any mobile phone applications available. Feel free to add simple elements to beautify your work. Have your parent assist you in this task. Share your work with your teacher.

CRITERIA FOR SCORING

Creativity	20 POINTS
Originality	20 POINTS
Appeal	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Read each statement below. Write **True** if the statement is correct and **False** if not. Place your answers in the blanks.

_____ 1. Animation is a simple tool which cannot be used in marketing.

_____ 2. Making a video about your product is time and money efficient.

_____ 3. You cannot customize an audio-video presentation.

_____ 4. Using animation in products is engaging and draw interest to consumers.

_____ 5. Animation can complicate the simple concept of your product.

PHYSICAL EDUCATION

OUTCOMES

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

- Analyze the steps in dancing *Maglalatik*.

CHECK

Directions: Identify the nature and background of Maglalatik, write **TRUE** if the statement is correct, write **FALSE** if the statement is wrong.

_____ 1. Maglalatik Dance originated in Binangonan, Rizal.

_____ 2. Maglalatik Dance depicts the battle between Christians and Moros.

_____ 3. Latik is the primary prop in Maglalatik dance.

_____ 4. Maglalatik dance was performed dedicating the town saint San Pedro Ruiz.

_____ 5. The Maglalatik dance is usually performed by all-male groups because of its fast and tough movements.

EXPLAIN

STEPS IN MAGLALATIK

STEP I

- Step your right foot forward and twist your body to the left side, step your left foot in place and face front (1 or 1, and).

• Step your left foot in the original place and face front (2 or 2, and).

STEP II

• With feet together, jump forward and twist your body to the left side (1 or 1, and).

• Step your left foot backward to return to its original position, facing front (2 or 2, and).

• Step your right foot backward and twist your body to the right side (1 or 1, and).

• Step your left foot to return to the original place, facing front (2 or 2, and).

STEP III

• With feet together, jump forward and twist your body to the left side (1 or 1, and).

• Step your left foot backward to return to its original position, facing front (2 or 2, and).

• With feet together, jump backward and twist your body to the right side (1 or 1, and).

• Step your left foot to return to the original place, facing front (2 or 2, and).

Note:

• Each hand of performers has coconut shells that are used to hit the knees, front, and back shoulders, and left and right waist.

• Both knees, front and back shoulders, left and right side of the waist has designated coconut shells too.

HAND MOVEMENTS

• Hit your right knee with your right hand (1), left knee with your left hand (and).

• Hit your front shoulder with the right hand (2), back of the left shoulder with your left hand (and).

• Hit the back of your waist on the right side with the right hand (2), back of your waist on the left side with the left hand (and).

FORMATION

Christians		Moros
X	1	X
X	2	X
X	3	X
X	4	X

INTRO

Strike your coconut shells held by your hands against each other, march, or jog lively into your place. Christians are on the left side while Moros are on the right side.

INTERLUDE

While facing front, step your left foot in place then execute the STEP I four times, arms perform Hayon-Hayon alternately.

I

MUSIC A

- While facing the front perform STEP I four times. Remember to do the hand movements (8 measures).
- Perform STEP I four times, casting off No. 1 of each side leading. Remember to do the hand movements (8 measures).
- At the end of this figure, leaders should be in the middle of the formation.

II

MUSIC B (1st)

- Execute STEP II four times until number 1 of each group reaches the foot of the original formation. Do the hand movements (8 measures).
- Perform STEP II four more times, number 1 of each group will turn inward. Do the hand movements (8 measures).

III

MUSIC B (2nd)

- Perform STEP III four times to return to proper places. Do the hand movements(8 measures).
- Partners facing each other, do the hand movements in place (8 measures).

INTERLUDE

MUSIC C (1st 8M)

- Partners facing each other, step your left foot in place then execute the STEP I four times, arms perform Hayon-Hayon alternately (8 measures).

IV

MUSIC C (9th of 1st and whole 2nd time).

- Partners facing each other, take four steps forward to meet at the middle, start with your right foot (2 measures).
- Perform the stunt called ***baligtaran*** (striking of coconut shell of the back-to-back of each partner) do it four times (2 measures).
- Start with your right foot, perform four steps forward going to your partner's place, passing by each right shoulder (2 measures).
- Turn around then take four steps forward to meet at the middle, start with your right foot (2 measures).
- Perform the stunt called ***baligtaran*** (striking of coconut shell of the back-to-back of each partner) do it four times (2 measures).
- Start with your right foot, perform four steps forward return to your original place, passing by each right shoulder (2 measures).
- Repeat all (12 measures).

V

Music D (1st)

Circle Dancers

- Start with your right foot, perform sixteen waltz steps forward moving in a clockwise direction. Click your own coconut shells on counts 2, 3 of every measure (16 measure).
- Turn right about, repeat the first step but moving in a counterclockwise direction (16 measure).

VI

MUSIC D (2nd)

Circle Dancers Face Middle of the Circle.

- Perform right waltz forward, click coconut shells overhead on cts. 2, 3 (1M), left waltz backward, arms down at sides (1 measure).
- Turn right about then repeat the first step (2 measures).
- Repeat first and second steps seven more times turning right about every two measures (28 measures).

EXIT



PRACTICE

Directions: Create a video performance of the Maglalatik dance. Follow the instructions below.

- Wear appropriate costume or attire in dancing Maglalatik.
- Practice performing the folk dance.
- Then, perform it and record yourself while dancing.
- Edit your performance and present it as creative as possible.
- Send it to your teacher.

Note: You will be guided by the following link to make your performance better.

Music: https://www.youtube.com/watch?v=rKccG4ZDaq4
Dance: https://www.youtube.com/watch?v=nEz1kCxPf9w

Criteria:

Creativity	20 POINTS
Performance	20 POINTS
Video Quality	10 POINTS
TOTAL	**50 POINTS**



EVALUATE

Directions: Identify the steps used in ***Maglalatik*** dance. Complete the steps below by identifying the missing word or statements below.

STEP I

Step your right foot forward and 1. _____ your body to the left side, step your left foot in place and face front. Step your left foot in the original place and face front.

STEP II

With feet together, 2. _____ forward and twist your body to left side. Step your left foot backward to return to its original position, facing front. Step your right foot backward and twist your body to the right side. Step your left foot to return to the original place, facing front.

STEP III

With feet together, jump forward and twist your body to the left side. Step your left foot backward to return to its original position, facing front. With feet together, jump 3. _____ and twist your body to 4. _____ side. Step your left foot to return to the original place, facing front.

5. _____ Hit your right knee with your right hand, left knee with your left hand. Hit your front shoulder with your right hand, back of the left shoulder with your left hand. Hit the back of your waist on the right side with your right hand, back of your waist on the left side with your left hand.

HEALTH EDUCATION

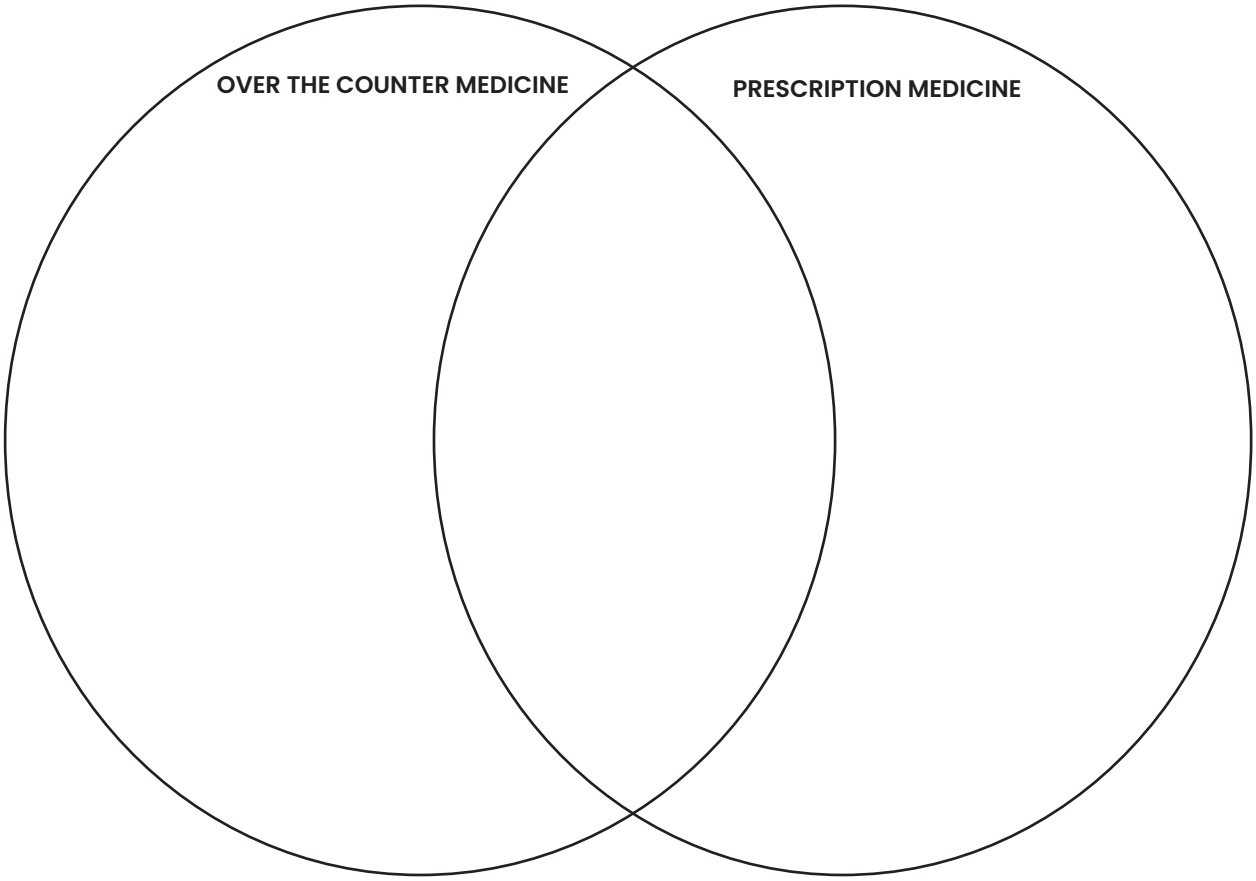
OUTCOMES

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

- Analyze the uses of some over-the-counter and prescription medicines.
- Create a commercial.

CHECK

Directions: Compare and contrast over-the-counter and prescription medicines by the use of the Venn diagram.





EXPLAIN

EXAMPLE AND USE OF OVER THE COUNTER AND PRESCRIPTION MEDICINES

Over-the-counter medicines – this refers to medicines that do not need any prescription from health professionals and can be bought over the counter in any pharmacy or drugstore.

Common over-the-counter medicines:

1. **Analgesic** - This medicine helps treat mild body pain, but it is not an anti-inflammatory.
2. **Antacid** - This medicine helps control the acid level of your stomach and relieves the pain and discomfort by hyperacidity. It also helps treat heartburn and indigestion.
3. **Antidiarrheal** - This medicine helps treat loose bowel movement (LBM), a watery, loose, and frequent defecation. It has two types: one that solidifies your stool, and one that relieves stomach pain and slows down intestinal contraction.
4. **Antipyretic** - This medicine helps lower blood temperature when you have a fever.
5. **Anti-Inflammatory** - This medicine helps treat body parts from swelling due to infection.
6. **Antiseptic** - This medicine helps prevent the spread of pathogens. Some antiseptics are for external use only by applying on skin or orally taken to clean the mouth but not to be swallowed.
7. **Decongestant** - This medicine helps to relieve chest and nasal congestion, breathing difficulty caused by phlegm and mucus around nasal, and bronchial linings by decreasing swelling around the affected area and makes breathing easy again.
8. **Laxative** - This medicine helps to regulate normal bowel movement, it also helps relieve the pain and discomfort caused by constipation.

Prescription medicines – this refers to medicines that are used to treat major kinds of illness and cannot be shared with anyone. Only health professionals can prescribe and order for the patients.

COMMON PRESCRIPTION MEDICINES

1. **Antibiotic** - This medicine annihilates pathogens or any harmful microorganism that causes diseases.

2. **Depressants** - These medicines are sedatives or tranquilizers that slow down your central nervous system. It modifies your mood and makes your body feel relaxed. This medicine is given to the person who was experiencing depressions, mental problem, or disorder, or person assimilates surgical operations.

3. **Antihypertensive** - This medicine helps control and maintain your blood pressure.

4. **Narcotics** - This medicine makes your body relaxed and causes numbness. This is normally given to people with mental disorders, undergoing psychiatric treatment and rehabilitation.

5. **Stimulants** - This medicine will energize your central nervous system that can make your heart beat faster than normal and raise your breathing patterns.



PRACTICE

Directions: Create a video commercial featuring the use and example of over-the-counter and prescription medicine. Follow the instruction below.

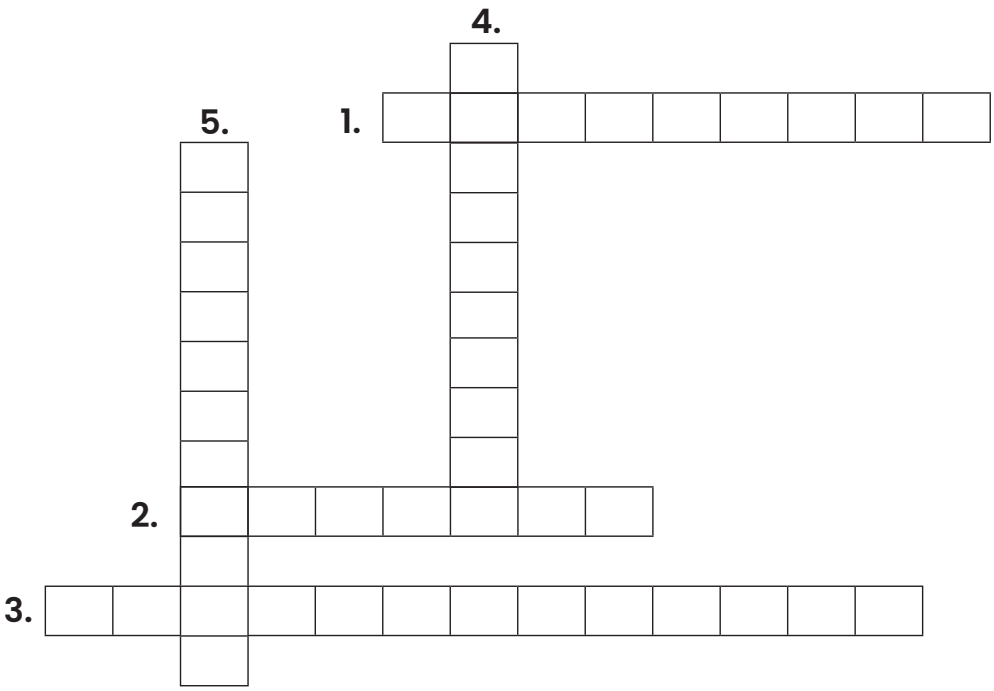
- Choose at least one example of over-the-counter and prescription medicine.
- Create a commercial featuring the description, types, and usage of the medicine you choose.

Criteria:

Content	20 POINTS
Creativity	20 POINTS
Originality	10 POINTS
TOTAL	**50 POINTS**

EVALUATE

Directions: Complete the crossword puzzle by filling in with the correct word which corresponds to the given statement.



ACROSS

1. This medicine helps treat mild body pain, but it is not an anti-inflammatory.
2. This medicine helps control the acid level of your stomach and relieve the pain and discomfort caused by hyperacidity.
3. This medicine helps treat loose bowel movement or LBM.

DOWN

4. This medicine annihilates pathogens or any harmful microorganism that causes diseases.
5. These medicines are sedatives or tranquilizers that slow down your central nervous system.