

MundiTek 9

Appreciating Music, Arts, Physical Education, and Health

EDITION 1

Author Rockford Auguis



***MundiTek* 9**

Appreciating Music, Arts, Physical Education, and Health

Rockford Auguis
Author



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FOREWORD

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

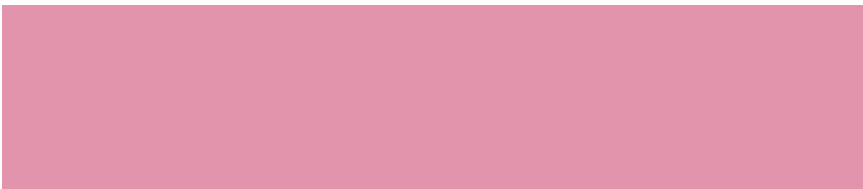
Music, Arts, Physical Education, and Health (MAPEH) aims to teach our learners the value and richness of our culture within and beyond our borders through songs, dances, artworks, and different physical activities.

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

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

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

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





About the Author

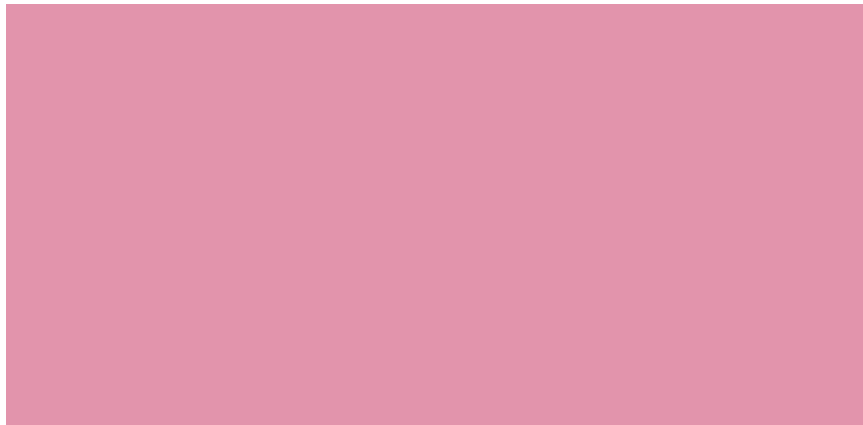
Rockford Q. Auguis

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

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

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

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



HOW TO USE THIS RESOURCE



OUTCOMES

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



CHECK

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



EXPLAIN

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



PRACTICE

This contains exercises after the discussion.



EVALUATE

This will measure how much you have learned.

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UNIT 1

Lesson 01

MUSIC EDUCATION



OUTCOMES

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

- Identify Medieval and Renaissance music.
- Value the importance of the development of music in Medieval and Renaissance period.



CHECK

Let us check if you can still remember your past lesson in Music!

Directions: Identify the origin on which Asian country does the name of the traditional folk song belong. Write the letter of your answer on the space provided.

- | | | |
|-------|----|----------------|
| _____ | 1. | Loi Krathong |
| _____ | 2. | Rasa Sayang |
| _____ | 3. | Zum Gali Gali |
| _____ | 4. | Burung Kakatua |
| _____ | 5. | Sakura |

- | | |
|----|-----------|
| A. | Thailand |
| B. | Malaysia |
| C. | Indonesia |
| D. | Israel |
| E. | Japan |



EXPLAIN

MEDIEVAL MUSIC

The Medieval period is also known as the Middle Ages or Dark Ages that started with the fall of the Roman Empire. During this time, the Christian Church influenced Europe's culture and political affairs.

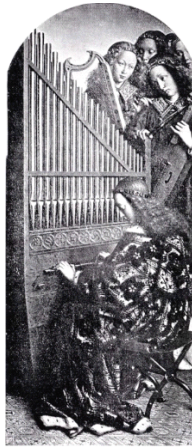
Medieval music was both sacred and secular. During the earlier medieval period, the liturgical genre, predominantly Gregorian chant, was monophonic. Polyphonic genres began to develop during the high medieval era, becoming prevalent by the later thirteenth and early fourteenth century. Although it was originally transmitted orally, scholars agreed to put it in notation to assist dissemination of chants across Europe.



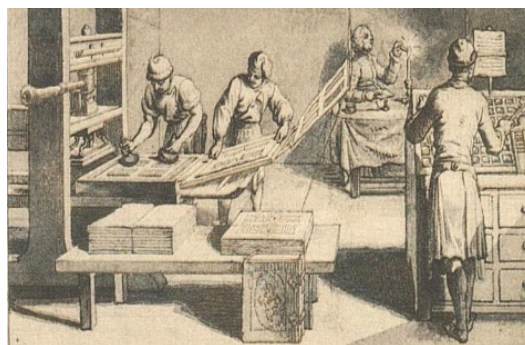
RENAISSANCE MUSIC

Renaissance - The term Renaissance comes from the word *renaitre* which means “rebirth, revival, and rediscovery”.

Renaissance music consisted of secular and religious compositions. In fact, secular compositions were livelier than religious compositions were. It is important to note that the polyphonic style defined the Renaissance period. This style involved several independent melodies performed at the same time. A madrigal, which is a vocal music composition, is a classic example of Renaissance music.



- The Renaissance Period is a period of looking back to the Golden Age of Greece and Rome.
- The invention of printing in the 1400s paved the way for a wide distribution of Renaissance compositions.



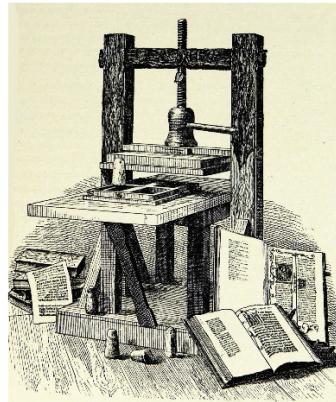
- The humanism surfaced during the Renaissance Period. This movement focused on man's accomplishments.
- With the emergence of the bourgeois, Renaissance music became popular as entertainment and activity for amateurs and the educated.
- In the Renaissance period, music education is a symbol of social status.
- Lute was the prominent instrument of the Renaissance era.
- Other historical facts during this era are the discovery of the actual position of earth in the solar system by Copernicus, the invention of compass creating a wider navigation not only of the lands but also of the oceans, and Martin Luther's Protestant reformation.



PRACTICE

Critical Thinking!

Based on the illustration shown, how is this different from the way we print today? Why was this development so important?





EVALUATE

Directions: Write **T** if the statement is TRUE then write **F** if the statement is FALSE.

- _____ 1. The word Renaissance came from the word *renaitre* which means rebirth.
- _____ 2. The invention of printing in the 1400s paved the way for a wide distribution of Renaissance compositions.
- _____ 3. This Medieval era was also known as the golden age of choral music.
- _____ 4. The Renaissance Period is a period of looking back to the Golden Rock of Aegis.
- _____ 5. With the emergence of the bourgeois class, Renaissance music became popular as entertainment and activity for amateurs and the educated.

ARTS EDUCATION



OUTCOMES

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

- Identify distinct characteristics of arts during the different art periods.
- Analyze art elements and principles in the production of work following the style of western classical art traditions.



CHECK

Directions: Identify the elements and principles of arts by choosing the words inside the box.

Elements of Arts

Principles of Arts

LINE

COLOR

BALANCE

PATTERN

SHAPE

FORM

CONTRAST

SPACE

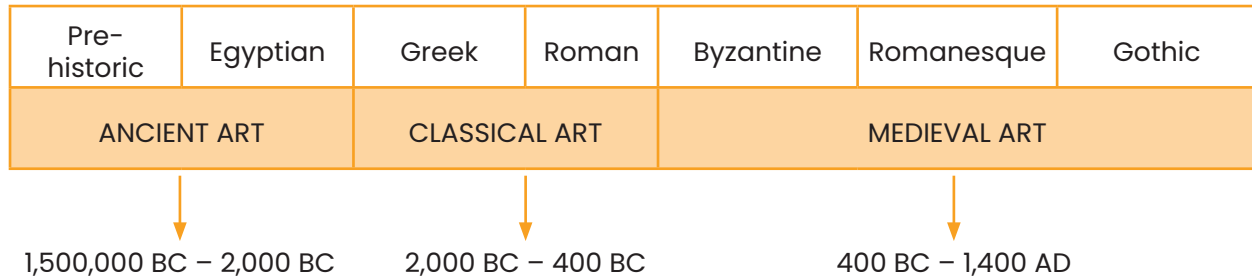
UNITY

EMPHASIS



EXPLAIN

TIMELINE



PREHISTORIC ART

- In the history, art produced in preliterate, prehistoric cultures beginning somewhere in very late geological history, and generally continuing until that culture either develops writing or other methods of record-keeping, or makes significant contact with another culture that has, and that makes some record of major historical events. Pre-historic art is classified into three periods the; Paleolithic, Mesolithic, and Neolithic Eras.

EGYPTIAN ART

- Egyptian civilization was one of the early civilizations that have greatly contributed in the development of art, religion, science, and technology of the world. Egyptian art is primarily religious in nature.

GREEK ART

- In the Classical period there was a revolution in Greek statuary, usually associated with the introduction of democracy and the end of the aristocratic culture associated with the kouroi. The Classical period saw changes in the style and function of sculpture. Poses became more naturalistic. They portray human forms in a realistic and anatomically correct manner. Their art has a conservative form with a very complex detail.

BYZANTINE ART

- Byzantine art, architecture, paintings, and other visual arts produced in the Middle Ages in the Byzantine Empire and in various areas that came under its influence. The pictorial and architectural styles that characterized Byzantine art, first codified in the 6th century, persisted with remarkable homogeneity within the empire.

ROMANESQUE ART

- Romanesque art was characterized by its vigorous style in painting and sculpture, lavishly decorated manuscripts, and retained many basic features of Roman architectural styles. It was also greatly influenced by Byzantine art with a highly innovative and coherent style.

GOTHIC ART

- Gothic art styles reinforce symbolic meanings. The church symbolizes the transcendence of the soul, and underlying philosophy is to create buildings of height and light.



PRACTICE

Art Production!

Directions: Create an example of Prehistoric painting and you can make use of a digital application as your canvas. The painting should be in portrait layout.

Criteria for Scoring

Design, Elements, and Principles	20 POINTS
Creativity	15 POINTS
Relevance	10 POINTS
Neatness	5 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read the statement carefully and encircle the letter that corresponds the correct answer.

1. Where did art originate?
 - a. Art history
 - b. World history
 - c. Biblical History
 - d. Astrology

2. Which of the following does not belong to the group?
 - a. Byzantine
 - b. Romanesque
 - c. Gothic
 - d. Ancient Egypt

3. They portray human forms in a realistic and anatomically correct manner.
 - a. Pre-historic
 - b. Ancient Egypt
 - c. Greek
 - d. Gothic

4. The era of art that is classified into three periods – the Paleolithic, Mesolithic, and Neolithic Eras.
 - a. Gothic
 - b. Romanesque
 - c. Pre-historic
 - d. Byzantine

5. Which of the following is the main purpose of Egyptian artform?
 - a. Survival
 - b. Home for a spirit/God
 - c. Grandiosity
 - d. Modernism

PHYSICAL EDUCATION



OUTCOMES

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

- Identify Physical Fitness and its components.
- Assess readiness in participating physical activities by answering the Physical Activity Readiness Questionnaire (PAR-Q).



CHECK

Directions: Answer the code by finding the letters that correspond to the given numbers. Below is the clue to help you find the codes.

A=1 B=2 C=3 D=4 E=5 F=6 G=7 H=8 I=9
J=10 K=11 L=12 M=13 N=14 O=15 P=16 Q=17 R=18
S=19 T=20 U=21 V=22 W=23 X=24 Y=25 Z=26

16	8	25	19	9	3	1	12	6	9	20	14	5	19	19	20	5	19	20



EXPLAIN

Physical Fitness plays a vital role in our lives. A person who is physically fit is less prone to sickness and is always at their peak performance. They are ready to face the challenges and constantly project a positive outlook in life.



PHYSICAL FITNESS

This is the ability of an individual to perform daily activities without getting exhausted easily and to perform extra task with alertness.

Physical fitness is classified into two components namely: health-related fitness and skill-related fitness.

A. HEALTH-RELATED FITNESS COMPONENTS:

- related to how well the systems of your body work.
 - **Body Composition** – refers to proportion of lean body mass to fat body mass.
 - **Cardiovascular fitness** – is the ability of your heart to pump effectively to meet the metabolic demands during exercise.
 - **Flexibility** – is the ability of the joints and muscles to move through its full range of motion.
 - **Muscular strength** – ability of the muscle to produce amount of force in a single contraction.
 - **Muscular endurance** – is the capacity of the muscle group to sustain a prolonged muscle contraction.

B. SKILL-RELATED FITNESS COMPONENTS:

- forms the foundation toward an athletic performance.
 - **Speed** – this measures the capacity of the body to move from one point to another following a straight line.
 - **Agility** – is the ability of the body to shift direction from one place to another.
 - **Balance** – is the capacity of the body to maintain upright posture even when moving.
 - **Coordination** – when all the body parts are harmoniously working together to successfully execute a movement. It is the ability to use the senses with the body parts to perform motor tasks smoothly and accurately.
 - **Power** – is the ability to transfer a certain amount of force at a rapid pace.
 - **Reaction Time** – the ability of a person to respond quickly to stimulus.



PRACTICE

Directions: Before we proceed to any other activities, please answer the PARQ first with all honesty.

NAME: _____

DATE: _____

HEIGHT: _____ in.

WEIGHT: _____ lbs.

AGE: _____

PHYSICIAN NAME: _____

PHONE: _____

PHYSICAL ACTIVITY READINESS QUESTIONNAIRE (PAR-Q)

	Questions	Yes	No
1.	Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor?		
2.	Do you feel pain in your chest when you do physical activity?		
3.	In the past month, have you had chest pain when you were not doing physical activity?		
4.	Do you lose your balance because of dizziness or have you ever lost consciousness?		
5.	Do you have a bone or joint problem (for example, back, knee, hip) that could be made worse by a change in your physical activity?		
6.	Is your doctor currently prescribing drugs for your heart condition?		
7.	Do you know of <u>any</u> other reason why you should not do physical activity?		

*If you answered "Yes" to one or more of the above questions, consult your physician **before** engaging in physical activity. Tell your physician which questions you answered "Yes" to. After a medical evaluation, seek advice from your physician on what type of activity is suitable for your current condition.*



EVALUATE

Directions: Write **HRF** if the word is a component of Health-Related Fitness and write **SRF** if it is Skill-Related Fitness.

- _____ 1. Body Composition
- _____ 2. Agility
- _____ 3. Power
- _____ 4. Flexibility
- _____ 5. Coordination

HEALTH EDUCATION



OUTCOMES

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

- Define the concept of community and environmental health.



CHECK

Directions: Write (**T**) if the statement is correct and write (**F**) if the statement is incorrect. Write your answer on the space before each number.

- _____ 1. Tobacco and alcohol are "Gateway Drugs".
- _____ 2. Each time a person puffs a cigarette or chew tobacco, more than 4,000 chemicals come into his/her contact.
- _____ 3. Alcohol enters the body first through the mouth.
- _____ 4. Republic Act no. 9211 otherwise known as "The Tobacco Regulation Act Of 2003" is an act governing tobacco production, distribution, and use of the public consumers.
- _____ 5. Alcohol is filtered in the bladder leaving salts and acids, then exits the body.



EXPLAIN

According to the World Health Organization. **Health** is a state of complete physical, mental, and social well-being and not just the absence of disease or infirmity. It leads to the ability to lead a socially and economically productive life.

Community

Defined as a sociological group in a large place sharing one environment. It includes the individual and the family. Community also refers to a group of living things (humans, animals, and plants) sharing and living together in an environment.

Environment

The immediate surroundings of living things.

Environmental Health

Focuses on how different environmental factors affect the well-being of a person.

Community Health

Defined as the art and science of maintaining, protecting, and improving the health of all the members of the community through organized and sustained community efforts.

According to the World Health Organization (2020), the characteristics of a healthy community include:

1. A clean and safe physical environment.
2. An environment that meets everyone's basic needs.
3. An environment that promotes social harmony and actively involves everyone.
4. An understanding of local health and environment issues.
5. A community that participates in identifying local solutions to local problems.
6. A community whose members have access to varied experiences, means of interaction and communication.
7. Accessible and appropriate health services and facilities.
8. The promotion and celebration of historical and cultural heritage.
9. A diverse and innovative economy.
10. A sustainable use of available resources for all.



PRACTICE

Priority Express

Directions: This activity will ask you to set your priorities in promoting a healthier life inside a more developed and advanced community. There are two options given in each of the category. Mark **(1)** if the option is your priority. Mark **(2)** if the priority will be considered second. You can add options on the space provided.

1. I want to get around in my community by:

☐
☐

Riding a bike

Driving an automobile

Others: _____

2. I want to have foods from:

☐
☐

Community gardens

Convenience / grocery stores

Others: _____

3. I want to actively play games in:

☐
☐

Parks / open spaces / town plaza

Online games

Others: _____

4. I want to have more chances to get to know my neighbors through:

☐
☐

Social Networking

Active membership in youth organization

Others: _____

5. I want to live in a clean environment by:

☐
☐

Reducing the amount of refuse

Campaigning for a clean and green community

Others: _____



EVALUATE

Directions: Read the statements carefully and encircle the letter that corresponds the correct answer.

1. The art and science of maintaining, protecting and improving the health of all the members of the community through organized and sustained community efforts.
 - a. community
 - b. community health
 - c. environment
 - d. environment health
2. Focuses on how different environmental factors affect the well-being of a person.
 - a. community
 - b. community health
 - c. environment
 - d. environment health
3. Immediate surroundings of living things. This lesson will focus on how the community and environment greatly affect the well-being of the humans living therein.
 - a. community health
 - b. environment
 - c. environment health
 - d. health
4. Sociological group in a large place sharing one environment. It includes the individual and the family.
 - a. community
 - b. community health
 - c. environment
 - d. environment health
5. It is a state of complete physical, mental, and social well-being and not just the absence of disease or infirmity.
 - a. community health
 - b. environment
 - c. environment health
 - d. health

Lesson 02

MUSIC EDUCATION



OUTCOMES

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

- Recognize the music of the Baroque period.



CHECK

Let us check if you can still remember your past lesson in Music!

Directions: Classify the items in the box according to the historical period to which it belongs. Write the words in the column below.

The gemshorn	Dark Ages
Printing	Liturgical genre
	Compass

Medieval Period

Renaissance Period



EXPLAIN

BAROQUE MUSIC



The term “baroque” is derived from the Portuguese word *barroco*, which means “oddly shaped pearl”. The term itself describes a style of Western European, workmanship music created from around 1600 to 1750. The term is also applied to the architectural design of roughly that same period.

Music Genres of Baroque Music

1. **Concerto** – A form of music where an orchestra accompanies a solo instrument.
2. **Concerto Grosso** – A form of music where an orchestra (called the tutti) accompanies a small group of instruments (called the concertino).
3. **Fugue** – A piece which has two or more melodies. The main theme, called the subject, is introduced by one instrument or voice, after which another instrument or voice takes up the subject, in a pitch, followed by other instruments or voices in different pitches. It is made up of at least three main sections: exposition, development and a final entry, although some fugues also add a recapitulation.
4. **Oratorio** – A large scale musical composition which uses both voices and an orchestra. It is essentially an opera without the actors and stage, as it features distinct characters and a storyline derived from Biblical scripture. It is also usually written in the native language used by audience it is presented to.
5. **Chorale** – A polyphonic, harmonious hymn which was intended to be sung by congregations during Protestant services.



PRACTICE

Directions: Match column A with the correct answer on column B, write only the letter of answer on the blank.

Column A	Column B
_____ 1. A large-scale musical composition which uses both voices and an orchestra. It features a storyline derived from Biblical scripture.	a. Choral
_____ 2. A polyphonic, harmonious hymn meant to be sung by Protestant congregations.	b. Concerto
_____ 3. A form of music where a solo instrument is accompanied by an orchestra.	c. Oratorio
_____ 4. The term "Baroque" came from the Portuguese word "barroco", which means...	d. Fugue
_____ 5. A piece where the subject is subsequently played, by other voices or instruments, in different pitches.	e. Pearl of Irregular Shape



EVALUATE

MULTIPLE CHOICE!

Directions: Encircle the letter of the correct answer.

- It is a Portuguese word "barroco", which means _____.
 - Pearl of irregular shape
 - Pearl of rectangular shape
 - Pearl of no regular shape
 - Pearl of regular shape
- It is a piece which has a main theme called the subject, and is written in 3 or 4 parts.
 - Chorale
 - Concerto
 - Fugue
 - Oratorio
- It is a form of orchestral music that employs a solo instrument accompanied by an orchestra.
 - Chorale
 - Concerto
 - Fugue
 - Oratorio
- It is a form of orchestral music wherein a small group of solo instruments is called the concertino and the whole orchestra is called the tutti.
 - Concerto
 - Concerto grosso
 - Fugue
 - Oratorio
- It is a large-scale musical composition for orchestra and voices that presents a storyline based on Biblical scripture.
 - Chorale
 - Concerto
 - Fugue
 - Oratorio

ARTS EDUCATION



OUTCOMES

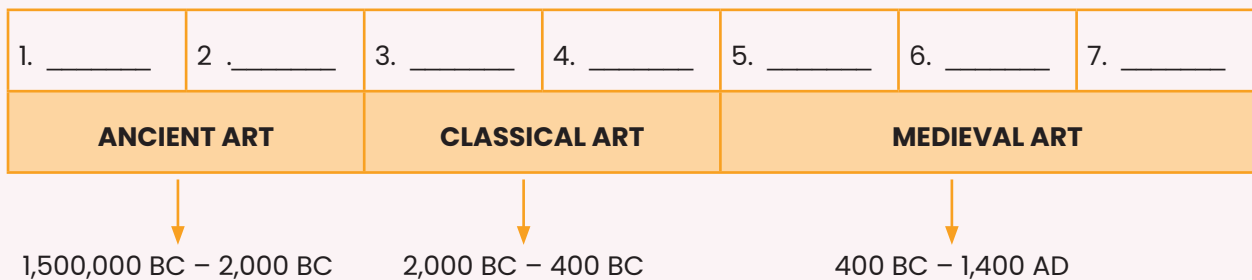
At the end of this module, you are expected to:

- Recognize and distinguish the distinct characteristics of artworks produced in different art periods.



CHECK

Directions: Complete the diagram below by identifying the periods in western classical art traditions.



EXPLAIN

The Pre-Historic Era

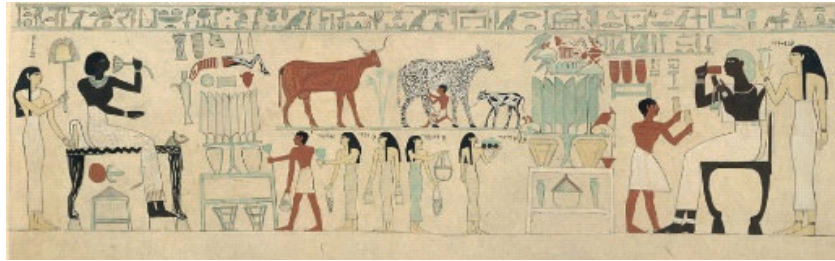
Paintings made during the pre-historic era are found inside caves. These may have been a way by which the people of the time communicated with each other, and might also have had religious or ceremonial significance.

Such paintings have been found inside caves, such as:

- The Lascaux cave, in France.
- the cave complex in the Maros-Pangkep karst, in Indonesia.
- the Blombos cave, South Africa.



Ancient Egypt



Most Egyptian paintings are found in tombs, as their purpose was to help make the deceased person's afterlife a pleasant one. These paintings include religious themes, such as a journey to the underworld or offerings made to the gods, as well as everyday themes, such as hunting and dancing.

The paintings on the walls on the tomb show events from the earthly life of the king, as well as what he expects to encounter in the underworld. Note the stylized manner in which the painting's figures are shown, which is unique to ancient Egyptian art.

Greek Era

Paintings of the classical Greek era are mostly found on vases, panels and tombs. The subjects consist mostly of mythological figures and battles, as well as everyday scenes. Unlike ancient Egyptian art, the paintings are more natural in form and treatment of their subjects.



Roman Era

Mosaic – This type of art is created by putting together small pieces of colored glass, stones or other materials to create a single, unified image. This type of art was used for interior decorations.



Byzantine Era



Byzantine paintings carried the tradition of the vibrant styles of the Greek and Roman eras, although these emphasized stylized forms over natural ones. These paintings are found in churches, as these were intended to create a sense of wonder for the Greek Orthodox church.

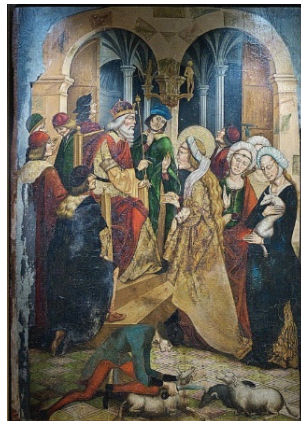
Romanesque Painting

These paintings flourished from around 1000 – 1200 BCE and are characterized by strict frontal poses, which were flat and stylized. These were murals which were painted on the walls of the insides of churches, and styles varied greatly, depending on the location. The paint could be applied on moist or dry plaster, and could also be made of colored, melted wax.



Gothic Painting

Gothic painting moved from the stylized style of the Romanesque to a more natural one. The use of chiaroscuro – the interplay between light and shadow – and foreshortening, as well as more lifelike proportions, became typical of this style.





PRACTICE

Directions: Fill in the box with the characteristics and functions that would best describe the painting in the given eras/periods.

Period/Era	Characteristics	Functions
• Pre-historic • Egyptian		
• Greek • Roman		
• Byzantine • Romanesque • Gothic		



EVALUATE

Directions: Encircle the letter that corresponds the correct answer.

- During which of the following ages were paintings done in caves?
 - Ancient Egypt
 - Pre-historic
 - Classical Greek
 - Gothic
- Which of the following does not belong to the group?
 - Lascaux
 - Maros-Pangkep karst
 - Blombos
 - Tutankhamen
- The paintings of this period and region are intended to make a person's afterlife a pleasant one.
 - Byzantine
 - Ancient Egypt
 - Romanesque
 - Gothic
- These paintings show both the events of the earthly life of a king, as well as what he can be expected to encounter in the underworld.
 - Sarcophagus of Tutankhamen
 - Head of Alexander
 - Judgement of Paris
 - Rose Window
- This is a style of art where an image is created by assembling small pieces of colored glass, stones or other materials to create a unified image.
 - Kerch style
 - Fresco
 - Encaustic
 - Mosaic

PHYSICAL EDUCATION



OUTCOMES

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

- Know the basics of first aid.
- Simulate appropriate first aid techniques to specific injuries that may occur in any physical activity.



CHECK

Directions: This will let you know some of the common injuries that require basic knowledge in first aid. Rearrange the jumbled letters to form the word described.

- | | | |
|---------------|-------|--|
| SRISAPN | _____ | 1. This is due to the overstretching or tearing of ligaments. |
| SASRTIN | _____ | 2. This is due to the overstretching or tearing of muscles or tendons. |
| NEKE INJIREUS | _____ | 3. This refers to some possible damage to the knee which affects how it moves. |
| FTRCUARE | _____ | 4. This is also called “broken bones”. |
| DLIOAISICTONS | _____ | 5. This injury refers to a bone popping out of its socket. |



EXPLAIN

Read to Understand!

There are common injuries that can happen during sports and physical activities. In this lesson, we will learn about applying appropriate first aid techniques to some common injuries.

First Aid is the immediate and temporary care given to a person who has been injured or who has suddenly been taken ill. This also includes self-help and home care when professional medical assistance is either delayed or unavailable.

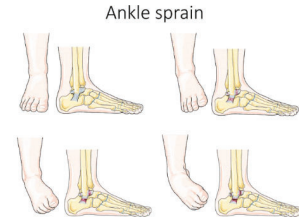
Sports Injury refers to injuries that occur when sports or exercise are engaged in.

Note that, as a first aider, it will be up to you to handle the situation, so you should remain calm, alert, and aware of not only the injury itself but also how you can help out someone who has suffered an injury.

Sprain is a stretch or tear of a ligament, which is the body's connective tissue that joins the ends of different bones with each other. Swelling and bruising are signs of these.

First Aid for Sprain

1. Remove any clothing or jewelry around the affected joint.
2. Apply cold compress at once.
3. Elevate the affected joint.
4. The victim's physician may recommend an over-the-counter anti-inflammatory medication, such as aspirin or ibuprofen, which would be appropriate for the victim's concern.



Heat Exhaustion is the body's emergency response to heat. It occurs when the body doesn't take in enough water to replace any fluids lost by sweating. This condition is characterized by fatigue, weakness, and collapse. Note: a sign of severe heat exhaustion is chills, as the body will pump as much blood away from its core to the extremities, in an effort to keep from overheating.



First Aid for Heat Exhaustion

1. Have the victim lie down with feet elevated.
2. Loosen all of the victim's clothing.
3. Keep the victim cool.
4. Give the victim cool water to drink. Also, spray some cool water and fan the victim.
5. If the victim starts having seizures, chills or loses consciousness, seek professional help IMMEDIATELY.



PRACTICE

Directions:

- Perform the first aid procedures for sprain and heat exhaustion.
- Make a video of yourself giving first aid to a simulated victim, who could be either a friend or family member.
- Make sure to follow the proper procedure on how to apply first aid for sprains and heat exhaustion.



EVALUATE

Directions: Read each statement carefully and encircle the letter that corresponds to your answer.

1. This is the immediate care given to a person who has been injured or who has suddenly been taken ill.
 - a. First aider
 - b. First aid
 - c. Ambulance
 - d. Clinic
2. It is caused by torn ligaments. Swelling and bruising are some signs and symptoms of this.
 - a. Sprain
 - b. Heat exhaustion
 - c. First aid
 - d. Dislocation
3. This is the body's emergency response to heat, characterized by fatigue, weakness, and collapse.
 - a. Sprain
 - b. Heat exhaustion
 - c. First aid
 - d. Dislocation
4. These are injuries that occur when engaging in sports or exercise.
 - a. Sports
 - b. Injuries
 - c. Sports injuries
 - d. Sports activity
5. In your opinion, what is the best characteristic of a first aider?
 - a. Smart
 - b. Calm
 - c. Patient
 - d. All of the above

HEALTH EDUCATION



OUTCOMES

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

- Identify ways to protect the environment.



CHECK

Jumble Letters!

Directions: Arrange the jumbled letters to reveal the correct answer.

- | | | | |
|----------------------|-------|----|---|
| YTINUMMOC THEALH | _____ | 1. | Refers to the particular status of a particular kind of human organization, as well as any actions that need to be undertaken to maintain or improve said status. |
| RONENVITNEM | _____ | 2. | This is the immediate surroundings in which people, plants, and animals move around in. |
| CYOTMIMNU | _____ | 3. | This is as a sociological group which lives in a large place, which has a common heritage. |
| ELANTVNIERMON THHLEA | _____ | 4. | This focuses on how different particular factors can affect the well-being of a person. |
| ALTHEH | _____ | 5. | This is the state of complete physical, mental, and social well-being, rather than merely the absence of infirmity or disease. |



EXPLAIN

PROTECTING THE ENVIRONMENT

Protecting the environment starts with personal responsibility and social consciousness. Personal environmental responsibility refers to the awareness of one's role in keeping a community and the environment healthy. Social consciousness refers to your awareness of what is currently happening around you and being able to critically reflect on how to respond to them.

Waste disposal is a big concern in today's life. Waste management refers to the actions that need to be done to manage waste. Below are some examples of how to protect the environment by using proper waste management.

- a. **Proper Waste Disposal** is the responsible removal and transfer of wastes. An example of proper waste disposal is waste segregation, which is when waste is divided up according to particular classifications.

There are plenty of reasons why waste segregation is important.

- Some wastes are biodegradable, which means that these decompose and return the environment naturally. Materials that do not decompose easily are non-biodegradable waste. Segregating waste into these two types increases the rate at which recycling can be done for non-biodegradable waste, as well as using biodegradable waste for such useful things as fertilizer.
- Waste segregation allows people to properly manage wastes. Some non-biodegradable waste can still be reused or recycled for other purposes.
- If waste is segregated, there is less cost to dispose of the non-biodegradable waste, as biodegradable waste can be used as fertilizer.
- Hazardous wastes come from hospitals and manufacturing facilities, such as factories. This kind of waste is poisonous or dangerous to humans, and if these mix in with other wastes, they will contaminate the environment.

- b. **Use of 5Rs** Instead of merely throwing away non-biodegradable waste, there are other things that you can do to properly manage this. These ways are represented by the acronym 5R, which stands for: **refuse, reduce, reuse, repurpose, and recycle**.

- Refuse means avoiding accumulating wastes. One example of this is using reusable containers to buy food, instead of buying food whose packaging will be thrown away once the food inside is cooked.
- Reduce means minimizing waste. One example of this is printing a document on both sides of a page, rather than on one side only.
- Reuse means using the same material for the same purpose. For example, soft drink companies buy back empty glass bottles to be used again instead of manufacturing new ones.
- Repurpose means turning what would otherwise be waste material into something that could be used for a purpose other than it was originally intended. One example would be using a one-liter plastic bottle as a flower pot.
- Recycling means processing waste material so that it could be converted into a product which can be used again. One example of this is recycling scrap metal, which can be melted down and then remade into fresh metal billets which can be used.

In addition, non-biodegradable waste can be composted. Composting is about using biodegradable materials as fertilizer for plants. Biodegradable materials provide nutrients when they decompose.



PRACTICE

Take Part!

Directions: Explain the role of oneself, the community, and the government where managing community health concerns and preserving the environment are concerned. Write your answers under the correct columns.

MY ROLE	THE ROLE OF THE COMMUNITY	THE ROLE OF THE GOVERNMENT



EVALUATE

Directions: Read the statements carefully and encircle the letter that corresponds the correct answer.

- What are the 5R's?
 - Refuse, Reduce, Resources, Recycle, Rot
 - Refuse, Role, Reuse, Recycle, Regulate
 - Refuse, Reduce, Reuse, Repurpose, Recycle
 - Refuse, Reduce, Reuse, Regulate, Rot
- This refers to the responsible removal and transfer of wastes.
 - Solid waste management
 - Proper waste disposal
 - Protecting the environment
 - Social consciousness
- This refers to the actions that need to be done to handle.

a. Land fill	c. Solid waste management
b. Proper disposal	d. Waste management
- This refers to the awareness of one's role in keeping a healthy community and environment.

a. Protecting the environment	c. Protecting the environment
b. Proper waste management	d. Personal environmental responsibility
- This means turning wastes into another material for another purpose.

a. Reduce	c. Repurpose
b. Rot	d. Reuse

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

- Recognize elements and characteristics of European music from various historical periods.
- Classify European music from various historical periods.



CHECK

Directions: Let's see if you can remember your past lesson in Music! Write the correct answer on the space provided.

BAROQUE MUSIC		CONCERTO GROSSO
CHORALE	CONCERTO	FUGUE

1. This kind of music is often portrayed as being luxurious and intensely ornamented.
2. A form of orchestral music during the Baroque period wherein the music played is essentially passed between a small group of solo instruments, called *concertino*, and the whole orchestra, called *tutti*.
3. A type of musical composition, started during the Baroque period, which are harmonized versions of hymnal tunes, sung in Protestant churches.
4. A form of orchestral music that employs a solo instrument accompanied by an orchestra.
5. A piece which usually written with three or four parts, whose main theme is called the subject.



EXPLAIN

Music of the Medieval Period

Medieval European music can be classified into two genres: sacred, or religious, music, and secular, or non-religious, music. Sacred music was written specifically for use in religious services while the secular music was composed for entertainment purposes.

1. **Sacred music: Gregorian chant**

Gregorian chant is a form of monophonic (melody only) religious music in Western Christianity that accompanied the celebration of mass and other ritual services. It is named after Pope Gregory I, who supposedly standardized this kind of music from the many different kinds of chants then prevalent in Europe.



2. **Secular music: Troubadour music**

The best known popular secular songs of the later part of the Medieval period were performed across Europe by poet musicians called "troubadours" (for men) and "trobairitz" (for women). Many of these poet musicians wandered throughout Europe, but several were also favored at the courts of nobles.



Music of the Renaissance Period

Characteristics of Renaissance music:

- Polyphonic, i.e. consisting of a melody and accompaniment.
- Melodies are blended together, rather than separated by sharply defined beats.
- Tone painting, which is when the words reflect the literal meaning of a song (such as the word “down” being sung at a lower note than the previous one), became popular.
- Melodies are easier to perform because these move along a scale with a few large leaps.



Characteristics of Baroque music:

- Melodies sound elaborate and ornamental.
- One mood was maintained throughout the entire piece.
- New music forms, such as fugue and binary, were used.
- Rhythms were energetic and melodies were long.
- The musical mode was replaced by the major / minor system.



PRACTICE

It's Tiktok Time!

Directions: Make Tiktok content using the music from the different historical periods (Medieval, Renaissance, and Baroque) as background music. The duration of your video must be no longer than 1 minute. You can also ask your family members and friends to join in on the video.

Criteria for Grading

Creativity	20 POINTS
Relevance to the topic	10 POINTS
Expression and Execution	10 POINTS
Interpretation of music	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Differentiate the music from Baroque and Renaissance periods based on their distinctive characteristics in the table below.

PERIOD/ERA	CHARACTERISTICS
Baroque Period	_____ _____ _____
Renaissance Period	_____ _____ _____

ARTS EDUCATION



OUTCOMES

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

- Recognize different kinds of iconic art from various art periods.



CHECK

Directions: How much you have learned from the previous discussion about paintings? Identify the type of the painting shown below. Write your answer on the space provided below.



1. _____



2. _____



3. _____



4. _____



5. _____



EXPLAIN

Western Classical Arts

The materials used in sculptures, both in the past and the present, vary according to region and locality. Most of the sculptures from the prehistoric period likely had some sort of mythological or religious significance, while the later sculptures tended to be more natural.

Venus of Willendorf

The statuette was carved from a kind of limestone which is not found in the place it was found in, which means that the limestone was brought in from another location. It is also possible that the carving, which was likely done with flint tools, was likewise done in a location different from where it was found. The figurine's excessively heavy breasts and abdomen show that the figure was apparently used as a fertility charm.



Bust of Nefertiti

- This realistically made sculpture features heavy lidded eyes, a slender neck, a determined chin, and a pure profile under a heavy crown.
- Nefertiti was a queen of Egypt and the wife of King Akhenaton, who attempted to change Egypt's traditional polytheistic religion to a monotheistic one, centered around the worship of the sun god, Aton.



The **Discobolus**, or “*discus thrower*” is an iconic artwork of classical antiquity. The original, bronze statue was sculpted by the Athenian Myron. The many bronze and marble copies made of statue showed how popular it was, and it still is, even today.



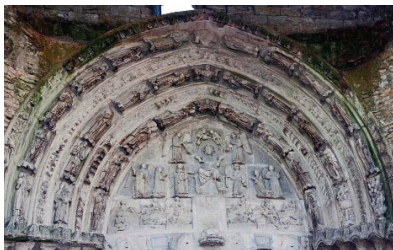
The **Sarcophagus of the Spouses** is a human-shaped and painted terracotta sarcophagus from the ancient Etruscan city of Caere (now Cerveteri, Italy). The sarcophagus was discovered during archaeological excavations in the Banditaccia necropolis during the nineteenth century and is now displayed in Rome.



This is the **Barberini Ivory**, which is made up of five ivory plates which are fitted together. It was made in Constantinople sometime during the first half of the sixth century.



Last Judgement This artwork features a mandorla, an almond-shaped frame which surrounds a particular figure, which is, in this case, Christ. Below Christ, the dead rise and line up to have their souls weighed. At the scales where the souls are to be weighed, Angels and demons fight to manipulate the scales either against or for the soul being weighed.





PRACTICE

Directions:

1. Draw your design on a sheet of paper, in the actual size of the bar of soap you will use. Use the first letter of your name as your subject and establish your design from one of the art periods in this lesson.
2. Transfer your design by tracing it out on the soap. You can do this in your own way, if you want.
3. Carve out your design.
Note: Be careful in doing this activity, since you will be using sharp tools.

Criteria for Grading

Creativity	20 POINTS
Relevance	15 POINTS
Neatness of the work	10 POINTS
Overall look of the artwork	5 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Choose two sculptures from different eras. Compare and contrast the two using the following indicators.

1. Name of sculpture		
2. Period and era when it was created		
3. How the sculpture uses elements of art (line, shape, color, texture).		
4. The sculpture's distinctive characteristics.		

PHYSICAL EDUCATION



OUTCOMES

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

- Identify the qualities of an officiating official.
- Demonstrate the basic hand signals used by officials in basketball.



CHECK

Directions: Read the statement and write your answer on the space provided below.

	First aid	Heat exhaustion
Strain	Sprain	Knee injury

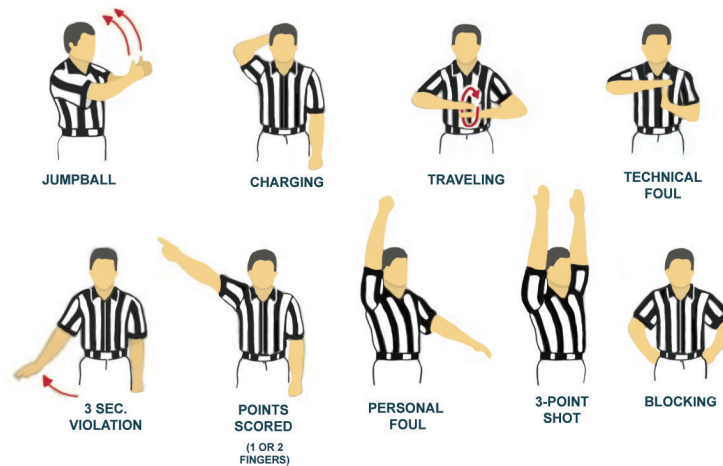
1. This is the immediate care given to someone who has been injured.
2. This is the result of overstretching or tearing of a ligament.
3. Any injury that interferes with how the knee joint moves could be a sports injury.
4. It is a response to heat caused by the inadequate intake of water.
5. This happens when a muscle is stretched to the point of tearing.



EXPLAIN

Read to Understand!

The role of an official is very crucial in a sporting event, as he enforces the rules and maintains order in a game. This makes a game one which the audience can enjoy.



Qualities of a Game Official

1. **PHYSICAL QUALITIES** refer to the physical attributes of a game official. He needs to have a high level of fitness to be able to perform his job. Soccer referees, for example, need to run up and down the length of a soccer field with the players as the game takes place.
2. **EMOTIONAL QUALITIES** refer to the emotional readiness of a game official to perform his or her role in the game. Emotional attributes that a game official should possess include confidence as well as compassion.
3. **MENTAL QUALITIES** refer to such qualities as knowing the rules, being able to handle pressure and being confident in one's own judgement. After all, a game official should be able to call out a fault he has seen, and then hold his ground, if necessary, if a player complains about the call he made.
4. **SOCIAL QUALITIES** refer to how a game official deals with others. The official must be able to communicate clearly with the players, other officials and the audience, as well as be consistent in the calls he makes.



PRACTICE

Directions: Demonstrate the basic hand signals used by officials in basketball. Follow the instructions below.

- Choose at least 5 basic hand signals used by officials in basketball.
- Take a picture of yourself demonstrating the hand signals you chose.
- Feel free to ask a member of your family to help you with this activity.
- Label each picture with correct name of the signal demonstrated.

Criteria for Grading

Appropriateness to the Theme	20 POINTS
Clarity of Expression	15 POINTS
Creativity	15 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read each statement and identify the letter that corresponds to your answer. Write the letter on the space provided.

a. Blocking	b. Social qualities	c. 3 seconds
d. Mental qualities	e. 24 seconds	

- _____ 1. This is the quality an official shows when he communicates with others.
- _____ 2. A violation by showing 3 fingers with an arm extended.
- _____ 3. This is the quality an official shows by showing that he knows the rules and penalties of the game.
- _____ 4. A violation of time by fingers touching the shoulders.
- _____ 5. A type of foul, signaled by the official placing his hands on his hips.

HEALTH EDUCATION



OUTCOMES

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

- Identify some environmental problems in the Philippines.



CHECK

Directions: Read the statement and write your answer on the space provided below.

REDUCE		REPURPOSE
REFUSE	REUSE	RECYCLE

1. Refers to using the same material for the same purpose.
2. Refers to minimizing waste products.
3. Refers to processing waste material so that it can be converted to a product which can be used again.
4. Refers to what to do to avoid waste accumulation.
5. Refers to using waste material for a purpose different from what the original material was used for.



EXPLAIN

Environmental Problems in the Philippines

Pollution is the introduction of harmful or poisonous materials into the environment. Pollutants are what the harmful or poisonous materials are called. Pollutants, such as volcanic ash, can be natural. These are also created by human activity, such as trash or the runoff produced by factories. Pollutants damage the quality of air, water, and land.

There are different types of pollution.

1. **Air pollution** – refers to pollutants being released into the air.
2. **Water pollution** – refers to pollutants which contaminate bodies of water, such as rivers, brooks, lakes, and seas.
3. **Noise pollution** – refers to excessive noise in the environment. This has harmful effects on humans (such as partial deafness) as well as on the animals in the area.
4. **Land pollution** – refers to the accumulation of solid and liquid waste that contaminate both the soil and groundwater.

Some Activities that Cause Pollution

Illegal mining is mining activity – which is designed to extract minerals from the ground – that is undertaken without the permission of the authorities of a state. Such permission is needed to ensure that environmental destruction from pollution is minimized.



Cyanide fishing is a method of fishing where cyanide, a poison, is used to kill marine animals, such as fish, which are then harvested.

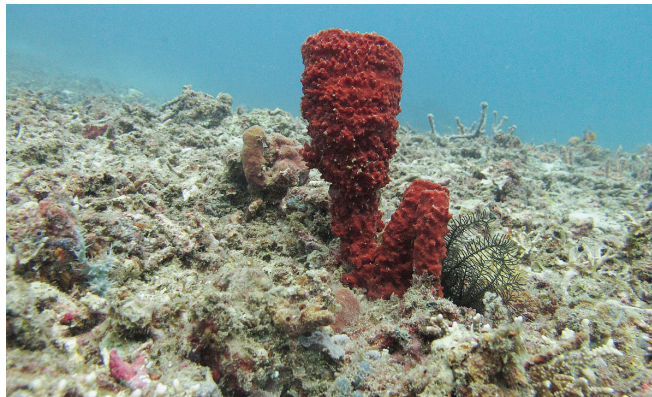


Dynamite fishing is a method of fishing where dynamite is thrown into the water, killing any fish nearby. The blast also destroys and kills coral and other underwater organisms, and is thus very destructive.

Deforestation refers to the decrease of areas which would naturally be forested, with those areas being used for such activities as agriculture, mining or urban development.



Coral reef degradation refers to the destruction and possible mass death of the world's coral reefs, which shelter marine life. This is caused by many factors, such as cyanide and dynamite fishing, climate change, water pollution, and careless tourism.





PRACTICE

Video Advocacy Campaign!

Directions: Make your own video, lasting 1 – 2 minutes, featuring an advocacy campaign on how you can help protect the natural environment. Your video should explain your responsibilities as a students to protect Mother Nature in your own little way.

Criteria for Grading

Message	30 POINTS
Delivery	10 POINTS
Creativity	10 POINTS
TOTAL	50 POINTS



EVALUATE

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

- _____ 1. This refers to the destruction and possible mass death of coral reefs.
- _____ 2. It is a very destructive method that damages the coral reefs, which shelter marine animals.
- _____ 3. This particular activity, intended to extract minerals from the ground, is undertaken without the permission of state authorities, thus potentially causing harm to the environment.
- _____ 4. It refers to excessive noise in the environment which could cause partial deafness in humans and in animals.
- _____ 5. This is the introduction of harmful or poisonous materials into the environment.

Lesson 04

MUSIC EDUCATION



OUTCOME

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

- Identify famous composers from various historical periods.



CHECK

Let us check if you can still remember your past lesson in Music!

Directions: Select the period where the type of music was developed. Encircle the letter of the correct answer.

1. Gregorian chant
 - a. Medieval
 - b. Renaissance
 - c. Baroque
2. Troubadour music
 - a. Medieval
 - b. Renaissance
 - c. Baroque
3. Mass
 - a. Medieval
 - b. Renaissance
 - c. Baroque
4. Fugue
 - a. Medieval
 - b. Renaissance
 - c. Baroque
5. Madrigal
 - a. Medieval
 - b. Renaissance
 - c. Baroque
6. Polyphonic
 - a. Medieval
 - b. Renaissance
 - c. Baroque



EXPLAIN

Famous Composers of the Medieval Period



Adam de la Halle was also known as Adam the Hunchback, even though he wasn't one. Most of his musical works include music-hall and poetic debates.

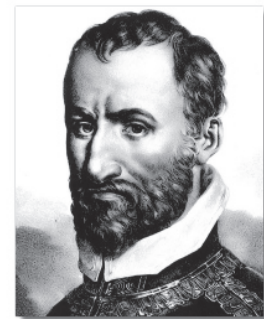
His works include:

- Jeu de Robin et de Marion (considered to be the earliest surviving non-religious French play with music)
- Le jeu Adan

COMPOSERS OF THE RENAISSANCE PERIOD

1. **Giovanni Pierluigi da Palestrina**

Giovanni Pierluigi da Palestrina is considered to be a master of music created for the Roman Catholic Church during the Renaissance. Not surprisingly, most of his compositions are sacred music.



2. **Thomas Morley**

Thomas Morley lived at the same time and in the same general area that Shakespeare did, and while he played the organ and sang music, it was only after Nicholas Yonge's *Musica Transalpina* – a collection of Italian madrigals with translated English text – was published that he began composing and publishing his own madrigals. Morley's madrigals are light and easy to sing, and he is known today as a foremost member of the English Madrigal School of music.



COMPOSERS OF THE BAROQUE PERIOD

1. **Johann Sebastian Bach**

J.S.Bach came from a family of musicians. He was taught to play the violin and the harpsichord by his father, who was the town musician in Eisenach. His works include:



- Fugues (one of which comprises the second part of his popular piece, *Tocatta and Fugue in D Minor, BWV 565*)
- Cantatas (such as *Cantata No. 21*)
- Concerto Grosso (such as *Brandenburg Concerto No. 5 in D Major, BWV 1050*)

2. **Antonio Vivaldi**

He was known as the Red Priest because of his red hair. He was an Italian Baroque composer, Catholic priest and a virtuoso violinist. His most famous piece is *The Four Seasons*.



3. **George Friedrich Handel**

Handel was remembered for his operas and oratorios and eventually became one of England's favorite composers. The *Messiah* is Handel's most famous creation, and the very well-known "Hallelujah" chorus is part of Handel's *Messiah*.





PRACTICE

Directions: Column A contains list of the famous composers from various historical periods and Column B contains their compositions. Match as which composition is related to the composers in Column A. Write the letter of your answer in the space provided below.

Column A

- _____ 1. Adam de la Halle
- _____ 2. Antonio Vivaldi
- _____ 3. Thomas Morley
- _____ 4. George Handel
- _____ 5. Johann Sebastian Bach

Column B

- a. The Messiah
- b. The Four Seasons
- c. Brandenburg Concerto No. 5 in D Major
- d. English Madrigal school
- e. Jeu de Robin et de Marion



EVALUATE

Directions: Identify the famous composers from various periods based on the given description. Write you answer from the space provided.

- _____ 1. *The Messiah*, which features the very well-known “Hallelujah” chorus, was his most famous creation.
- _____ 2. He published his own collections of madrigals and became an acknowledged member of his country’s school of madrigal music.
- _____ 3. He was known as the Red Priest because of his red hair.
- _____ 4. He was taught to play violin and harpsichord by his father, who was the town musician in Eisenach.
- _____ 5. He is considered to be a master of Roman Catholic Church music during the Renaissance period.

ARTS EDUCATION



OUTCOMES

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

- Recognize the influence of Western classical art traditions on Philippine art forms.
- Compare western classical art forms to Philippine art forms based on their characteristics and functions.



CHECK

Directions: How much you have learned from the previous discussion about iconic western classical arts from various periods? Identify the name of the arts from different periods. Write your answer on the space provided.



1. _____



2. _____



3. _____



4. _____



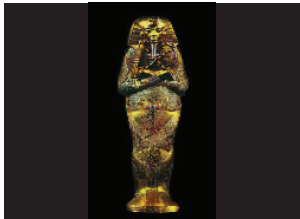
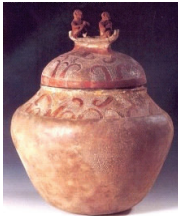
5. _____



EXPLAIN

Philippine Arts with Western Classical Influences

- Philippines arts reflect a diverse array of cultural influences and traditions. Arts and architecture were strongly influenced by Roman Catholic influences, particularly during the Spanish colonial period. This influence emphasized religious symbolism as a traditional subject.
- Philippine art forms also reflect the wide range of artistic influences on the country's culture on indigenous forms of art.
- In remote areas, tribal groups have maintained and preserved their traditional art forms, which are mainly used for such purposes as rituals to honor their deities so they could bring in a bountiful harvest.

Western Classical Art Form	Philippine Art Form
	
Tutankhamen's Inner Coffin	Manunggul Jar
	
Venus of Willendorf	Bul-ol
	
Notre Dame Cathedral, France	San Sebastian Church, Philippines



PRACTICE

Art Production!

Directions: If you were given a chance to design your dream house, how would you do it? Choose from the different influences from western classical architecture and use these as the inspiration for your dream house.

Explain the reason for choosing that style, or those styles. What are the distinctive characteristics of that architectural design that will be visible in your dream house? You may use digital art application on this activity.

Criteria for Grading

Quality of Work	20 POINTS
Visual Impact	15 POINTS
Punctuality	10 POINTS
Neatness	5 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Compare some famous Western artworks to some Philippine artworks based on their functions and characteristics. Complete the table below.

	Characteristics	Functions
Western Art Forms - Venus of Willendorf - Notre Dame Cathedral - Rose Window		
Philippine Art Forms - Bul-ol - San Sebastian Church - Pampanga's Capiz Lantern		

PHYSICAL EDUCATION



OUTCOMES

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

- Identify the basic hand signals used in volleyball.
- Demonstrate the hand signals used in volleyball.



CHECK

Directions: Identify the hand signals used in basketball which are demonstrated in the pictures below. Write your answer on the space provided.



1. _____



2. _____



3. _____



4. _____



5. _____



EXPLAIN

Officiating Volleyball

Volleyball officials that comprise the officiating crew are first referee, second referee, scorekeeper, assistant scorer, and line judges.



The **first referee** is in charge from the beginning until the end of the match. He has authority over all other members of the officiating crew. The first referee should talk to all the officiating crew members before the match starts, going over any questions the other officials might have about their responsibilities. The first referee also should talk with the second referee before the match starts about such issues as pre-match protocol, as well as anything else that will help the match run more smoothly.

The **second referee** interacts mainly with the scorekeeper and libero tracker. If the scorer and libero tracker have a problem or do not understand something, they will ask the second referee for help.

The **scorekeeper** makes sure the score is always correct. The scorekeeper uses a score sheet to keep track of the game.

The line judges watch the end line and sideline of their respective corners. They may use flags to make signals.



PRACTICE

Directions: Make a photo collage of the different hand signals used in volleyball. Your collage should have at least 10 pictures of an official showing the signals. You may use pictures from any references, such as the internet or magazines.

Criteria for Grading

Relevance	20 POINTS
Creativity	15 POINTS
Quality of Work	15 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Identify the name spelled out by the hand signals shown on the pictures below. Write your answer on the space provided.



1. _____



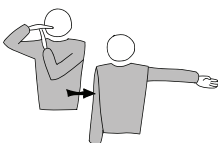
2. _____



3. _____



4. _____



5. _____

HEALTH EDUCATION



OUTCOME

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

- Identify community health action project implementation.



CHECK

Directions: Identify the types of pollution shown in the pictures below. Write your answer on the space provided.



1. _____



3. _____



2. _____



4. _____



EXPLAIN

Community Health Action Project Implementation

Part of social consciousness is about being aware of the policies and laws that protect the environment. It is the Department of Environment and Natural Resources that enforces the laws and spearheads the programs that aim to protect and preserve the environment.

Republic Act No. 9003, also known as **The Ecological Solid Waste Management Act of 2000**. This law requires local government units (barangays) to collect and segregate solid waste. This creates a mandate to classify wastes as biodegradable, compostable, and reusable.

Republic Act No. 8749, also known as **The Philippine Clean Air Act of 1999**. This law states that the government shall promote and protect the environment and protect people from air pollution. Any person, group, or company found guilty of being air polluters shall be fined.

Republic Act No. 9275, also known as **The Philippine Clean Water Act 2004**. This law regulates the water quality management of the bodies of water in the country. It enforces the standards and policies on water quality. It also penalizes a person, group, or company guilty of water pollution.

Republic Act No. 6969, also known as **Toxic Substances & Hazardous and Nuclear Waste Act of 1990**. This law establishes rules and regulations on the proper disposal and management of hazardous chemical wastes.

Republic Act No. 7942, also known as **The Philippine Mining Act of 1995**. This law regulates mining activities in the country. It promotes rational exploration of mineral resources with consideration for the effects of mining on the environment and on people living in the communities affected.

Republic Act No. 9175, also known as **The Chain Saw Act of 2002**. This act regulates the ownership, possession, sale, and importation of chain saws in the country, as chain saws are used in deforestation. Anyone caught in possession of this equipment and who is not authorized to use it shall be penalized.



PRACTICE

Directions: Look for **FIVE (5)** familiar terms from the pool of letters and write your answer on the space provided below.

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

1. _____

3. _____

5. _____

2. _____

4. _____



EVALUATE

Directions: Match the following project implementation in Column A with their corresponding definition in Column B. Write the letter of the correct answer before the number.

COLUMN A

- _____ 1. This act regulates the ownership, possession, sale, and importation of chain saws in the country.
- _____ 2. This law promotes rational exploration of mineral resources but with consideration for the environment and for people living in the communities affected.
- _____ 3. This law establishes rules and regulations on the proper disposal and management of hazardous chemical wastes.
- _____ 4. This law regulates the water quality management for bodies of water in the country. It enforces the standards and policies on water quality.
- _____ 5. This law requires local government units (barangays) to collect and segregate solid waste.

COLUMN B

- a. Ecological Solid Waste Management Act of 2000
- b. The Philippine Clean Air Act of 1999
- c. Toxic Substances and Hazardous and Nuclear Waste Act of 1990
- d. The Philippine Mining Act of 1995
- e. Chain Saw Act of 2002

UNIT 2

Lesson 01

MUSIC EDUCATION



OUTCOMES

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

- Identify music from the Classical period.
- Use classical music in making an advertisement.



CHECK

Let us check if you can still remember your past lesson in Music!

Directions: Classify the name of the composers from various periods in the box according to the historical era to which they belong. Write your answer on space provided.

Adam de la Halle

Giovanni Pierluigi da Palestrina

Thomas Morley

Johann Sebastian Bach

Antonio Vivaldi

George Friedrich Handel

MEDIEVAL

RENAISSANCE

BAROQUE



EXPLAIN

CLASSICAL PERIOD



- The Classical period falls between the Baroque and the Romantic periods.



- This style sought to mimic the ideals of classical antiquity, especially those of classical Greece. This style is considered “cleaner” despite being associated with court culture and the formality and hierarchy of the classical antiquity. It prefers brighter contrast and colors and favored simplicity instead of complexity. In this period, the size of orchestra also began to increase.
- The classical era, also called “Age of Reason”, is the period from 1750–1820. The aristocracy were the patrons of musicians and artists and was very influential to the culture and arts of the time. Significant changes in musical forms and styles were also made during this period.
- Classicism emerged in Europe in the middle of the 18th century brought about by the development of a new style in architecture, literature, and the arts. It was also pushed forward by changes in the economic order and in social structure as instrumental music was patronized primarily by the nobility.



PRACTICE

Activity: Commercial Break!

Directions: You will be assigned to advertise a product of your own choice using classical music as the background music. Your video should last not more than 1 minute.

Criteria for Grading

Originality (Own concept)	20 POINTS
Choice of Music (Should be music from Classical Period)	15 POINTS
Creativity Props and costumes are present	15 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Write an Acrostic Poem using the word CLASSICAL. Your poem should be based on your understanding about the music from the Classical period.

C	-	_____
L	-	_____
A	-	_____
S	-	_____
S	-	_____
I	-	_____
C	-	_____
A	-	_____
L	-	_____

ARTS EDUCATION



OUTCOMES

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

- Identify distinct characteristics of arts during the Renaissance and Baroque periods.
- Create an artwork that shows the characteristics of arts from Renaissance and Baroque periods.



CHECK

Directions: Identify the different examples of Philippine art which was influenced by Western Classical art from the box below. Write your answer on the space provided below.

Venus of Willendorf

Manungul Jar

Bul-ol

Sarcophagus of Tutankhamen

San Sebastian Church

Rose Window

Pampanga's Capiz Lantern

Notre Dame Cathedral

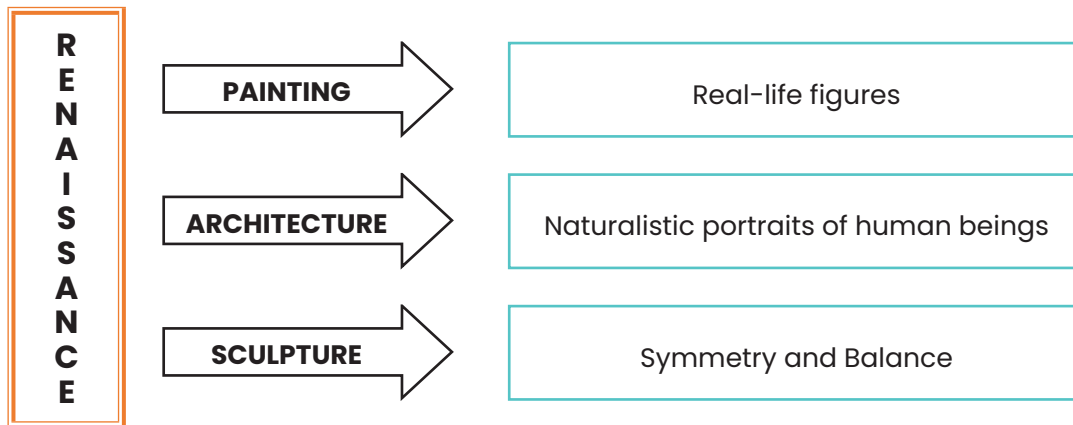
1. _____
2. _____
3. _____
4. _____
5. _____



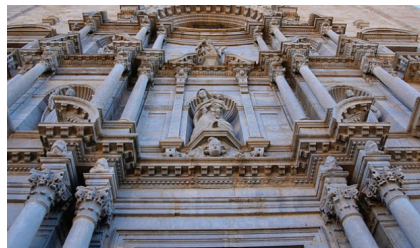
EXPLAIN

Renaissance Period

- Renaissance – a French word which means “rebirth”. It was the period of economic and scientific progress in Europe. The period is characterized with a revival of the study of ancient philosophy and artistic values. The Renaissance began in the late 14th century in Italy and gave birth to secular art exhibiting great artistic and intellectual achievement. The focus of artists in this period was on realistic and humanistic art. Renaissance art was characterized by adherence to human anatomy, natural science, and deeper landscape.



Baroque Period



- The term Baroque was derived from the Portuguese word “barocco” which means “irregularly shaped pearl or stone”. It depicts complexity and applies to painting, sculpture, as well as architecture. Baroque was a period of imaginative styles in overstated movement, dramatization, pressure, and greatness.
- The Roman Catholic Church profoundly encouraged the grandeur style to promote and spread Christianity as well as utilized ornate style for architecture and arts to impress, express triumph, power, and control over people.
- Sculptures during this period are typically larger than life size characterized by dynamic movement as well as an active use of space unlike sculptures from earlier periods. Architecture was designed to create spectacle and illusion. The straight lines common during the Renaissance are replaced with flowing curves.



PRACTICE

Art Production!

Directions:

- Look for a picture of yourself showing happy moments in your life. (e.g., vacation picture with your family, your birthday celebration, hanging out with your friends, etc.)
- Paint your picture in any canvass adding exaggerated emotions to it.
- Apply colors on your drawing giving emphasis on light and dark to your output.
- You may use digital art applications for this activity.

Criteria for Grading

Creativity	20 POINTS
All instructions were followed	20 POINTS
Neatness of the artwor	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Read the statement carefully and write **LOVE** if you think the statement refers to the characteristics of Renaissance arts and **ME** if it refers to the arts from Baroque period. Write your answer on the space provided.

- _____ 1. The focus is on realistic and humanistic art.
- _____ 2. Art from this period is characterized by adherence to human anatomy, natural science, and deeper landscape.
- _____ 3. The architecture of this period is designed to create spectacle and illusion.
- _____ 4. Baroque is a period of imaginative styles in overstated movement, dramatization, pressure, and greatness.
- _____ 5. Sculptures during this period are typically larger than life size characterized by dynamic movement as well as an active use of space.

PHYSICAL EDUCATION



OUTCOMES

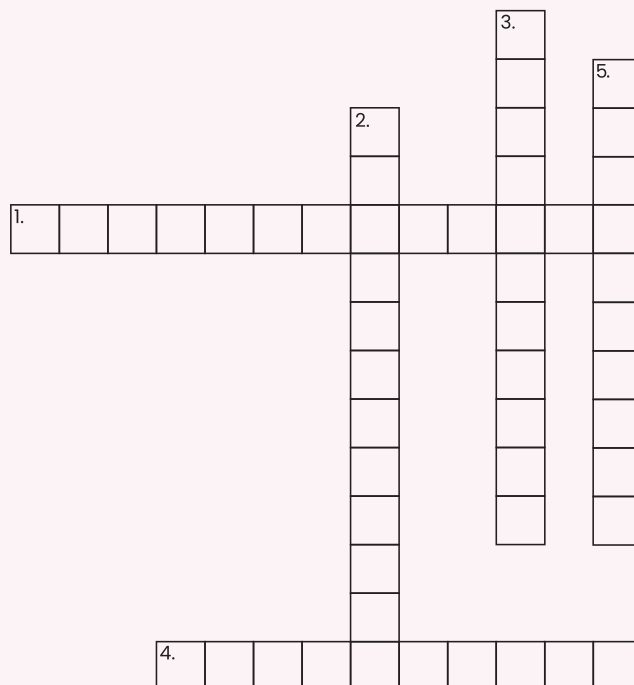
At the end of this module, you are expected to:

- Describe the nature and background of social dances.
- Explain the importance of social dances in fitness and wellness.



CHECK

Directions: Let us check if you can still remember your past lesson in PE regarding officiating officials in Volleyball. Answer the crossword puzzle.



Across:

1. Tracker of the score and the libero
4. A game usually of six players

Down:

2. Overall in-charge of the game
3. In-charge of the score
5. Uses flags to make signals



EXPLAIN

SOCIAL DANCE

is a recreational dance usually performed with a partner as part of community activity and for leisure. There are instances where a partner is not required but simply several people in a group. It is also intended to get to know other people in a social function.



Characteristics:

1. It is divided into two major classifications namely:
 - Latin American Dances
 - Modern Standard Dances.
2. It is communal dances performed in social gatherings in any given space.
3. It is freer in nature and are primarily intended to widen one's social horizon and for recreation and fitness.

Latin American Dance

- Participants wear formal, ankle-length gowns for females and coat-and-tie for males. Most of the time, movements in these are restricted to close ballroom position with partner.
- Cha-cha-cha – it is a Latin American Dance with small steps and swaying hips movement.

Modern Standard

- It is performed in competitions and are referred to as competitive ballroom dancing.
- In competitive dancing, the cha-cha-cha, rumba, samba, paso doble and jive belongs to the Latin category while slow waltz, tango, Viennese waltz, foxtrot, and quickstep belongs to the standard category.
- Waltz – a modern standard dance in triple time performed by a pair who turns rhythmically around as the progress around the dance floor.

LATIN AMERICAN DANCES	ORIGIN	MODERN STANDARD DANCES	ORIGIN
Cha-cha-cha	Cuba	Slow Waltz	Austria
Rumba	Cuba	Tango	Argentina
Swing	USA	Viennese Waltz	Vienna
Paso Doble	Spain	Foxtrot	USA
Salsa	Cuba	Quickstep	USA



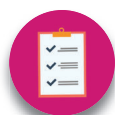
PRACTICE

Directions: Answer the following questions.

1. How can social dances help in enhancing your fitness and wellness?

2. How significant is intensity in a social dancing activity?

3. Aside from development of one's fitness, what other benefits can you get from social dances as a member of the community?



EVALUATE

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

- | | |
|-------------------------------|--|
| <hr/> <hr/> <hr/> <hr/> <hr/> | <ol style="list-style-type: none"> 1. It is also intended to get to know other people in a social function. 2. It is performed in competitions and are referred to as competitive ballroom dancing. 3. Most of the time, movements in these are restricted to close ballroom position with partner. 4. It is a Latin American Dance with small steps and swaying hips movement. 5. A modern standard dance in triple time performed by a pair who turns rhythmically around as the progress around the dance floor. |
|-------------------------------|--|

HEALTH EDUCATION



OUTCOMES

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

- Describe the drug scenario in the Philippines.
- Identify risk and protective factors of drug use.
- Value the importance of protective factors to one's life.



CHECK

Directions: Look for 3 familiar words in the pool of letters related to environmental problems and give a short explanation about it. Draw a line to mark the word you found. Write your answer on the space provided.

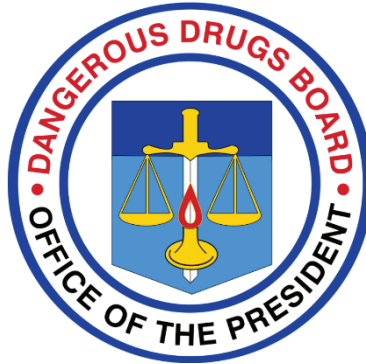
F	O	X	Z	W	R	Q	R	O	K	M	K	W	N	E
B	P	A	F	U	E	F	L	I	L	J	D	O	F	I
D	X	J	I	N	T	P	Q	E	A	W	I	U	Z	E
E	G	L	Z	Q	R	K	T	R	V	T	C	E	V	J
F	A	J	C	L	H	W	Y	K	U	P	R	L	N	P
O	H	B	H	A	C	T	S	L	O	I	T	P	R	J
R	L	I	T	I	M	V	L	A	Y	W	V	K	S	I
E	A	P	D	R	S	O	Z	X	L	C	J	E	Y	X
S	D	Z	O	K	P	D	B	Y	O	H	V	I	S	I
T	G	N	I	H	S	I	F	E	D	I	N	A	Y	C
A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

1. Explanation: _____
2. Explanation: _____
3. Explanation: _____



EXPLAIN

Drug Scenario in the Philippines



- According to the Dangerous Drugs Board (DDB), the government agency mandated to formulate policies on illegal drugs in the Philippines, there are 1.8 million current illegal drug users in the Philippines, and 4.8 million Filipinos report having used illegal drugs at least once in their lives. Majority of illegal drug users are adults (91%), males (87%), and have reached high school education (80%). More than two-thirds (67%) are employed. The most used illegal drug in the Philippines is methamphetamine which is locally called shabu." According to a 2012 United Nations report, the Philippines had the highest rate of methamphetamine abuse among countries in East Asia. About 2.2% of Filipinos between the ages 16–64 years were methamphetamines users.
- The illegal drug problem in the Philippines has primarily been viewed as an issue of law enforcement and criminality, and the government has focused on implementing a policy of criminalization and punishment. There are alternative views towards solving the problem if illegal drug use such as treating it as a medical and health problem which requires treatment and rehabilitation instead of prosecution and imprisonment.

(Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6634291/>)

Risk Factors

These are factors which place people in a more vulnerable position to harmful practices such as illegal drug use. Risk factors may be related to a person's behavior and attitude or to the environment and people surrounding him or her. The following are some examples of these risk factors.

- A person who lacks self-respect and self-worth may easily give in to negative peer pressure.
- A person who is unable to express himself or herself to other people may seek confidence using illegal drugs. This person may also experience stress, anger, and depression.
- A person who surrounds himself or herself with people who use illegal drugs may follow the harmful practice.
- A person who lives in a community with easy access to illegal drugs is more likely to try using it.

- A person who belongs to a family with an illegal drug user is more vulnerable to be influenced.
- A person who performs low in school may resort to illegal drug use. This person may feel frustrated when comparing himself or herself to others who perform better.

Protective Factors

Being in a situation with these risk factors does not mean that a person should submit to use of illegal drugs. There are many protective factors that will help in overcoming the risk factors and live a life away from illegal drugs.

- A person must develop self-respect and self-worth. This starts with knowing oneself better. This can be done by identifying one's own strengths, talents, and skills, and putting them to good use.
- A person must surround himself or herself with friends who value health and life.
- A person must develop resiliency if living in an adverse environment. Resiliency is the ability to stay strong even in difficult times.
- A person must set goals to achieve quality life. He or she must plan steps to achieve these goals.
- A person must keep healthy family relationships. The family is the most immediate source of help and guidance.
- A person must possess stress management skills. These refer to the skills of a person in handling difficult situations and being able to find ways to overcome them.



PRACTICE

Directions: Write a reflection on the things you have learned in this lesson and their relevance to you. Explain how you can apply what you have learned in your daily life.



EVALUATE

Directions: Classify the following factors if they are a **protective** or **risk factor**. Write your answer on the space provided.

Inconsistent family rules

Good self-control

Excellent social skills

Childhood problems

Strong family values

Feelings of isolation

Poor parenting

Sense of belonging

Poor implementation of community laws

Forming healthy friendship

Protective Factors	Risk Factors
• • • • •	• • • • •

Lesson 02

MUSIC EDUCATION



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

- Identify the characteristic elements of music from the Classical period.



Directions: Identify the term being described. Write the letter of the best answer on the space provided.

- _____ 1. What is the general texture of Classical music?
 - a. monophonic
 - b. homophonic
 - c. heterophonic
 - d. polyphonic

- _____ 2. Which period is called "The Age of Reason"?
 - a. Medieval
 - b. Baroque
 - c. Renaissance
 - d. Classical

- _____ 3. Which refers to a multi-movement work for solo instrument?
 - a. symphony
 - b. sonata
 - c. concerto
 - d. cantata

- _____ 4. Which term refers to serious opera?
 - a. recapitulation
 - b. exposition
 - c. opera buffa
 - d. opera seria

- _____ 5. What is most important form developed during Classical period and usually the form of the first movement of a sonata or symphony?
 - a. minuet
 - b. sonata allegro
 - c. rondo
 - d. symphony



EXPLAIN

Characteristics of the Classical Music



- Music from Classical period is less complex with lighter and clearer texture compared to Baroque music. It is mainly homophonic and its melody above chordal accompaniment uses gallant style as opposed to Baroque style.
- Classical music uses a variety of keys, melodies, rhythms, and dynamics, and frequent changes of mood as well as timbre. Melodies were shorter, with clear-cut phrases and clearly marked cadences.
- The ensemble expanded in size and reach. The harpsichord continuo dropped out of use, and the woodwind turned into an independent section. As a performance instrument, the harpsichord was supplanted by the piano.

Vocal and Instrumental Music

Sonata

- A multi-movement work for solo instrument, Sonata came from the word sonare which means “to make a sound”.
- It is also known as sonata-allegro form or first movement form. It is a large-scale musical structure used widely since the early classical period.
- It consists of 3 distinct sections:
 1. **Exposition** – the first part of a composition that introduces the theme.
 2. **Development** – is the middle part of the sonata-allegro form wherein themes are being developed.
 3. **Recapitulation** – it repeats the theme as they first emerge in the opening exposition.

Concerto

- Concerto is a multi-movement work designed for an instrumental soloist accompanied by an orchestra.

Symphony

- A multi-movement work for orchestra. The symphony is derived from the word sinfonia which literally means “a harmonious sounding together”.

Opera

- is a drama set to music where singers and musicians perform in a theatrical setting.
- The two distinct styles of opera
 1. **The Opera Seria** (serious opera) – usually implies heroic or tragic drama that employs mythological characters, which was inherited from the Baroque period.
 2. **The Opera Buffa** (comic opera) – typically employed spoken dialogues, lengthy arias and spiced with sight gags, naughty humor, and social satire.



PRACTICE

Directions: Listen to different compositions from the Classical period on YouTube and complete the following unfinished sentence.

Suggested listening resources:

- <https://www.youtube.com/watch?v=4Tr0otuiQuU>
- <https://www.youtube.com/watch?v=YuBeBjqKSGQ>

1. I learned that the primary benefit provided by Classical music is

2. The reason why I really appreciate instrumental music from Classical Period is

3. I love listening to the Classical music composition because



EVALUATE

Directions: Match the descriptions in Column A with its corresponding term in Column B. Write the correct letter on the space provided.

Column A

- _____ 1. It is the first part of a composition in a sonata form that introduces the theme.
- _____ 2. It repeats the theme as they first emerge in the opening exposition.
- _____ 3. It is a drama set to music where singers and musicians perform in a theatrical setting.
- _____ 4. A multi-movement work for orchestra.
- _____ 5. It is a multi-movement work designed for an instrumental soloist accompanied by an orchestra.

Column B

- a. Recapitulation
- b. Exposition
- c. Concerto
- d. Opera
- e. Symphony

ARTS EDUCATION



OUTCOMES

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

- Identify representative artists from Renaissance and Baroque periods.
- Create an artwork based on the characteristics of Renaissance and Baroque periods.



CHECK

Directions: Identify the period described in the first column. Write **R** if the characteristic mention is from the Renaissance period and **B** if it from the Baroque period.

Characteristics	Period
1. The period stirred enthusiasm for the study of ancient philosophy and artistic values.	
2. Sculptures are typically larger than life size and is marked by a similar sense of dynamic movement, along with an active use of space.	
3. Architecture was designed to create spectacle and illusion.	
4. The focus was on realistic and humanistic art.	
5. Sculpture shows naturalistic portraits of human beings.	



EXPLAIN

Renaissance Artists

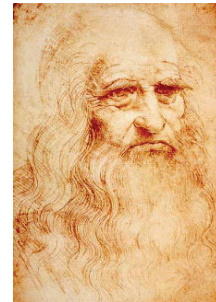
Michelangelo di Lodovico Buonarroti Simoni (1475–1564)

Michelangelo is considered as one of the greatest artists of all time and the greatest living artist in his lifetime. He was born in Italy and described as a sculptor, painter, architect, and a poet.



Leonardo di ser Piero Da Vinci (1452– 1519)

Leonardo Da Vinci is known as the ultimate “Renaissance Man” because of his intellect and expression of humanist and classical values. Da Vinci is known for his works such as the Mona Lisa, the paintings in the ceiling of the Sistine Chapel, and other great artworks of the Renaissance.



Raffaello Sanzio da Urbino (Raphael) (1483–1520)

Raphael as an Italian painter and architect of the High Renaissance period. With his unique draftsmanship and compositional skills, he became one of the iconic artists from Renaissance period.



Donato di Niccolo di Betto Bardi (Donatello) (1386– 1466)

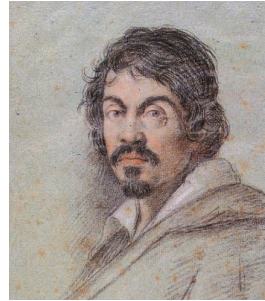
Donatello was an early Renaissance sculptor and one of the great Italian artist from Florence. Bas-relief, a form of shallow relief sculpture was his greatest contribution to Renaissance arts.



Baroque Artists

Michelangelo Merisi or Amerighi da Caravaggio (1571-1610)

He was better known as Caravaggio, an Italian artist who wanted to deviate from the classical masters of the Renaissance.



Gian Lorenzo Bernini (1598-1680)

Bernini was among the first Baroque artists from Italy. He was one of the dazzling universal geniuses who practiced architecture, sculpture, painting, stage design and also considered as a playwright.



Peter Paul Rubens (1577-1640)

Flemish Baroque painter and the greatest exponent of Baroque painting's dynamism, and vitality. He is best known for his religious and mythological compositions.



Rembrandt Harmenszoon van Rijn (1606-1669)

One of the most revered artists of all time. His greatest creative triumphs were seen in his portraits of his contemporaries, illustrations of biblical scenes and self-portraits as well as his innovative etchings and use of shadow and light. He followed no faith but was interested in spiritual values and often chooses religious subjects.





PRACTICE

Directions: Create your own self-portrait by applying what you learned from Renaissance and Baroque arts. You can use any materials and you may also use digital art applications.

Criteria for Grading

Creativity	20 POINTS
All instructions were followed	20 POINTS
Neatness of the artwork	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Identify the artist described by the sentence. Write your answer on the space provided.

- _____ 1. He is known for his work in bas-relief, a form of shallow relief sculpture.
- _____ 2. He followed no faith but was interested in spiritual values and often chooses religious subjects.
- _____ 3. He is known as the ultimate "Renaissance man" because of his intellect, interest, talent, and his expression of humanist and classical values.
- _____ 4. He was considered the greatest living artist in his lifetime, and ever since then he was considered as one of the greatest artists of all time.
- _____ 5. Flemish Baroque painter and the greatest exponent of Baroque painting's dynamism and vitality.

PHYSICAL EDUCATION



OUTCOME

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

- Explain the etiquette followed in social dance.



CHECK

Directions: Let us check if you can still remember your past lesson in PE. Complete the table below.

LATIN AMERICAN DANCES	ORIGIN	MODERN STANDARD DANCES	ORIGIN
1. _____	Cuba	Slow Waltz	5. _____
Rumba	Cuba	3. _____	Argentina
Swing	2. _____	Viennese Waltz	Vienna
Paso Doble	Spain	Foxtrot	USA
Salsa	Cuba	4. _____	USA



EXPLAIN

Dance Etiquette

Etiquette can vary in its specification and stringency between different styles of dance.

What to Wear – It is a good idea to follow the accepted costumes of a dance group. One of the ways you get accepted into a group is by the way you are dressed.

Personal Grooming – Dancing is an activity where two people come in close contact that is why it is important to follow proper grooming and personal hygiene.

Before a dance:

- Shower and use a deodorant.
- Brush teeth and use mouthwash or breath mint.
- Abstain from foods that produce strong odors.
- The odor of cigarettes on one's breath or clothing can be very unattractive.

During a dance:

- Check your grooming periodically.
- During active dance sessions, freshen up and towel off periodically in the bathroom.
- Gentlemen, you can carry an extra shirt with you to the dance in case you need a change.

Line of Dance – Dancing on a floor is done along a counterclockwise directions, known as the Line of Dance.

No-Fault Dancing – Never blame a partner for missed execution of figures.

Dance Floor Demeanor – Be personable, smile, and make eye contact with your partner. Try to project a warm and positive image on the dance floor, even if that is not your personal style.

Asking for a Dance – In the past it has been the tradition that men asked women to dance. But this custom has gradually changed. Today, women should feel equally comfortable asking a partner for a dance, even in a formal setting.



PRACTICE

Directions: Complete the graphic organizer by placing examples of dance etiquette to follow in social dance.

E T I Q U E T T E	→	
	→	
	→	
	→	
	→	
	→	



EVALUATE

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

- _____ 1. Today, women should feel equally comfortable asking a partner for a dance, even in a formal setting.
- _____ 2. Blame your partner for missed execution of figures.
- _____ 3. During active dance sessions, freshen up and towel off periodically in the bathroom.
- _____ 4. It is a good idea not to follow the accepted costumes of their dance group.
- _____ 5. Dance etiquette is the set of conventional rules which govern the social behavior of social dance by its participants.

HEALTH EDUCATION



OUTCOME

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

- Identify myths, misconceptions, signs and symptoms of possible substance use and abuse among adolescents.



CHECK

Directions: Write **PF** if the statement refers to a Protective Factor and **RF** if it refers to a Risk Factor.

- _____ 1. A person who performs low in school may resort to illegal drug use.
- _____ 2. A person who lives in a community with easy access to illegal drugs is more likely to try using them.
- _____ 3. A person who belongs to a family with an illegal drug user is more vulnerable to be influenced.
- _____ 4. A person must develop resiliency if living in an adverse environment.
- _____ 5. A person must surround himself or herself with friends who value health and life.



EXPLAIN

Drugs of Abuse

- The Dangerous Drugs Board listed three major drugs of abuse in the Philippines. These are methamphetamine hydrochloride or “shabu”, marijuana, and inhalants, better known as solvents.
- DRUG is defined as any chemical substance that affects bodily functions. It has no nutritional value. This means that a drug may either positively or negatively affect the body.

Six Classification of Drugs of Abuse

1. **Gateway Drugs** – Gateway drugs such as cigarettes and alcohol are legal drugs that a non-drug user might try which can lead him/her to more dangerous drugs such as marijuana and shabu.

2. **Depressants** – are psychoactive drugs that slow down the activity of the central nervous system (the brain and spinal cord), which reduces a person's alertness, and also slows down functions such as breathing and heart rate.
3. **Stimulants** – are a class of drugs that speed up the messages between the brain and the body. They can make a person feel more awake, alert, confident, or energetic.
4. **Narcotics** – are drugs which relieve pain and induce sleepiness.
5. **Hallucinogens** – are drugs which distort reality and sensory perception of the user.
6. **Inhalants** – are found in ordinary household chemical products and anesthetics.

Myths and Misconceptions	Facts about Drugs of Abuse
Drugs of abuse improve memory	Drugs of abuse shut down proper brain functioning. Certain drugs stimulate the brain but do not really help improve memory.
Drugs of abuse help in the digestion of food	It can damage stomach linings which can result to ulcers.
Drugs of abuse make a person bold and brave	The temporary courage brought about by taking drugs is a dangerous one as it makes a drug user lose normal judgment which is part of the person's normal inhibition.
Drugs of abuse remove life's problems and worries	The truth is drugs of abuse will only worsen the scenario and further add more problems some of which are even harder to solve.
Drugs of abuse heat up the body	Drugs dilate blood vessels in the skin enhances convection of heat from the body to the outside environment making you lose body heat faster.



PRACTICE

Directions: Make an acrostic poem about breaking the myths and misconception of drug use and abuse. Use the letters of the words **"SAY NO TO DRUGS"** as the first letter of each stanza.

S	_____
A	_____
Y	_____
N	_____
O	_____
T	_____
O	_____
D	_____
R	_____
U	_____
G	_____
S	_____



EVALUATE

Directions: Write **FACT** if the statement is correct and **BLUFF** if the statement is incorrect.

- _____ 1. Drugs of abuse heat up the body.
- _____ 2. Drugs of abuse do not improve memory.
- _____ 3. Drugs of abuse help in the digestion of food.
- _____ 4. Drugs of abuse place a user in a dangerous and life-threatening situation.
- _____ 5. Drugs of abuse worsen life's problems and worries.

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

- Identify famous composers from the Classical period.
- Explain the importance of music during Classical period.



CHECK

Directions: Identify the term being described. Write the letter of the correct answer on the space provided.

- _____ 1. Which period is called "The Age of Reason"?
- | | |
|----------------|--------------|
| a. Medieval | c. Baroque |
| b. Renaissance | d. Classical |
- _____ 2. Which usually implies a heroic or tragic drama that employs mythological characters, which was inherited from the Baroque period.
- | | |
|----------------|----------------|
| a. Concerto | c. Opera Seria |
| b. Opera Buffa | d. Minuet |
- _____ 3. What is the middle part of the sonata-allegro form wherein themes are being developed?
- | | |
|-------------------|----------------|
| a. Recapitulation | c. Opera |
| b. Exposition | d. Development |
- _____ 4. Which refers to a multi-movement work for orchestra which literally means "a harmonious sounding together"?
- | | |
|-------------|--------------------|
| a. Symphony | c. Concerto Grosso |
| b. Sonata | d. Exposition |
- _____ 5. Which refers to a multi-movement work designed for an instrumental soloist and orchestra?
- | | |
|----------------|-------------------|
| a. Development | c. Concerto |
| b. Opera | d. Recapitulation |



EXPLAIN

Composers from Classical Period

FRANZ JOSEPH HAYDN (1732–1809)



Franz Joseph Haydn is one of the most prominent composers of the Classical period. His life is described as a “rags-to-riches” story. He was named as the “Father of the Symphony” although he excelled in every music genre of the period. Most of his symphonies have nicknames such as the “Surprise Symphony”, “The Clock”, and “The Military”. His music reflects his character and personality; mainly calm, balanced, serious but with touches of humor.

WOLFGANG AMADEUS MOZART (1756–1791)



Wolfgang Amadeus Mozart is a child prodigy and considered as a genius par excellence in musical history. Unfortunately, due to mismanaged finances he lived his life in poverty, died young and was buried in an unknown grave. He composed wonderful concertos, symphonies and opera such as “The Marriage of Figaro” (1786), “Don Giovanni (1789), and “The Magic Flute” which became very popular.

LUDWIG VAN BEETHOVEN (1770–1827)



Ludwig Van Beethoven was born in Bonn, Germany to a family of musicians and studied music at an early age. His time as a composer sat between the late Classical era and the early Romantic era. His works include the “Missa Solemnis” (1818–1823) and opera “Fidelio” (1805). His known symphonies are: Symphony No. 3 (Eroica), No. 5, No. 6 (Pastoral), No. 9 (Choral), which adds voices to the orchestra. Despite slowly losing his hearing and becoming deaf by 1796, he continued composing through the help of an assistant and a hearing gadget. Some of his famous compositions were made when he was deaf.



PRACTICE

Film Viewing!

Directions: Watch one of the films listed below on YouTube and answer the reflection questions.

Immortal Beloved

Amadeus

Beethoven Lives Upstairs

Reflection questions:

What is the movie about?

Who is your favorite character in the movie? Why?

What part of the film did you like best? Why?

Analyze the use of the music in the film. Did it enhance the film's story?

What did you learn from the story?



EVALUATE

Directions: Complete the table below.

Music of the Classical Period		
Characteristics: 1. _____ 2. _____ 3. _____		
Composers of the Classical Period		
1. _____	2. _____	3. _____
Compositions: 1. _____ 2. _____ 3. _____	Compositions: 1. _____ 2. _____ 3. _____	Compositions: 1. _____ 2. _____ 3. _____

ARTS EDUCATION



OUTCOMES

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

- Identify the iconic artworks of the Renaissance and the Baroque periods.
- Explain the importance of iconic artwork from Renaissance and Baroque Periods.



CHECK

Let us check if you can still remember your past lesson in Arts!

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

- _____ 1. Michelangelo was an Italian sculptor, painter, architect, and poet. He was considered as one of the greatest artists of all time.
- _____ 2. Raffaello Sanzio da Urbino was popularized in present times through the novel and movie, "Da Vinci Code".
- _____ 3. One of the most famous artworks of Leonardo da Vinci is the "Mona Lisa".
- _____ 4. Donatello is known for his work in bas-relief, a form of shallow relief sculpture.
- _____ 5. Rembrandt Harmenszoon van Rijn followed no faith but was interested in spiritual values and often chooses religious subjects.



EXPLAIN

Iconic Artworks from Renaissance Period



"Pieta" by Michelangelo

- This exquisite work of art by Michelangelo features the body of Jesus placed on the lap of the Virgin Mary after the savior's crucifixion.
- The artist's interpretation of the sculpture is unique and the details are very life-like.
- This masterpiece is a magnificent work because it balances the ideal of the Renaissance Era with classical beauty evident in naturalism.



"Mona Lisa" by Leonardo da Vinci

- The piece features a portrait of a seated woman set against an imaginary landscape.
- Rendered similarly to Renaissance portrayals of the Virgin Mary, the piece features a female figure believed by most to be Lisa Gherardini, the wife of cloth and silk merchant Francesco del Giocondo. She is shown seated in a loggia, or a room with at least one open side.



"The School of Athens" by Raphael

- This is Raphael Sanzio's "School of Athens", commissioned by Pope Julius II to decorate the Stanza della Segnatura, which is a library in the present age.
- The center of the image, the gestures of Plato and Aristotle, seem to reveal what they are arguing about which is "ideas" versus "forms", according to a widely shared interpretation of their respective philosophical systems.



"David" by Donatello

- The David depicts the Biblical hero David sculpted from bronze. It was sculpted by Donatello around 1440s and was commissioned by Cosimo de' Medici, a wealthy merchant from the powerful Medici family in Florence.
- The sculpture is known for its representation of the nude and for the static balance of the composition.

Iconic Artworks from Baroque Period

	"Bacchus" by Caravaggio This was painted during Caravaggio's 1595 journey with his first patron, Cardinal del Monte, and represents Caravaggio's interpretation of naturalism.
	"Self-Portrait with Two Circles" by Rembrandt This is a mystic piece, painted in Rembrandt's later years of life and one of his many self-portraits.
	"The Garden of Love" by Peter Paul Rubens A symbol of love for his second wife, the young and beautiful Helena Fourment. The painting depicts a scene of flirtation in a utopian garden filled with Renaissance elements.
	"The Rokeby Venus" by Diego Velasquez It was strongly criticized by the Catholic Church. This painting is the only surviving piece by Velázquez that presents nudity.



PRACTICE

Directions: Answer the reflection question below.

Reflection question:

If you were to choose one iconic artwork from Renaissance and Baroque periods that you like the most, what would it be and why?



EVALUATE

Directions: Match the iconic artwork in Column A with its corresponding artist in Column B. Write the correct letter on the space provided.

Column A

- _____ 1. Monalisa
- _____ 2. Pieta
- _____ 3. The Garden of Love
- _____ 4. The School of Athens
- _____ 5. The Rokeby Venus

Column B

- a. Diego Velasquez
- b. Michelangelo
- c. Raphael
- d. Peter Paul Rubens
- e. Leonardo da Vinci

PHYSICAL EDUCATION



OUTCOMES

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

- Identify the basic steps of Cha-Cha.
- Perform the basic steps of Cha-Cha.
- Explain the fitness benefits in dancing Cha-Cha.



CHECK

Directions: Identify which dance etiquette is being described below. Write your answer on the space provided.

- | | |
|-------|--|
| _____ | 1. One of the ways you get accepted into a social dance group is by the way you are dressed. |
| _____ | 2. In the past, it has been the tradition that men asked women to dance. |
| _____ | 3. The dancing on a floor is done along a counterclockwise direction. |
| _____ | 4. Gentlemen, you can carry an extra shirt with you to the dance in case you need a change. |
| _____ | 5. Never blame a partner for missed execution of figures. |



EXPLAIN

Social Dance: CHA-CHA

The “Cha-Cha” is a Cuban dance that evolved from the Mambo in the mid-1950s. There are some speculations regarding the origin of the name. One suggests that the name could have been derived from the Spanish “Cha-Cha” meaning “nursemaid” or “char-char” meaning “to chew cocoa leaves”, from “char” meaning “tea”, or as an onomatopoeia of the sound of dancers’ shuffling feet. This dance is derived from two other dances, Mambo (Mambo is the name of the voodoo priestess) through its Latin music and Swing. It started in the United States in 1953 with new syncopated beat of “Danzon” music. This music sounds like slow Mambo, which was gradually changed to a triple step on the slow count. In 1959 “gaga over Cha-Cha” was the most popular dance of Americans.



Cha-Cha is played to the time signature of 4/4. Each basic step covers two bars, or eight beats of music. That means you through the 4-count twice for a basic step to return to your starting place. All the beats are slowly counted. The exemption is that the fourth beat of each other four counts is split into two parts to give it the distinctive 2, 3, 4, & 1 makes up the characteristic cha-cha-cha.

Suggested Video for Reference: <https://www.youtube.com/watch?v=PWLi22Cq8w&t=17s>

Elements of Cha-Cha

1. Walking step
2. Walking Forward and Backward
3. Side Step
4. Rock Step

The Basic Steps of Cha-Cha

1. Rock Step
2. New York
3. Spot Turn
4. Chasse
5. Alemana Turn



PRACTICE

Directions: Watch the suggested video and practice the basic steps of Cha-Cha by following the instructions shown. Take a video of yourself executing the 4 elements of Cha-Cha. You may ask a family member as your partner.

RUBRIC:

Indicators of Performance	O (5)	VS (4)	S (3)	NI (2)	P (1)
1. Performs the step patterns correctly with grace.					
2. Performs the step patterns correctly proper counting.					
3. Displays proper bodylines while doing the movements.					
4. Exhibits positive attitude while doing the activity.					

Indicators of Proficiency:

O (Outstanding) - Performs without any assistance from anybody yet with mastery.

VS (Very Satisfactory) - Performs without any assistance from anybody but with minimal errors.

S (Satisfactory) - Performs with little assistance from other people and with minimal errors.

NI (Needs Improvement) - Performs with some assistance from other people and with many errors.

P (Poor) - Shows no interest in coping up with the challenges in the activities given.



EVALUATE

Directions: Fitness is a personal pursuit that you can enhance not just in sports but also in dancing. Give at least 3 positive effects of Cha-Cha as a social dance to yourself, your family, and your community.

Self:

Family:

Community:

HEALTH EDUCATION



OUTCOMES

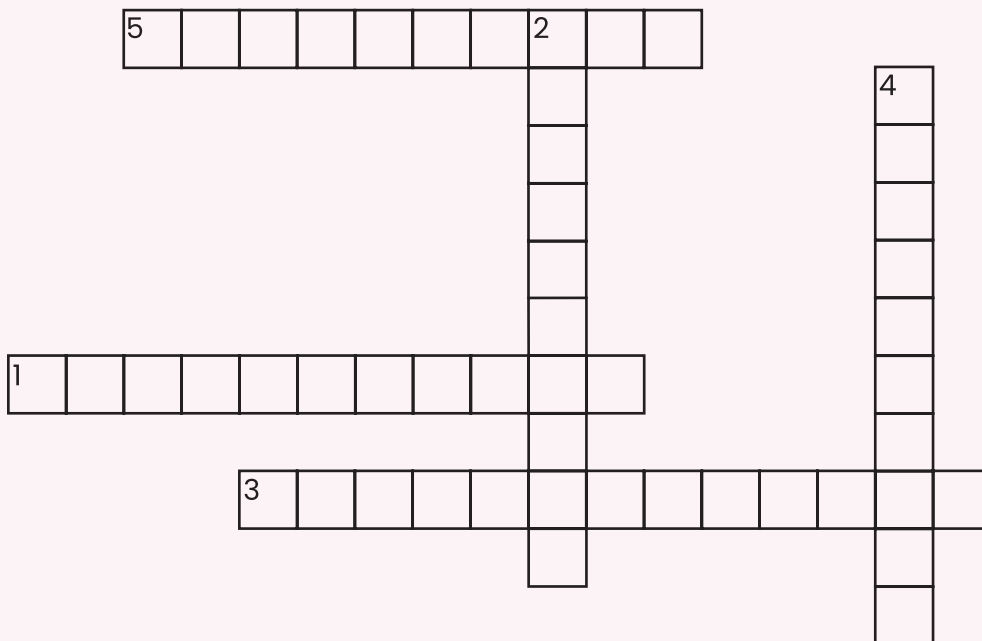
At the end of this module, you are expected to:

- Identify short term and long-term effects of illegal substance use and abuse.



CHECK

Directions: Answer the Crossword Puzzle.



Across:

1. slow down central nervous system
3. distorts reality and facts
5. speed up central nervous system

Down:

2. relieve pain and induce sleepiness
4. found in ordinary household chemical products



EXPLAIN

Each classification of drugs has different short term and long-term effects. Short-term effects last for a couple of days, hours, or even shorter periods while long term effects can be felt for weeks, months, and even for a lifetime. The following is an overview of the short-term and long-term effects of illegal substance use and abuse.

Classification of Drugs	Short-term Effects	Long-term Effects
Gateway Drugs	• Headache • Slurred speech • Overconfident • Stress • Weak physical performance	• Damage organs • Poor study and work performance • Pulmonary Disease • Chronic Obstructive • Hypertension
Depressants	• Low blood pressure • Depression • Slow brain function • Dizziness • Loss of balance	• Diabetes • Coma and death • Brain stroke • Chronic liver disease • Cancer
Stimulants	• Euphoria • Inability to sleep • Decreased appetite • Increased blood pressure • Alert body responses	• Paranoia • Heart attack • Brain stroke • Kidney damage • Coma and death
Narcotics	• Drowsiness • Nausea • Panic attacks • Weight loss • Vomiting	• Development of diseases like hepatitis, tetanus, and HIV-AIDS due to needle sharing • Overdose leading to coma and death
Hallucinogens	• Loss of appetite • Memory loss • Feeling of super strength • Poor body coordination • Aggressiveness	• Coma and death • Psychosis • Brain damage
Inhalants	• Foul breath • Hallucinations • Delusions • Slurred speech • Poor coordination	• Loss of hearing • Brain damage • Nerve damage • Bone marrow damage • Uncontrolled muscle spasms



PRACTICE

Dear Diary!

Directions: Write a letter to yourself reminding you about the dangerous short-term and long-term effects of drugs to oneself, family, school, community, and the nation.



EVALUATE

Directions: Choose a role from the following option and complete the task indicated.

"A Poem Writer" As a poem writer, here's your task: Write a poem about the effects of illegal drug use. The poem must have a minimum of 20 lines.	"A Composer" As a composer, here's your task: Compose an anti-drug campaign song. The song must have at least three stanzas.
"A Journalist" As a journalist, here's your task: Write an article about illegal substance abuse. All information must be fact-based and always cite your references. Your article must contain at least 500 words.	"An Artist" As an artist, here's your task: Make a poster about the effects of drugs in a developing teenage body and illustrate how resistance skills can combat risk factors.

Lesson 04

MUSIC EDUCATION



OUTCOMES

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

- Explain the relationship between Music and Arts during Classical period.
- Value the importance of music in everyday life.



CHECK

Directions: Read the questions carefully. Encircle the letter that corresponds to the correct answer.

1. Which composer is known for the "Missa Solemnis" (1818-1823) and opera "Fidelio" (1805)?
a. Antonio Vivaldi
b. Franz Joseph Haydn
c. Ludwig Van Beethoven
d. Wolfgang Amadeus Mozart
2. Which musician is already capable of playing multiple instruments at a young age and can already compose excellent music at seven years old?
a. Antonio Vivaldi
b. Franz Joseph Haydn
c. Ludwig Van Beethoven
d. Wolfgang Amadeus Mozart
3. Which era is also called "Age of Reason" from 1750-1820?
a. Classical Era
b. Medieval Era
c. Renaissance Era
d. Baroque Era
4. Which composer came from a poor family and through his music rose in social status?
a. Franz Joseph Haydn
b. Ludwig Van Beethoven
c. George Friedrich Handel
d. Wolfgang Amadeus Mozart
5. Which of the following composed wonderful concertos, symphonies and opera such as "The Marriage of Figaro" (1786), "Don Giovanni" (1789), and "The Magic Flute"?
a. Franz Joseph Haydn
b. Ludwig Van Beethoven
c. George Friedrich Handel
d. Wolfgang Amadeus Mozart



EXPLAIN

The Classical Age in Music and the Arts



- Baroque arts slowly faded into the more intimate, colorful, and pastoral Rococo period during middle of 18th century. All the art forms in Classical age emphasized the artificial disguised as natural, particularly in painting and music. Following the Classical Age, the Age of Enlightenment emerged as a new philosophy in Germany, England, and France.
- The history of classical music is tied to the reexamination of the Classical period in all art forms.



- Harmony, balance, order, and structure is preeminent in the music of the Classical period as heard from the compositions of Haydn, Mozart, and Beethoven.
- Most composers during the Classical age gave much importance to architectural thinking in their composition. Compositions are completed with many starts and stops but these structures all join together in a beautiful ensemble.



PRACTICE

Directions: Answer the following questions below.

1. What is the importance of Classical Music in the present time? Do you still hear it in some places, TV shows, or social media? Explain.

2. What will happen if there is no music existing in our everyday life?



EVALUATE

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

- _____ 1. All the art forms in the Classical Age, particularly those in painting and music, emphasize the artificial disguised as the natural.
- _____ 2. Classical style of music is always conceived as an architectural entity.
- _____ 3. The history of classical music is tied to the reexamination of the Classical period in all art forms.
- _____ 4. Architectural thinking became the greatest concern of most composers during the Classical Age.
- _____ 5. Niccolo Paganini, Robert Schumann, and Franz Liszt were composers from the classical period.

ARTS EDUCATION



OUTCOMES

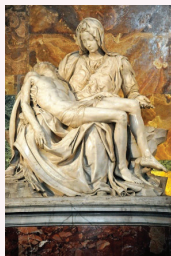
At the end of this module, you are expected to:

- Identify influences of the Renaissance and Baroque periods on the Philippine art form.
- Differentiate art form from Renaissance and Baroque periods to Philippine art.

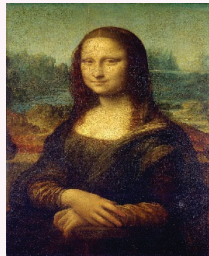


CHECK

Directions: Identify the name of the artist and the iconic artwork during Renaissance and Baroque periods. Write your answer on the space provided.



1. _____



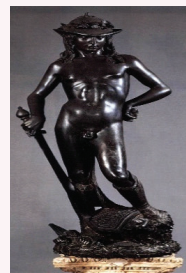
2. _____



3. _____



4. _____



5. _____



EXPLAIN

Renaissance and Baroque Arts in the Philippines



- The Philippines has diverse art forms influenced by its native art as well as foreign philosophies. Western influences can be seen in Philippine arts such as painting, dancing, weaving, sculpting, and pottery. In the 16th century, the Baroque style brought by the Spanish and Portuguese to the Philippines where it became the prominent style of construction for large and small churches.
- Large baroque churches often have a wide facade stretching between the church towers. Paintings of religious figures are commonly used by the Spaniards to spread Catholicism in the Philippines as seen in the paintings in church walls.
- Nipa huts made from materials in the environment are among the best example of pre-colonial architecture in the Philippines. Although, large-scale construction is present in the Philippines even before the arrival of the Spaniards. This is observed in the traces of a pre-colonial city in Manila which was dismantled by the Spaniards after their successful conquest and rebuilt as Intramuros. The Spaniards brought their architectural style as they rebuilt the walled city as seen in the San Agustin Church which is patterned after magnificent temples built by the Augustinians in Mexico.



- During three hundred years of Spanish colonization, the Philippine architecture was dominated by Spanish influences. The churches built by the Spaniards in the Philippines show symmetry and splendor symbolizing the majesty of the Spanish Golden era.



PRACTICE

Directions: Compare the two structures using the elements of arts. In which period can you classify the two structures based on their architectural form? Explain your answer.



facade of Intramuros Philippines



Church of Gesu, Rome



1. Who brought the Baroque style of arts in the Philippines?
 - a. Americans and British
 - b. Chinese and Japanese
 - c. Greek and Romans
 - d. Spanish and Portuguese
2. What is the purpose of paintings inside the churches built by the Spaniards?
 - a. decoration and ornamentation of Churches
 - b. religious propaganda to spread Catholicism
 - c. symbol and reminder of constant Catholic faith
 - d. showcases the artistry of Spanish artist
3. Which of the following is an example of a structure built in Manila by the Spaniards inspired by temples that have built in Mexico?
 - a. Intramuros
 - b. Church of Gesu
 - c. San Agustin Church
 - d. Manila City Hall
4. What material is used for constructing the Nipa hut which an example of pre-colonial architecture of the Philippines?
 - a. brick materials
 - b. natural materials
 - c. wood materials
 - d. concrete materials
5. What is symbolized by the Church and monastery built during the Spanish Golden era?
 - a. majesty and equilibrium
 - b. nationalism
 - c. exaggerated motion and grandeur
 - d. catholic teachings

PHYSICAL EDUCATION



OUTCOMES

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

- Identify the basic steps of Waltz.
- Perform the basic steps of Waltz.



CHECK

Directions: Enumerate the elements and basic steps of Cha-cha. Write your answer on the space provided.

Elements of Cha-Cha

- 1.
- 2.
- 3.
- 4.

The Basics Steps of Cha-Cha

- 1.
- 2.
- 3.
- 4.
- 5.



EXPLAIN

Social Dance: Waltz

The **waltz** is an elegant social dance performed in many social occasions such as a wedding or a ball. It is considered as one of the oldest ballroom dances, with its origin tracing back to the German "Lander" folk dance which was believed to later develop into the waltz in the 18th century. The name "Waltz" came from the dance named "Walzer" which originated from the Latin word "volvere", meaning rotating motion.

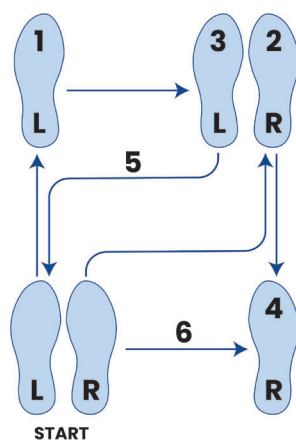


The introduction of the waltz in the early 19th century was met with controversy and indignation as the dance used a modified closed position, with the man's hand wrapped around the lady's waist. During those times, such intimate physical contact in social settings is frowned upon, causing outrage to people of the time.

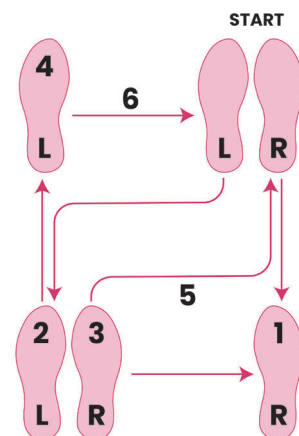
Basic Steps

- The box step is the basic step used for waltz. It is named as such after the box or square pattern it creates on the floor.
- A box step contains two parts – a forward half box and a backward half box. Each half box has three steps – a step forward or backward, a step to the side, and a step to close the feet together.
- The leader starts with the left foot and executes a forward half box, followed by a backward half box. The follower performs the opposite – starting with the right foot and a backward half box, followed by a forward half box.
- The basic box step pattern uses three counts – slow, quick, quick, which is repeated twice to create the box step. Timing is 1, 2, 3, 1, 2, 3 or 1, 2, 3, 4, 5, 6.

Man's Step:



Lady's Step:





PRACTICE

Directions: Watch the instructional video on YouTube and practice the basic steps of Waltz. You may ask a family member to be your partner. Record your performance and send the video to your teacher.

Suggested video:

<http://www.youtube.com/watch?v=PWLi22Cq8w&t=17s>

RUBRIC:

Indicators of Performance	O (5)	VS (4)	S (3)	NI (2)	P (1)
1. Performs the step patterns correctly with grace.					
2. Performs the step patterns correctly proper counting.					
3. Displays proper bodylines while doing the movements.					
4. Exhibits positive attitude while doing the activity.					

Indicators of Proficiency:

O (Outstanding) - Performs without any assistance from anybody yet with mastery.

VS (Very Satisfactory) - Performs without any assistance from anybody but with minimal errors.

S (Satisfactory) - Performs with little assistance from other people and with minimal errors.

NI (Needs Improvement) - Performs with some assistance from other people and with many errors.

P (Poor) - Shows no interest in coping up with the challenges in the activities given.



EVALUATE

Directions: Read the statement carefully and draw  if the statement is correct and  if it is incorrect.

- _____ 1. A box step can be divided into four parts.
- _____ 2. The basic step for waltz is a walking step.
- _____ 3. The leader starts with the left foot and executes a forward half box, followed by a backward half box.
- _____ 4. Waltz is an dance performed in many social occasions such weddings.
- _____ 5. The American "Lander", a folk dance, is supposed to be the forerunner of the Waltz.

HEALTH EDUCATION



OUTCOMES

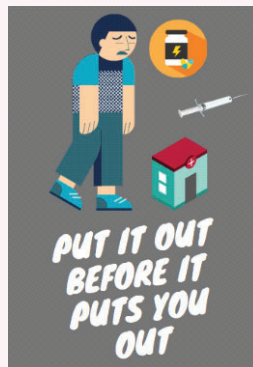
At the end of this module, you are expected to:

- identify ways to prevention and control of substance use and abuse.
- List different activities which can help to avoid getting into drugs.



CHECK

Directions: The teenage years is a critical period marked with high risk of drug and alcohol experimentation. Write a short explanation about the slogan below about preventing substance use and abuse.





EXPLAIN

Prevention and Control of Substance Use and Abuse



Awareness of the effects of substance or drug abuse is important not just for adolescents but also for the family and community. When adolescents view substances or drugs as harmful, they tend to avoid potential illegal drug use. Therefore, education and outreach are key in helping people understand the possible health risks posed by illegal drug use. Teachers, parents, and health care providers have crucial roles in educating young people in preventing illegal substance and drug use. Prevention measurements must help the person do the following:

1. Avoid risk factors that lead to illegal drug use.
2. Help spread awareness of the horrendous effects of illegal drug use.
3. Be a productive member of the family, school, and community.

Drug Abuse Treatment and Rehabilitation

1. **Voluntary** – The drug dependent or patient decides on his/her own to be examined and is willingly admitted in a rehabilitation center.
2. **Voluntary through representations** – The drug dependent or patient is willingly admitted to a rehabilitation center for treatment but wants to be accompanied by a trusted adult member of the family, relative, or legal guardian.
3. **Compulsory confinement** – The drug dependent or patient is in a life-threatening situation or is a threat to his/her family, thus needs to be confined.

Decision-Making and Resistance Skills

Decision-making and problem-solving are important skills in your life. Wherever you are and whatever you are doing, you are faced with decisions to make and problems to solve. It is important to remember that no technique is best for all individuals and applicable for all situations. There is no substitute for good judgment and clear thinking. All decision-making involves sound individual judgment to assist and guide you.



PRACTICE

Directions: List different activities which can help you avoid getting into drugs. List what health dimensions it develops or enhances.

ACTIVITIES	HEALTH DIMENSIONS
1.	
2.	
3.	
4.	
5.	



EVALUATE

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

- _____ 1. Education and outreach are key in helping people understand the possible risks use of illegal drugs.
- _____ 2. Teachers, parents, and health care providers have crucial roles in educating young people and preventing illegal substance or drug use and abuse.
- _____ 3. Physical exercise helps body circulation and does not remove the toxins inside the body.
- _____ 4. Being active in meaningful activities builds self-confidence and character.
- _____ 5. Compulsory confinement is when the drug dependent or patient is willingly admitted to a rehabilitation center for treatment but wants to be accompanied by a trusted adult member of the family, relative, or legal guardian.

UNIT 3

Lesson 01

MUSIC EDUCATION



OUTCOMES

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

- Identify key features of the music of the Romantic period.
- Express appreciation of the music of the Romantic Period.



CHECK

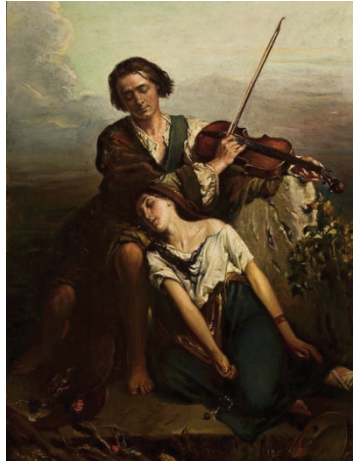
Directions: Write **TRUE** if the statement is correct and **FALSE** if it is incorrect. Write your answer on the space provided.

- _____ 1. The history of classical music is tied to this reexamination of the Classical period in all art forms.
- _____ 2. All the art forms in the Classical age emphasized artificial disguised as natural particularly in painting and music.
- _____ 3. Baroque arts slowly faded into more intimate, colorful, and pastoral Rococo period during the middle of 18th century.
- _____ 4. The Classical style of music is always conceived as an architectural entity.
- _____ 5. Compositions during the Classical Age have many starts and stops, but all fit together in a beautiful ensemble.



EXPLAIN

Music of the Romantic Period



- Romantic music placed emphasis on emotion and imagination and is seen throughout history by some musicians, composers, and researchers as a cultural movement pushing for individualism and freedom of expression.
- Nationalism is one of the main features of the music in this period and it can observe from famous compositions during this era. An example of which is The Polonaise composed by Frederic Chopin. It is a dance composition for Piano in Poland which is known until today.



- Ludwig Van Beethoven, one of the greatest composers during the Classical period is known for his compositions which bridged the music from the Classical era to the Romantic era.
- The culture of music education grew more extensively in Europe during the Romantic period. Orchestra grew in number and composers explored new instrumentation inspired by emotions in addition to a musical theme.
- Romantic music borrowed elements from the Classical era but made compositions longer and grander with the use of more instruments.



PRACTICE

Directions: Listen to a musical composition from the Romantic period. Afterward, record yourself completing the following statements:

1. My understanding about the music of the Romantic period is that...

2. I realized that most compositions from Romantic period are...

3. The reason why I really appreciate the music during Romantic period is because...

4. If I were to compare music from Romantic period to the music of our generation is that...

RUBRICS

CATEGORY	BEGINNERS 5	ELITE 10	EXPERT 20
CONTENT	Did not follow the instruction so that the idea of the output is very far from the topic.	Followed the instructions but some idea did not connect on the topic.	All of the idea and content are topic related and all the instructions are carefully followed.
CREATIVITY	Work is not unique, detailed, or interesting, and shows no original ideas or risk taken.	Work is generally unique, detailed, and interesting, explores some different options and take some creative risk.	Work is generally unique, detailed, and interesting, explores several different options and take some creative risk.
TIME MANAGEMENT	Did not finish the expected output.	Finished the output but exceed to the time limit.	Finished the output on time.
ORIGINALITY/UNIQUENESS	The output was done but the derivative of the sample or other student's work.	The output was perfectly done but with some sample from other student.	The output was done and unique/originally made.



EVALUATE

Directions: Write **FACT** if the statement refers to music from the Romantic period and write **BLUFF** if it is not related to music from the Romantic period. Write your answer on the space provided.

- _____ 1. Romantic music borrowed elements from the Classical era but made compositions longer and grander with the use of more instruments.
- _____ 2. The culture of music education grew more extensively in Europe during the Romantic period.
- _____ 3. One of the main features of this period is individualism.
- _____ 4. Many compositions during Romantic period were inspired by emotions in addition to a musical theme.
- _____ 5. The mazurka composed by Frederic Chopin is one of which known pieces during this period.

ARTS EDUCATION



OUTCOMES

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

- Identify distinct characteristics of arts during Neoclassic and Romantic periods.
- Draw an artwork inspired by Neoclassicism and Romanticism.



CHECK

Directions: Name 5 iconic Philippine artworks with influences from the Renaissance and Baroque period. Write your answer on the space provided.

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



EXPLAIN

Arts of the Neo-Classic and Romantic Periods

Neoclassicism began in the 18th century as movement embracing the beauty and culture of classical antiquity which strongly opposed the Rococo style. Romanticism, on the other hand, began in the late 18th century with a different artistic approach which embraces emotions and individualism.

Neoclassicism

It came from the Greek word *neos* which means “new” and from the Latin word *classicus* means “first class”. It is known as a Western movement in decorative and visual arts. The architecture, literature, theater, and music of these period are heavily influences by Classical art and culture of Ancient Greece and Rome. The art style was brought by the renewed interest in Greek and Roman classics which emphasizes symmetry and simplicity. The age of Neoclassicism occurred alongside the 18th century Age of Reason or Age of Enlightenment. Art forms during this period such as painting, sculpture, and architecture portrayed Roman history which exalted the Roman heroes.



Characteristics:

- Portrayal of Roman history
- Formal composition
- The use of diagonals to show the peak of an emotion or moment (versus a regular moment)
- Local color
- Overall lighting
- Classic geo-structure

Romanticism

It was a movement that emphasized emotions and channeled sentimentality, both subtle and stormy, and embraced distinctive themes, such as a longing for history, supernatural elements, social injustices, and nature as well. Landscape painting became more popular due to the peoples' romantic adoration of nature. Romanticism was a reaction to the rational and contemplative nature of Neoclassical pieces.



Characteristics:

- Shows the height of action
- Emotional extremes
- Celebrated nature as out of control
- Dramatic compositions
- Heightened sensation of life and death moments



PRACTICE

Directions: Draw or paint an artwork inspired by characteristics of Neoclassicism or Romanticism. Choose from the given themes below. Give a title and a short description of your output.

Theme:

- Peace
- Saving the Earth
- Gender Equality

Criteria for Grading

Quality of Work	20 POINTS
Visual Impact	15 POINTS
Punctuality	10 POINTS
Neatness	5 POINTS
Total	50 POINTS



EVALUATE

Directions: Write **N** if the given characteristic refers to Neoclassicism and **R** for Romanticism. Write your answer on the space provided.

- _____ 1. The use of diagonals to show the peak of an emotion or moment.
- _____ 2. Celebrated nature as out of control.
- _____ 3. Shows the height of action.
- _____ 4. Portrayal of Roman history.
- _____ 5. Heightened sensation of life and death moments.

PHYSICAL EDUCATION



OUTCOMES

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

- Explain the nature and background of festival dances.
- Value the benefits of festival dances in improving fitness and wellness.



CHECK

Directions: Let us check what you have learned from the previous lessons by answering the following questions.

1. Briefly explain the value of Waltz as a social dancing activity.

2. What benefits can you gain as you engage yourself with social dance during social gatherings?

3. How are social dances different with other genres of dance?



EXPLAIN

Nature and Background of Festival Dance



Festival dances are cultural dances performed to the beats of percussion instruments such as done by people from a community to honor a Patron Saint or to give thanks for a bountiful harvest. Festival dances may be religious or secular in nature. Festival dances are inspired by the people's culture as it portrays community life through movements and the costumes and other materials reflect the dance's place of origin.



Filipinos participate in festivals primarily to celebrate. We celebrate our unity as Filipinos amidst the differences in our beliefs and way of life and we celebrate our industry bringing about a bountiful harvest. Festivals have been a consistent in attracting people to visit a place leading to upliftment of a community's economy due to its tourism and entertainment value. Festivals are a form of entertainment that attract foreign and domestic tourists to visit a place contributing to the elevation of the Filipino's quality of life.

Whatever festival we celebrate, whether it is to honor a religious icon or celebrate our industry, festival dances reflect the unity of the Filipino community that despite the economic, social, environmental, cultural, and political challenges we face every day. Festival dances is a display of the positive outlook and resilience of the Filipino people.



PRACTICE

Directions: Watch a performance of a Filipino festival dance and record yourself answering the following questions:

1. Where did the festival dance originate from?
2. What elements of the culture from that place is seen from the dances and the festival itself?
3. What are the benefits derived from participation in festival dancing?
4. Why is it important for Filipinos to preserve the local festival dances?

RUBRICS

CATEGORY	BEGINNERS 5	ELITE 10	EXPERT 20
CONTENT	Did not follow the instruction so that the idea of the output is very far from the topic.	Follow the instruction but some idea did not connect on the topic.	All of the idea and content are topic related and all the instructions are carefully followed.
CREATIVITY	Work is not unique, detailed, or interesting, and shows no original ideas or risk taken.	Work is generally unique, detailed, and interesting, explores some different options and take some creative risk.	Work is generally unique, detailed, and interesting, explores several different options and take some creative risk.
TIME MANAGEMENT	Did not finish the expected output.	Finished the output but exceed to the time limit.	Finished the output on time.
ORIGINALITY/ UNIQUENESS	The output was done but the derivative of the sample or other student's work.	The output was perfectly done but with some sample from other student.	The output was done and unique/originally made.



EVALUATE

Directions: Write **True** if the statement is correct and **False** if it is incorrect.

- _____ 1. Festival dances reflect the resilience of the Filipino community despite the economic, social, environmental, cultural, and political challenges we face every day.
- _____ 2. Festivals are a form of entertainment that attract foreign and domestic tourists to visit a place contributing to the elevation of the Filipino's quality of life.
- _____ 3. We celebrate our unity amidst the differences in our beliefs and way of life.
- _____ 4. Festival dances may be religious or secular in nature.
- _____ 5. Festival dances are inspired by the people's culture as it portrays community life through movements and the costumes.

HEALTH EDUCATION



OUTCOMES

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

- Explain the meaning and importance of first aid.
- Value the importance of first aid and the appropriate bandaging techniques for common unintentional injuries.



CHECK

Directions: What can you say about the quote below. Write a short explanation on the space provided.

“PREVENTION IS BETTER THAN CURE”



EXPLAIN

First Aid

First aid is an immediate action given to a person who experiences any type of injuries while waiting for the medical assistance to arrive. This also brings relief from pain and prevent medical conditions from deteriorating until more advanced care arrives. It can mean the difference between life and death in extreme cases.

The **First Aider** is the person or rescuer who administers first aid. Being a first aider comes with roles and responsibilities.



Objectives of First Aid

1. To save and prolong lives
2. To lessen the victim's suffering
3. To prevent further injuries

Dressing and Bandages

- A **dressing** is a piece of sterile cloth used to cover a wound to prevent from any infection and to stop the bleeding.
- **Bandages** are used to apply pressure to bleeding. It can also be used to cover wounds and burns and to provide support for immobilization for broken bones, and any types of injuries.

Four Types of Bandages

- **Gauze/Roller** – a gauze bandage can come a variety of widths and lengths. It is versatile and can be used for almost any bandage application, including holding a dressing in place.



- **Compression** – it is also called an elastic bandage. It is made from stretchable cloth with many different applications such as for sprains and muscle strains.



- **Triangular** – it is also known as a cravat bandage. A triangular bandage is a piece of cloth shaped as a right-angled triangle and often provided with safety pins to secure it in place.



- **Tubular Bandage** – it is used to hold dressings or splints on to limbs, or to provide support to sprains and strains, and it also helps stop bleeding.



PRACTICE

Directions: Prepare a role play about a TV show discussing the importance of knowing first aid. You can ask your family members to act as supporting characters. Use the following questions as a guide to the content of your role play. Record your output and send the video to your teacher.

1. Why is important to understand and follow the basics of first aid?
2. What should we remember when giving first aid?
3. Why should we use dressing and bandages to wounds?
4. Can we use any cloth as dressing or bandage? Why or why not?
5. Why is it necessary to use the proper techniques in applying dressings and bandages?

RUBRICS

CATEGORY	BEGINNERS 5	ELITE 10	EXPERT 20
CONTENT	Did not follow the instruction so that the idea of the output is very far from the topic.	Follow the instruction but some idea did not connect on the topic.	All of the idea and content are topic related and all the instructions are carefully followed.
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EVALUATE

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

- _____ 1. It is used to hold dressings or splints on to limbs, or to provide support to sprains and strains, and it also helps stop bleeding.
- _____ 2. It is a piece of cloth shaped into a right-angled triangle, and often provided with safety pins to secure it in place.
- _____ 3. It is an immediate action given to a person who experiences any types of injuries while waiting for the medical assistance to arrive.
- _____ 4. The person or rescuer who administers first aid.
- _____ 5. It can also be used to cover wounds and burns and to provide support for immobilization for broken bones, and any types of injuries.

Lesson 02

MUSIC EDUCATION



OUTCOMES

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

- Identify musical elements and characteristics of music from the Romantic period.
- Describe the musical element of a given composition from the Romantic period.



CHECK

Directions: Let us check what you have learned from the previous lesson. Write your answer on the space provided.

1. Briefly explain the historical background of the music from the Romantic period.

2. Describe the music from the Romantic period.

3. Compare the music from the Romantic period to the music of the Classical period.



EXPLAIN

Romantic Music



Most of the Romantic composers aimed to express powerful emotions, often revealing their innermost thoughts, and feelings. Towards the end of 18th century, the word Romanticism was used to describe newly formed ideas in both painting and literature and it transcended to music. This word was used to describe the changes in musical style which took place after the turn of the 19th century.

Music from this period expresses a wide array of emotions, both positive and negative feelings. It even expresses emotions about anger, hate, and death not just about emotions of love. Many Romantic composers took an interest in art and literature of this era and used it as inspiration in their works.

The Main Characteristics of Romantic Music

- Freedom of form and design.
- It was more personal and emotional.
- Song-like melodies, as well as many chromatic harmonies and discords.
- Dramatic contrasts of dynamics and pitch.
- Big orchestras, due mainly to brass and the invention of the valve.
- Wide variety of pieces.
- Shape was brought to work using recurring themes.
- Great technical virtuosity.

Symphonic Fantastique

It is one of the most important musical compositions that represents the Romantic period. It was composed by Hector Berlioz in 1830. The composition makes use of over 90 musical instruments and is comprised of five movements.

Sequence of Symphonie Fantastique

MOVEMENT	TITLE	TEMPO	FORM
1st Movement	Reveries/Passion	• Slow introduction • Agitated and very impassioned allegro	
2nd Movement	A Ball	• Allegro non-troppo • The second movement is waltz	• ABA form
3rd Movement	Scene in the Country	• Adagio waltz	• ABA Coda form
4th Movement	March to the Scaffold	• Allegro non-troppo	• Composed of two different themes
5th Movement	Dreams of the Witches Sabbath	• Larghetto allegro	• Most fantastic of the movement



PRACTICE

Listening Exercise!

Directions: Access the following link and listen to the 2nd movement of Symphonie Fantastique's "A Ball". Complete the table by describing the atmosphere and emotions you experienced while listening to specific parts of the composition. You can use the words inside the box below.

Suggested material: <https://www.youtube.com/watch?v=T5a7O2SPD8A>

Scary	Shocking	Explosive
Mystery	Joy	Cheerful
Warm	Inviting	Friendly
Noble	Serious	Dark
Adventure	Calm/Peaceful	Excitement

Symphonie Fantastique 2nd Movement "A Ball"	Atmosphere and Emotions
Introduction (00:00 – 00:39)	
Beginning (00:40 – 2:15)	
Middle (2:16 – 5:38)	
End (5:39 – 6:26)	



EVALUATE

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

- Which word is described as a newly formed ideas in both painting and literature?
- What is the title of the 5th movement of the Symphonie Fantastique?
- What is the tempo of the March to the Scaffold?
- What is the title of the 2nd movement with ABA form?
- What is the title of the 1st movement of Symphonie Fantastique with agitated and very impassioned allegro tempo?

ARTS EDUCATION



OUTCOMES

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

- Identify representative artists from the Neoclassic and Romantic periods.
- Apply ideas from the artists of Neoclassical and Romantic periods to one's own artwork.



CHECK

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

- _____ 1. Neoclassicism has a different approach which embraces a new style rather than the traditional.
- _____ 2. Landscape painting became more popular due to the peoples' romantic adoration of nature.
- _____ 3. Romanticism was a reaction to the classical, contemplative nature of Neoclassical pieces.
- _____ 4. The art style of Romanticism was brought by the renewed interest in Greek and Roman classic which coincided with the 18th century Age of Reason or Age of Enlightenment.
- _____ 5. Neoclassicism is known as a Western movement in decorative and visual arts.



EXPLAIN

Neo-classical Artists

Jacques-Louis David

He was considered of the most pre-eminent and influential French painter in neo-classical period. The subjects of most of his paintings depicted historical themes.



Jean-Auguste-Dominique Ingres

Ingres was a student of J.L. David and was influenced by some of the Renaissance painters like Raphael Botticelli and his mentor Jacques-Louis David. He was viewed as one of the great academic exemplars in arts and considered as one of the finest Old Masters of his generation. Most of his paintings were usually nudes, portraits, and depictions of mythological themes.



Antonio Canova

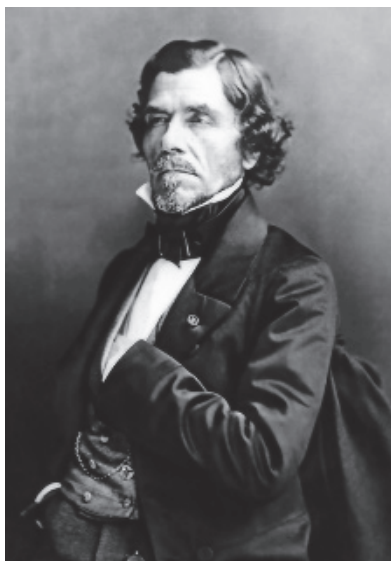
He was a productive Italian artist who became well-known for his marble sculptures that depicted nude flesh. He opened the idea of portraying sexual pleasure through contours with his mythological compositions.



Romantic Artists

Eugene Delacroix

He was also known as the greatest French Romantic painter. He was able to conjure brilliant visual effects by using small adjacent strokes of contrasting color. His technique was adapted and extended by impressionist artist. He was considered as the most influential Romantic painter.



Francisco Goya

King Charles III commissioned Francisco Goya as a court painter who liked his Romantic paintings. His patrons also include other members of the Spanish royalty. He was also a printmaker regarded both as the last of the “Old Masters” and the first of the “Moderns”.



Antoine-Louis Barye

He was the most famous animal sculptor of all time. He studied animal anatomy by sketching residents of the Paris zoo.





PRACTICE

Directions: Paint or sketch an illustration showing the ideas of Neoclassical and Romantic artists. Observe the effective application of elements of arts. Then, answer the reflection questions below. Take a photograph of your artwork and send it to your teacher.

1. What is the subject of your artwork?

2. Why did you choose this subject?

3. How did you apply the elements and principles of arts as to lines, color, and texture?

4. What did you feel while doing your artwork?

Criteria for Grading

Quality of Work	20 POINTS
Visual Impact	15 POINTS
Punctuality	10 POINTS
Neatness	5 POINTS
TOTAL	50 POINTS



1. Who is the most famous animal sculptor of all time?
 - a. Barye
 - b. Ingres
 - c. Canova
 - d. Goya
2. Which artist is regarded both as the last of the "Old Masters" and the first of the "Moderns"?
 - a. Barye
 - b. Ingres
 - c. Canova
 - d. Goya
3. Which painter is known for his paintings depicting historical themes?
 - a. Delacroix
 - b. David
 - c. Ingres
 - d. Barye
4. Which artist was viewed as one of the great academic exemplars in arts and considered as one of the finest Old Masters of his generation?
 - a. Barye
 - b. Ingres
 - c. Canova
 - d. Goya
5. Who is known as the greatest French Romantic painter?
 - a. Barye
 - b. Ingres
 - c. Canova
 - d. Goya

PHYSICAL EDUCATION



OUTCOMES

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

- Identify the basic steps and movements of Festival Dances.
- Create movement patterns and combinations based on the basic steps and movements of Festival Dances.



CHECK

Directions: Answer the survey questionnaire about your involvement or participation in festival dances. Put a check mark (✓) on the column corresponding to your answer.

Festival Dancing and Related Activities	YES	NO
I know the name of the festival in our place.		
I am a member of a group representing our place in a festival dance competition.		
I usually watch actual festival dancing competitions in other places.		
I am fond of watching festival dances in YouTube or in TV shows.		
I recognize the value of festival dancing to my fitness.		
I contribute to the success of the festival in our place.		
I am proud of the festival in my place.		
I am a physically fit individual because I participate in festival dancing.		
I believe festival dancing can influence the fitness and well-being of the community.		
Culture of the community is drawn and established through festivals and festival dancing.		



EXPLAIN

Types of Step
Close Step
Bleking
Touch Step
Walk
Change Step
Cross Change Step
Hop Step
Mincing
Cross Step
Heel-toe, change step

Locomotor Movements

- Step – It prepares you to move in any direction you wish to go. It is defined as transfer of weight from one foot to the other.
- Walk – Series of steps executed by both of your feet alternately in any direction.
- Run – Series of walks executed quickly in any direction wherein only one-foot stays on the ground while the other is off the ground.
- Jump – This movement is simply described by having both feet lose its contact with the ground.

Non-Locomotor Movements



- Flexion – Another term for flexion is bending. If you bend a joint, like your elbow or knee, you are performing flexion.
- Extension – This is the opposite of flexion. You are performing extension if you are increasing the angle of a joint.
- Contraction – A muscle movement done wherein the muscle shortens, narrows, and tightens using enough energy in the execution.
- Release – A muscle movement opposite to contraction done when the muscle let goes into a shortening movement.
- Collapse – To deliberately drop the exertion of energy into a body segment.
- Recover – The opposite of collapse. This is to regain the energy exerted into a body segment.
- Rotation – To rotate is to move a body segment allowing it to complete a circle with its motion.
- Twist – To move a body segment from an axis halfway front or back or quarter to the right or left as in the twisting of the neck allowing the head to face right or left and the like.
- Pivot – To change the position of the feet or any body part that carries the body's weight allowing the body to face in a less than 360 degrees turn.
- Turn – To move in a turning movement with a base of support, usually a pointed foot, the other raised, while maintaining equilibrium until the completion of the turn.



PRACTICE

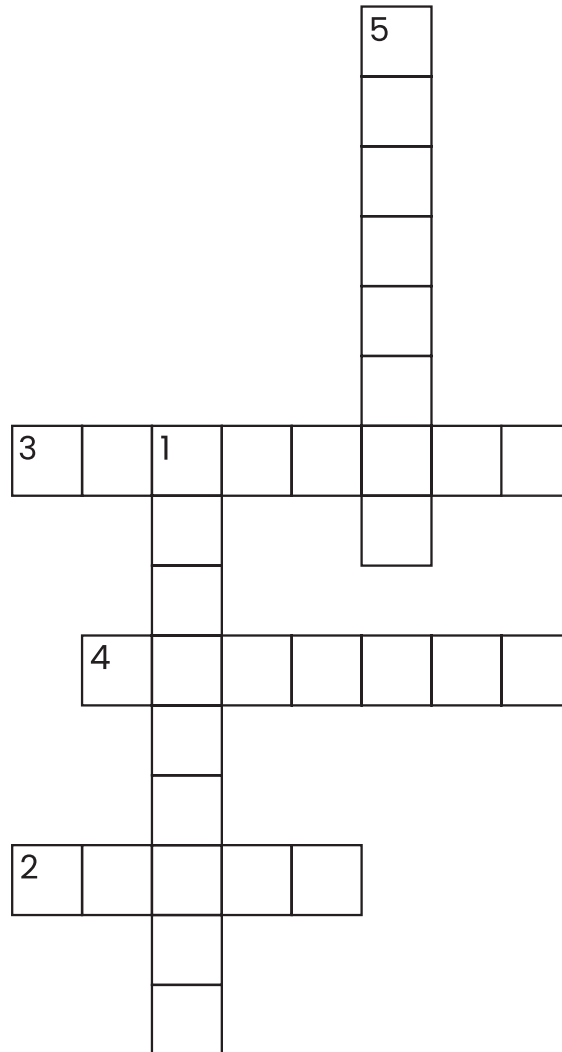
Directions: Create your own movement patterns and combinations for a festival dance parade. Your movement patterns should have at least 5 figures of 32 counts each. You may involve your family members in performing the movement patterns you have prepared. Take a video of your performance and submit it to your teacher.

Criteria for Grading

Creativity	20 POINTS
Mastery	10 POINTS
Energy and Fitness	10 POINTS
TOTAL	40 POINTS



Directions: Complete the crossword puzzle.



Across:

- axis halfway front or back
- decreasing the angle of a joint
- opposite to contraction

Down:

1. opposite of flexion
5. complete a circle motion

HEALTH EDUCATION



OUTCOMES

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

- Identify the proper procedures in assessing emergency situations.
- Value the importance of the proper procedures in assessing emergency situations.



CHECK

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

- _____ 1. It is important to monitor temperature in the case of stroke and high fever.
- _____ 2. Use your thumb when checking someone's pulse.
- _____ 3. Pulse indicates blood circulation, which is essential for the heart and brain to function.
- _____ 4. Secondary survey of the victim is done when the victim is unconscious and to find out and immediately treat life-threatening conditions.
- _____ 5. Secondary survey aims to detect everything about the patient's condition.



EXPLAIN

Vital Signs



There are measures of various physiological statistics taken to assess the most basic body functions. The act of taking vital signs normally entails recording body temperature, pulse rate or heart rate, blood pressure, and respiratory rate.

Cardiopulmonary Resuscitation

Cardiopulmonary resuscitation or CPR is a technique that can be used to save lives in many emergencies. The American Heart Association uses acronym CAB to help people remember the order to perform the steps of CPR.

- C – Circulation (restore circulation with chest compression)
- A – Airway (clear the airway)
- B – Breathing (breath for the person)

Before performing CPR always check if the environment is safe for the person. Also check if the person is conscious or unconscious.

There are two ways to conduct physical examination when giving first aid:

1. **Primary Survey** – is used when the victim is unconscious and to find out and immediately treat life-threatening conditions.
2. **Secondary Survey** – is used when the victim is conscious or has revived. It aims to detect everything about the patient's condition.

SAMPLE PAIN is the mnemonic to perform the steps more easily.

Symptoms (the chief complaint of the patient)
Allergy (find out if the victim is allergic to anything)
Medication (what are the medicines s/he is currently taking)
Previous illness (that may be related to the problem)
Last meal (only for those subject for operation)
Events (prior to what happened)
Period of pain (How long? What started it?)
Area (Where is the pain coming from?)
Intensity
Nullify (What stopped it?)

In conducting survey before administering first aid, it is important to know the difference between signs and symptoms.

Signs are details discovered by applying your senses – sight, touch, hearing, and smell during the examination.

- Bleeding
- Swelling
- Deformities

Symptoms are sensations that the victim feels or experiences and may be able to describe.

- Nausea
- Vomiting
- Heat
- Impaired sensations



PRACTICE

Directions: Perform a role play wherein you would conduct a primary and secondary survey to a person who is in need of first aid. Follow the guidelines discussed in this lesson. You may ask your family members to participate in the role play. Record your role play and submit it to your teacher.

RUBRICS

CATEGORY	BEGINNERS 5	ELITE 10	EXPERT 20
CONTENT	Did not follow the instruction so that the idea of the output is very far from the topic.	Follow the instruction but some idea did not connect on the topic.	All of the idea and content are topic related and all the instructions are carefully followed.
CREATIVITY	Work is not unique, detailed, or interesting, and shows no original ideas or risk taken.	Work is generally unique, detailed, and interesting, explores some different options and take some creative risk.	Work is generally unique, detailed, and interesting, explores several different options and take some creative risk.
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ORIGINALITY/ UNIQUENESS	The output was done but the derivative of the sample or other student's work.	The output was perfectly done but with some sample from other student.	The output was done and unique/originally made.



EVALUATE

Directions: Answer the following questions.

1. Why is it important to assess the situation first before proceeding to the primary and secondary survey of the victim?

2. When should we conduct a primary survey on the victim?

3. When should we conduct a secondary survey on the victim?

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

- Identify instrumental, program, and piano music from the Romantic period.



CHECK

Directions: Complete the table below.

MOVEMENT	TITLE	TEMPO	FORM
1st Movement	Reveries/Passion	Slow introduction Agitated and very impassioned allegro	
2nd Movement	1. _____	Allegro non- troppo The second movement is waltz	2. _____
3rd Movement	Scene in the Country	Adagio waltz	3. _____
4th Movement	4. _____	Allegro non-troppo	Composed of two different themes
5th Movement	Dreams of the Witches Sabbath	5. _____	Most fantastic of the movement



EXPLAIN

Romanticism



Romantic composers explored richer dynamics and tones by taking advantage of the improvements in instrumental construction and the creation of new instruments. Composers on this period used broader range and improvement to express more precise gradations of volume and tone. It also allowed them to make greater jumps in tone and volume, creating a new sort of discordance.

Piano Music

Piano music from the Romantic period was filled with innovations. Most of the compositions require a high level of virtuosity as well as the reinventions of sonatas from the Classical era. The following are examples of piano music from the Romantic period:

- **BALLADE** – A verse form usually consisting of three stanzas with eight or ten lines each along with a brief envoy, with all three stanzas and the envoy ending with the same one-line refrain.
- **ETUDE** – A piece composed for the development of a specific point of technique.
- **MAZURKA** – A Polish dance resembling the polka, frequently adopted as a ballet form usually in triple time signature.
- **NOCTURNE** – An instrumental composition with a pensive, dreamy mood, especially one for the piano.
- **POLONAISE** – A stately, march-like Polish dance, primarily used for promenade by couples.
- **PRELUDE** – An introductory performance, event, or action preceding a more important one.
- **WALTZ** – A piece of music for the waltz dance.
- **IMPROMPTU** – A short composition, especially for the piano, performed in an offhand or almost extemporaneous style.
- **SCHERZO** – a musical movement of playful character, typically in aba form.
- **SONATA** – a composition for one or more solo instruments, one of which is usually a keyboard instrument such as a piano.

Program Music

It is an instrumental composition that conveys images or scenes through music to tell a short story without text or lyrics. It entices the imagination of the listener.



PRACTICE

Directions: Listen to an example of piano or program music from the Romantic period. Explain which elements of the composition makes it an example of piano or program music from the Romantic period. Also, explain which parts of the composition did you like and dislike. Record your explanation in a video and submit it to your teacher.

RUBRICS

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EVALUATE

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

- _____ 1. A composition for one or more solo instruments, one of which is usually a keyboard instrument such as a piano.
- _____ 2. A verse form usually consisting of three stanzas with eight or ten lines each along with a brief envoy, with all three stanzas and the envoy ending with the same one-line refrain.
- _____ 3. An instrumental composition with a pensive, dreamy mood, especially one for the piano.
- _____ 4. A piece of music for a particular dance.
- _____ 5. A Polish dance resembling the polka, frequently adopted as a ballet form usually in triple time signature.

ARTS EDUCATION



OUTCOMES

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

- Identify the influences of iconic artworks and artists from the Neoclassic and Romantic periods.
- Express appreciation of the iconic artworks from the Neoclassical and Romantic periods.



CHECK

Directions: Identify the name of the artist from the Neoclassical and Romantic periods described in each statement. Write your answer on the space provided.

J.L David	J.A.D. Ingres	F. Goya	A. Canova	E. Delacroix	A.L. Barye
-----------	---------------	---------	-----------	--------------	------------

- _____ 1. The subjects of most of his paintings depicted historical themes.
- _____ 2. Most of his paintings were nudes, portraits, and mythological themes.
- _____ 3. He was a productive Italian artist who became well-known for his marble sculptures that substantially depicted nude flesh.
- _____ 4. He was also known as the greatest French Romantic painter.
- _____ 5. He was the most famous animal sculptor of all time.



EXPLAIN

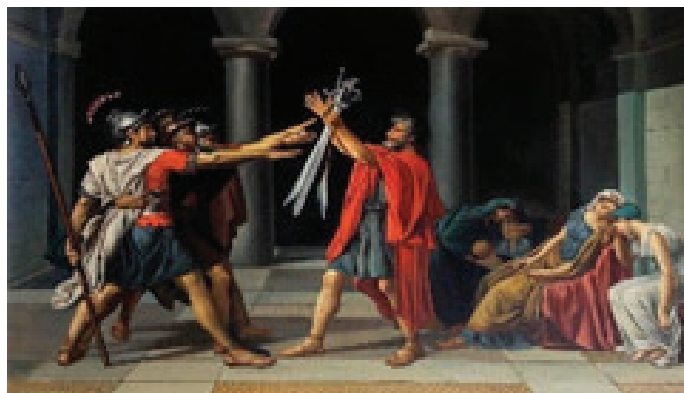
Arts of the Neo-Classic and Romantic Periods

Death of Marat by Jacques-Louis David



This masterpiece portrays the murdered body of French revolutionary martyr Jean-Paul Marat.

Oath of Horatii by Jacques-Louis David



This painting depicts a scene where the Three Horatii Brothers are all willing to sacrifice their lives for the good of Rome. This painting also shows the Horatii Brothers saluting their father who holds their swords out for them.

Psyche Awakened by Cupid's Kiss by Antonio Canova



It is a marble sculpture portraying the relationship of Psyche and Cupid.

The Raft of Medusa by Jean Louis Theodore Gericault



The Raft of the Medusa portrays the victims of a contemporary shipwreck. The people on this raft were French emigrants on their route to West Africa.

United States Capitol by William Thornton



The United States Capitol is a fine example of neoclassical architecture. Its designs are inspired by ancient Greece and Rome.

Saturn Devouring His Son by Francisco Goya



This artwork depicts the Greek myth of the Titan Cronus (Saturn). Cronus (Saturn) feared that he would be overthrown by one of his children so he ate each one upon their birth.

Liberty Leading the People by Eugene Delacroix



This painting commemorates the July Revolution of 1830 which toppled King Charles X of France. A woman holding the flag of the French Revolution personifies Liberty and leads the people forward over the bodies of the fallen.



PRACTICE

Directions: Look or research for a painting, sculpture, or architecture that resembles the styles of Neoclassicism or Romanticism. Research about its history and explain its characteristics. Then, answer the reflection questions. Record your output in the form of a video blog and send it to your teacher.

Reflection:

1. How did you identify the artwork?

2. What are the characteristics of the artworks that make it a part of such art movement?

3. Why do you think that there is a need to value the artwork and art movements from the past eras?

Criteria for Scoring

Quality of Work	20 POINTS
Visual Impact	15 POINTS
Punctuality	10 POINTS
Neatness	5 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Identify the name of the artwork and the artist from the Neoclassical and Romantic periods.

1.		Artwork: _____ Artist: _____
2.		Artwork: _____ Artist: _____
3.		Artwork: _____ Artist: _____
4.		Artwork: _____ Artist: _____
5.		Artwork: _____ Artist: _____

PHYSICAL EDUCATION



OUTCOMES

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

- Identify different religious festivals.
- Express appreciation of the effects of religious festivals to oneself, family, and community.



CHECK

Directions: Give at least 3 locomotor and non-locomotor movements. Write your answer inside the box.

Locomotor Movements	Non-Locomotor Movements
1.	1.
2.	2.
3.	3.



EXPLAIN

Religious/Secular Festivals

A celebration to honor a religious icon by performing dances to strong beats of percussion instruments in the community.

People from all over the country visit the celebration to experience the country's grand festivals that makes it more fun in the Philippines.

Religious/Secular Festivals			
<i>Festival</i>	<i>Place of Origin</i>	<i>Religious Icon</i>	<i>Month of Celebration</i>
Sinulog 	Cebu City	Sto. Niño	January
Dinagyang 	Iloilo City	Sto. Niño	January
Ati-atihan 	Kalibo, Aklan	Sto. Niño	January

Peñafrancia 	Bicol	Virgin Mary	September
Higantes 	Angono, Province of Rizal	Saint Clement	November



PRACTICE

Directions: Watch a performance of a religious festival. Identify three (3) positive effects of participating in festival dances for oneself, family, and the community. Record your answers in a video blog and submit it to your teacher.

SELF	FAMILY	COMMUNITY
1.	1.	1.
2.	2.	2.
3.	3.	3.

RUBRICS

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EVALUATE

Directions: Match the festivals in Column A with its corresponding place of origin in Column B. Write your answer on the space provided.

Column A

- _____ 1. Peñafrancia Festival
- _____ 2. Sinulog Festival
- _____ 3. Ati-atihan Festival
- _____ 4. Higantes Festival
- _____ 5. Dinagyang Festival

Column B

- a. Cebu City
- b. Bicol
- c. Iloilo City
- d. Kalibo, Aklan
- e. Angono, Province of Rizal

HEALTH EDUCATION



OUTCOME

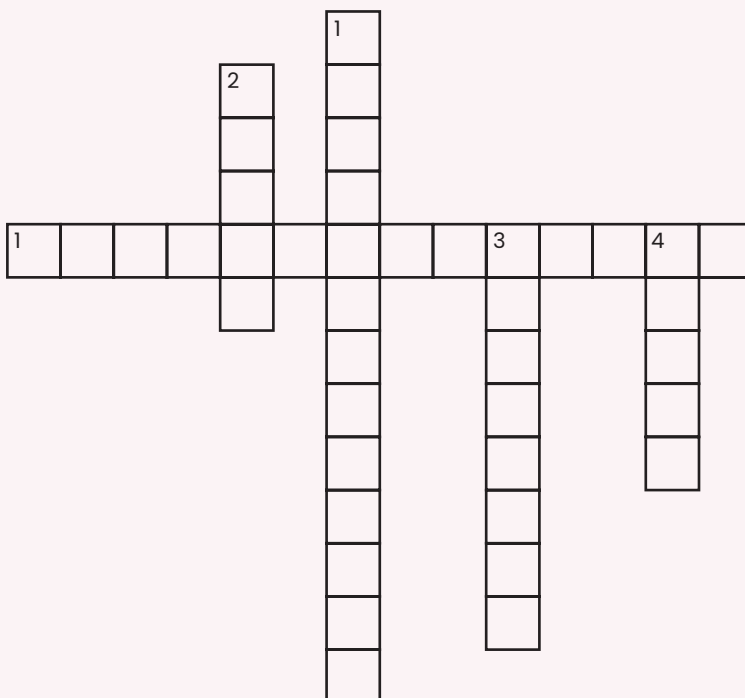
At the end of this module, you are expected to:

- Identify the different ways to carry and transport an injured person.



CHECK

Directions: Answer the crossword puzzle below.



Across

1. It is used when the victim is conscious or has been revived.

Down

1. It is used when the victim is unconscious to find out and immediately treat life-threatening conditions.
2. These are details discovered by using the senses during the course of the examination.
3. These are sensation that the victim feels or experiences.
4. These are measures of physiological statistics taken in order to assess the most basic body functions.



EXPLAIN

Carrying and Transporting an Injured Person

In an emergency situation, the first aider should be properly trained to transport an injured person to a safer place. The following factors should be considered in transporting a victim.

- Weight and height of the victim
- Status of the victim if he or she is conscious or unconscious
- Environment
- Special need considerations

Types of Transporting Techniques



One-Man Carry



Two-Man Carry



Three or More-Man Carry

One-Man Carry	Two-Man Carry	Three or More-Man Carry
• Fireman's Carry • One-Person Lift • Pack-Strap Carry • Shoulder Pull • Blanket Pull	• Human Crutch • Four-Handed Seat • Two-Handed Seat • Chair Carry • Improvised Stretcher • Blanket Stretcher	• Hammock Carry • Stretcher Lift



PRACTICE

Directions: Watch a demonstration of one (1) type of transportation technique. Perform the transportation technique carefully and only with supervision from adults at home. You may also ask family members to participate in the activity. Record your demonstration in a video and submit it to your teacher.

RUBRICS

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EVALUATE

Directions: Answer the following questions.

1. Which among the techniques do you find the easiest and the most difficult? Why?

2. What fitness components are needed by a first aider or rescuer in transporting a victim to a safer place?

3. What are the things to consider in transporting a victim?

Lesson 04

MUSIC EDUCATION



OUTCOMES

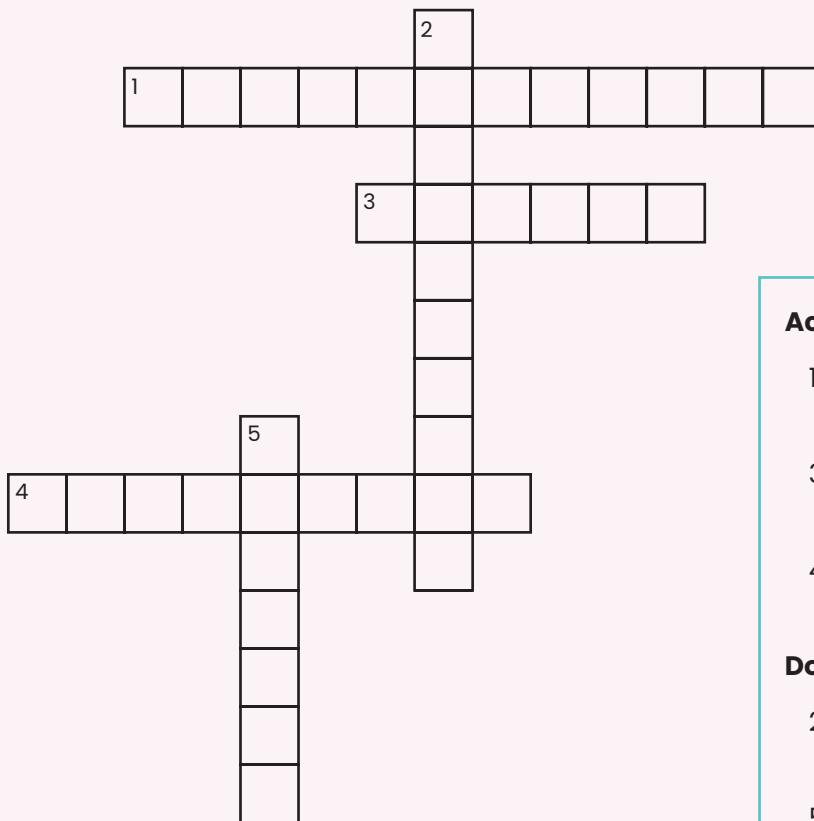
At the end of this module, you are expected to:

- Identify various composers from the Romantic period.
- Appreciate the given music from the Romantic period.



CHECK

Directions: Answer the crossword puzzle



Across:

1. It entices the imagination of listeners
3. A composition for one or more solo instruments
4. It is used primarily for promenade by couples

Down:

2. It requires high level of virtuosity
5. It is used for a Polish dance



EXPLAIN

Romantic Music Composers

Niccolo Paganini

He was known as “The Virtuoso Violinist”. At the age of five, he started honing his musical skills playing mandolin. He transferred to a different violin professor in Italy at the age of seven. Most of his teachers could not keep up with Paganini’s progress that he kept on transferring from one professor to another. This led him to embrace all his learning and influences playing the violin from different teachers. It was a speculation spread by his detractors that Paganini sold his soul to the devil in exchange of his amazing violin skills. He was also rumored having a problem with women and gambling. Some works of Niccolo Paganini include:

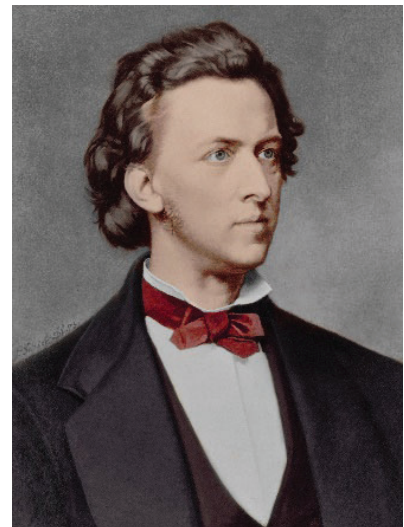
- La Campanella
- The Carnival of Venice



Frederic Chopin

He was known as “Poet of the Piano”. He began to play piano at the young age of four and eventually composed Polonaise as his first piano piece at the age of seven. He enrolled at Warsaw Conservatory to study piano under Wilhelm Wurfel. He was able to finish his formal education at the higher school in 1829 and travelled to different places in Europe to perform in concerts. Some works of Frederic Chopin include:

- Revolutionary Etude
- Fantasia in F minor, Opus 49

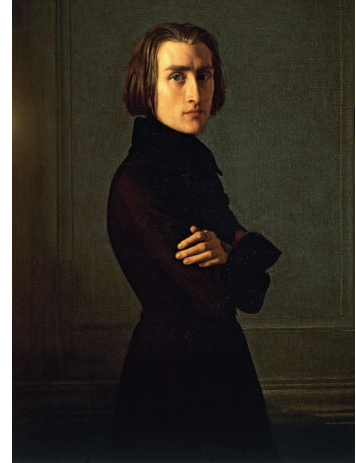


Franz Liszt

He was described as “The Virtuoso Pianist” and the busiest composer during the Romantic period. He studied in Vienna and Paris and would perform concerts in different place in Europe. He easily understood sight reading and displayed remarkable talent at a young age.

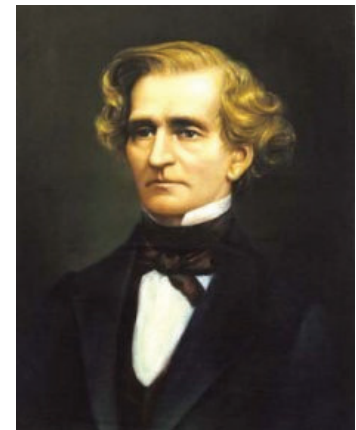
The Hungarian Rhapsody No. 2 is the most popular creation of Franz Liszt and was also the basis for the “Tom and Jerry” cartoon called “Cat Concerto”. Some works of Franz Liszt include:

- Liebestraume No. 3
- Totentanz



Hector Berlioz

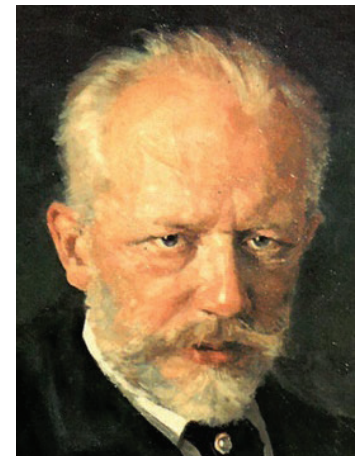
He never became skilled in a specific instrument but he learned to play guitar and flute at a young age. His father, who was a physician, sent him to medical school but he ended up pursuing a career in music. His compositions made use of tone color as the basic part of musical language. One of his famous musical compositions is a five-movement symphony called “Symphonie Fantastique”.



Peter Ilyich Tchaikovsky

He was known for his ballet music. He became famous after composing the musical poem “Fatum” and “Romeo and Juliet”. He studied law and became a law clerk in St. Petersburg during his twenties and eventually began to study music before moving to Moscow together with some musicians influenced by Mozart. Tchaikovsky and his associates started teaching at the new conservatory in Moscow. Some of his works include:

- Swan Lake
- The Nutcracker
- Romeo and Juliet
- Sleeping Beauty





PRACTICE

Directions:

1. Listen to the music of Franz Liszt's Totentanz (Dance of Death) and try to imagine the scene while listening.
2. Draw a scene based on your imagination while listening to the music.
3. Write a short description of your output.
Totentanz (Dance of Death): https://www.youtube.com/watch?v=MI7r_iIFgzA



EVALUATE

Directions: Identify the name of the composer who wrote the compositions below. Write your answer on the space provided.

TCHAIKOVSKY	LISZT	BERLIOZ	CHOPIN	PAGANINI
-------------	-------	---------	--------	----------

- _____ 1. Sleeping Beauty
- _____ 2. La Campanella
- _____ 3. Revolutionary Etude
- _____ 4. Liebestraume No. 3
- _____ 5. Symphonie Fantastique

ARTS EDUCATION



OUTCOMES

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

- Identify Filipino artists influenced by Neoclassic and Romantic art.
- Value the importance of the arts from the Neoclassic and Romantic periods and its influence on Philippine art forms.



CHECK

Directions: Identify the name of the iconic artwork from the Neoclassic and Romantic period describe by each sentence. Write your answer on the space provided.

The Raft of Medusa

Death of Marat

Saturn Devouring His Son

The Oath of Horatii

Liberty Leading the People

- _____ 1. This masterpiece shows the portrayal of the murder of Jean-Paul Marat, a French revolutionary.
- _____ 2. This painting shows the Horatii Brothers saluting their father who holds their swords out for them.
- _____ 3. This artwork depicts the Greek myth of the Titan Cronus, who fears that he would be overthrown by one of his children, so he ate each one upon their birth.
- _____ 4. A woman holding the flag of the French Revolution personifies Liberty and leads the people forward over the bodies of the fallen.
- _____ 5. This painting portrays the victims of a contemporary shipwreck.



EXPLAIN

Neoclassicism and Romanticism in the Philippines

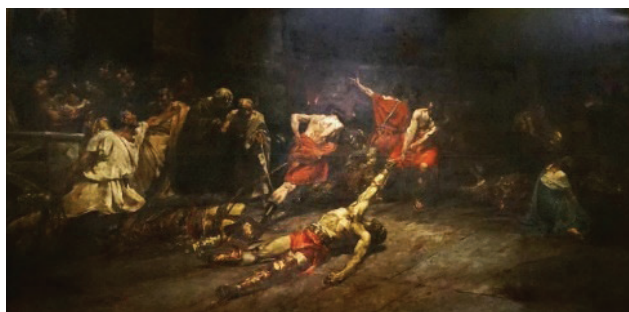
The diverse art forms in the Philippines reflects a great range of artistic influence on the country's culture. The artistic philosophy of Neoclassicism and Romanticism can also be seen on Philippine art including indigenous forms of arts through different artworks such painting, sculpture, and architecture.

Felix Resurreccion Hidalgo



He is one of the great Filipino painters and a friend and inspiration of key members of the reform movement in Philippine history such as Marcelo del Pilar, Graciano Lopez Jaena, and Jose Rizal. One of his masterpieces is "The Christian Virgins Being Exposed to the Populace". This painting portrayed two poorly clothed Christian female slaves being travestied by a group of classless Roman male bystander.

Juan Luna



He was a painter, sculptor, and political activist, and one of the first Filipino artist to be recognized internationally. He was known for his painting "Spoliarium" that portrayed the fallen and dying gladiators dumped and devoid of their worldly possessions in the basement of Roman Colosseum. This painting dramatically displays the aftermath of the fatal matches of the Roman gladiators.

Guillermo E. Tolentino



A Filipino sculptor and the “Father of Philippine Arts”. He was also named as National Artist for the Visual Arts in 1973. One of his most famous artworks is the Oblation. The original sculpture is located at the 3rd floor of the Main Library of U.P. Diliman.

Fernando C. Amorsolo



He was a portraitist and painter of rural Philippine landscapes. He was popularly known for his craftsmanship and mastery of the use of light. Amorsolo was among the first to be awarded the honor as National Artist for Visual Arts. One of his most famous paintings is the “Planting Rice with Mayon Volcano”.

Napoleon Abueva



He is a National Artist for Sculpture and the “Father of Modern Philippine Sculpture” as well. He is the only Boholano to be given the distinction of National Artist of the Philippines in the field of Visual Arts. His famous artwork is “Siyam na Diwata ng Sining” found in UP Diliman campus.



PRACTICE

Directions: Read and answer the questions below.

Have you been to the National Museum in Manila? Did you know that it was designed in a neoclassical style by Filipino Architect Antonio Toledo in the late 1930's? Identify other Filipino artworks and architecture inspired by neoclassicism and romanticism. Explain why these are considered examples of neoclassicism and romanticism in Philippine art and architecture. Prepare a slide presentation and record your presentation in a video. Submit your output to your teacher.

RUBRICS

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EVALUATE

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

- _____ 1. He is a National Artist for Sculpture and is considered as the Father of Modern Philippine Sculpture.
- _____ 2. He was a National Artist in Visual Arts known for landscape paintings.
- _____ 3. A Filipino sculptor considered to be the Father of Philippine Arts.
- _____ 4. He was a painter, sculptor, and political activist, who became one of the first internationally recognized Filipino artist.
- _____ 5. He was one of the great Filipino painters and a friend and inspiration of key members of the reform movement in Philippine history.

PHYSICAL EDUCATION



OUTCOMES

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

- Identify different non-Religious festivals.
- Design a costume to use in performing Secular Festivals.



CHECK

Directions: Let us check what you have learned from the previous lessons by completing the table below about religious festivals.

Religious Festivals			
<i>Festival</i>	<i>Place of Origin</i>	<i>Religious Icon/ Industry</i>	<i>Month of Celebration</i>
1.	Cebu City	Sto. Niño	January
Higantes	Angono, Province of Rizal	2.	November
Dinagyang	3.	Sto. Niño	January
Ati-atihan	Kalibo, Aklan	Sto. Niño	4.
5.	Bicol	Virgin Mary	September



EXPLAIN

Non-Religious Festivals

Non-religious festivals are celebrations in a community is done in thanksgiving for a bountiful harvest. It also promotes the industry and culture that the community is known for.

Non-Religious Festivals			
<i>Festival</i>	<i>Place of Origin</i>	<i>Industry</i>	<i>Month of Celebration</i>
Panagbenga 	Baguio City	Flower	February
Bangus 	Dagupan, Pangasinan	Milkfish	April - May
Masskara 	Bacolod City	Mask/Sugar	October
Dinamulag or Mango 	Iba, Zambales	Mango	April
T'nalak 	Koronadal, Cotabato	Colorful Abaca	January



PRACTICE

Directions: Draw or sketch a costume that could be used in any non-religious festival in the Philippines. You may use any canvass or digital application of your choice. Write a short description of your output.

Criteria for Scoring

Quality of Work	20 POINTS
Visual Impact	15 POINTS
Punctuality	10 POINTS
Neatness	5 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Write the letter of the industry in Column A to the Filipino festival that celebrates it in Column A. Write your answer on the space provided.

Column A

- _____ 1. Milkfish industry
- _____ 2. Colorful Abaca
- _____ 3. Flower industry
- _____ 4. Mango industry
- _____ 5. Mask/Sugar industry

Column B

- a. Mango Festival
- b. T'nalak Festival
- c. Masskara Festival
- d. Dinagyang Festival
- e. Bangus Festival

HEALTH EDUCATION



OUTCOME

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

- Identify first aid for common unintentional injuries.



CHECK

Directions: Differentiate the 3 types of transporting techniques to keep the victim safe.

One-Man Carry	Two-Man Carry	Three or More-Man Carry



EXPLAIN

First Aid for Common Unintentional Injuries

Fracture – is a break or crack in a bone.

- Check vital signs.
- Do not move the injured part.
- Seek medical help immediately.



Oblique



Comminuted



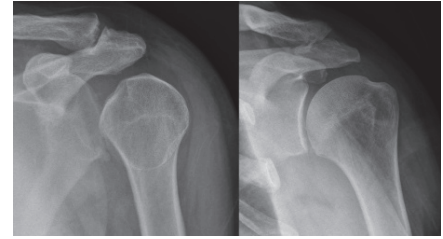
Spiral



Compound

Dislocation – a partial or complete displacement of the bones from the joint.

- Splint the affected part.
- Apply ice on the injured part to reduce swelling.
- Call for help immediately.



Sprain – is an injury to the ligaments of a bone due to accidental tearing or overstretching.



Strain – an injury to the muscles which is a result of improper use of the muscle.

- Apply R.I.C.E. (Rest, Ice, Compression, and Elevate)



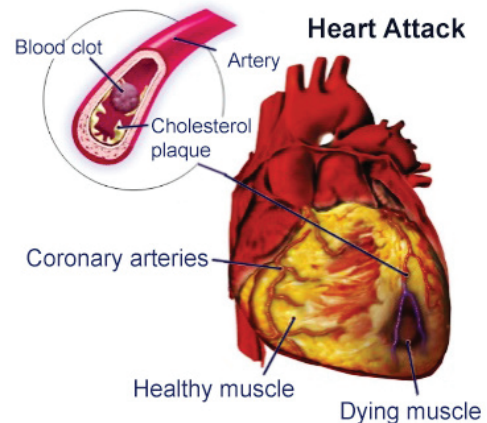
Drowning – it occurs when air cannot get into the lungs because of water.



- Lay the person down on his/her back.
- Check breathing and open the airway.
- Give rescue breaths and chest compression if necessary.

Heart Attack – it is caused by a sudden obstruction of blood supply to a part of the heart muscles.

- Help the person sit or lie down with head elevated.
- Constantly monitor the vital signs.
- Call for medical help immediately.

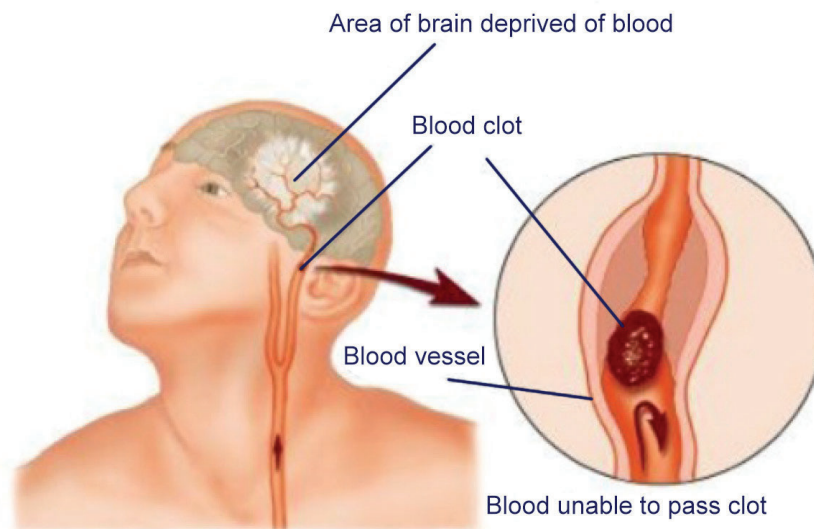


Chemical Burns – may occur upon contact with a corrosive substance.



- Remove the source of the burn.
- Flush the chemical off the skin with cool running water.
- Call for medical help.

Stroke – is a condition in which the blood supply to a part of the brain is suddenly and seriously impaired by a blood clot or ruptured blood vessel.



- Loosen any tight clothing.
- Monitor vital signs and reassure the victim.
- Incline his head to the affected side and place a towel on his shoulder to absorb any dribbling.
- Call for medical help immediately.



PRACTICE

Directions: Choose one injury discussed in this lesson and perform a role play showing the proper first aid to apply for that injury. Perform the activity with supervision from an adult in the household. You may also ask family members to participate in the activity. Record your performance and submit it to your teacher.

RUBRICS

CATEGORY	BEGINNERS 5	ELITE 10	EXPERT 20
CONTENT	Did not follow the instruction so that the idea of the output is very far from the topic.	Follow the instruction but some idea did not connect on the topic.	All of the idea and content are topic related and all the instructions are carefully followed.
CREATIVITY	Work is not unique, detailed, or interesting, and shows no original ideas or risk taken.	Work is generally unique, detailed, and interesting, explores some different options and take some creative risk.	Work is generally unique, detailed, and interesting, explores several different options and take some creative risk.
TIME MANAGEMENT	Did not finish the expected output.	Finished the output but exceed to the time limit.	Finished the output on time.
ORIGINALITY/ UNIQUENESS	The output was done but the derivative of the sample or other student's work.	The output was perfectly done but with some sample from other student.	The output was done and unique/originally made.



EVALUATE

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

- _____ 1. It happens when air cannot get into the lungs because of water.
- _____ 2. It is caused by a sudden obstruction of blood supply to the part of the heart muscles.
- _____ 3. This may occur when electricity passes through the body.
- _____ 4. It is a condition in which the blood supply to a part of the brain is suddenly and seriously impaired by a blood clot or ruptured blood vessel.
- _____ 5. It is a partial or complete displacement of bones.

UNIT 4

Lesson 01

MUSIC EDUCATION



OUTCOMES

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

- Identify key features of the music from the Romantic Period.
- Express appreciation of music from the Romantic period.



CHECK

Directions: Write the letter of the composer in Column B to their corresponding composition in Column A. Write your answer on the space provided.

Column A

- _____ 1. Liebestraume No. 3
- _____ 2. Symphonie Fantastique
- _____ 3. Revolutionary Etude
- _____ 4. Romeo and Juliet
- _____ 5. La Campanella

Column B

- a. Niccolo Paganini
- b. Frederic Chopin
- c. Franz Liszt
- d. Hector Berlioz
- e. Peter Ilych Tchaikovsky



EXPLAIN

Romantic Period Music



Romantic music refers to the cultural movement between the 19th century and the early 20th century when most of the composers aimed to express their beliefs by letting their powerful imagination and passion be manifested through their compositions.

Program and piano music were highlighted during this period wherein these elements play a big role in terms of forms and expressions.

Most of the musical compositions during Romantic period took an interest in emotions, history, and literature. The distinct characteristics of music during Romantic period emphasized not just about the emotion of love but also about hate and sorrow as well.



PRACTICE

Directions: Make a journal entry expressing your appreciation for music from the Romantic period.

Things to accomplish in journal entry:

1. Collect pictures related to Romantic music and paste it in your journal entry.
2. Paste an article related to Roman music in your journal.
3. Summarize the lessons you have learned regarding the music of the Romantic period.
4. Explain what you like about the musical compositions from the Romantic period and how it made you feel.
5. You may add pictures of music activity done inside or outside the classroom.

CRITERIA:

Content	25 POINTS
Creativity	15 POINTS
Neatness of work	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Make a log chart and place it in your journal. Listen to or watch music from the Romantic period on the Internet. Follow the format below.

Title of the music	Composer	Date & Time	Reflection	Source

ARTS EDUCATION



OUTCOMES

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

- Identify elements and principles of arts in Western Classical plays and opera.



CHECK

Directions: Identify the name of the iconic Filipino artists described in each sentence. Choose your answers from the box and write your answer on the space provided.

Juan Luna

Guillermo Tolentino

Felix Hidalgo

Napoleon Abueva

Fernando Amorsolo

1. One of his masterpieces is "The Christian Virgins Being Exposed to the Populace".
2. He was painted the famous Spoliarium.
3. He is considered as the Father of Philippine Arts.
4. One of his famous paintings is the "Planting Rice with Mayon Volcano".
5. He was a National Artist for Sculpture and considered as the "Father of Modern Philippine Sculpture".



EXPLAIN

Elements/Principles of Western Classical Plays and Operas

Sound and Music



It refers to the music which creates a dramatic effect and greatly enhances theatrical performance. It is one of the most important facets of an opera performance.

Gestures and Movements



It can be used to express ideas and feelings without using any words such as mime and dance. It helps actors and actresses to better convey the message and emotions to the audience.

Costumes, Make-up, and Accessories



It is an integral component of classical plays and operas used as a storytelling tool. It displays the character's personality in a theatrical performance.

Stage

It refers to the setup of the stage which gives a visual impact in a theatrical performance to make the play more realistic, creative, and spectacular.



Props

It is described as an object used in a theatrical performance and may vary depending on the scene or act played by the characters.





PRACTICE

Directions: Watch the play, Romeo and Juliet, by accessing the given link. Analyze each theatrical form using the elements and principle of arts discussed Rate each form using a 1–5 scale with five (5) being the highest and one (1) being the lowest. Write your answer on the chart below. Explain why you gave each theatre element the said rating.

Suggested Video:

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

ROMEO and JULIET					
Theater Elements	Color	Texture	Emphasis	Unity	Movement
Costumes					
Make-up					
Stage Designs					
Props					



EVALUATE

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

- _____ 1. It is described as an object used in a theatrical performances and may vary depending on the scene or act played by the characters.
- _____ 2. It refers to the setup of the stage which gives a visual impact in a theatrical performance to make the play more realistic, creative, and spectacular.
- _____ 3. It is an integral component of classical plays and operas used as a storytelling tool.
- _____ 4. It can be used to express ideas and feelings without using any words such as mime and dance.
- _____ 5. It is one of the most important facets of an opera performance.

PHYSICAL EDUCATION



OUTCOMES

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

- Identify the nature and benefits of indoor and outdoor recreational activities.



CHECK

Directions: Classify if the activities listed below are held indoors or outdoors by placing it on the appropriate area of the Venn diagram. Place activities that can be done both indoor and outdoor in the center of the diagram.

Camping

Zumba

Orienteering

Table Tennis

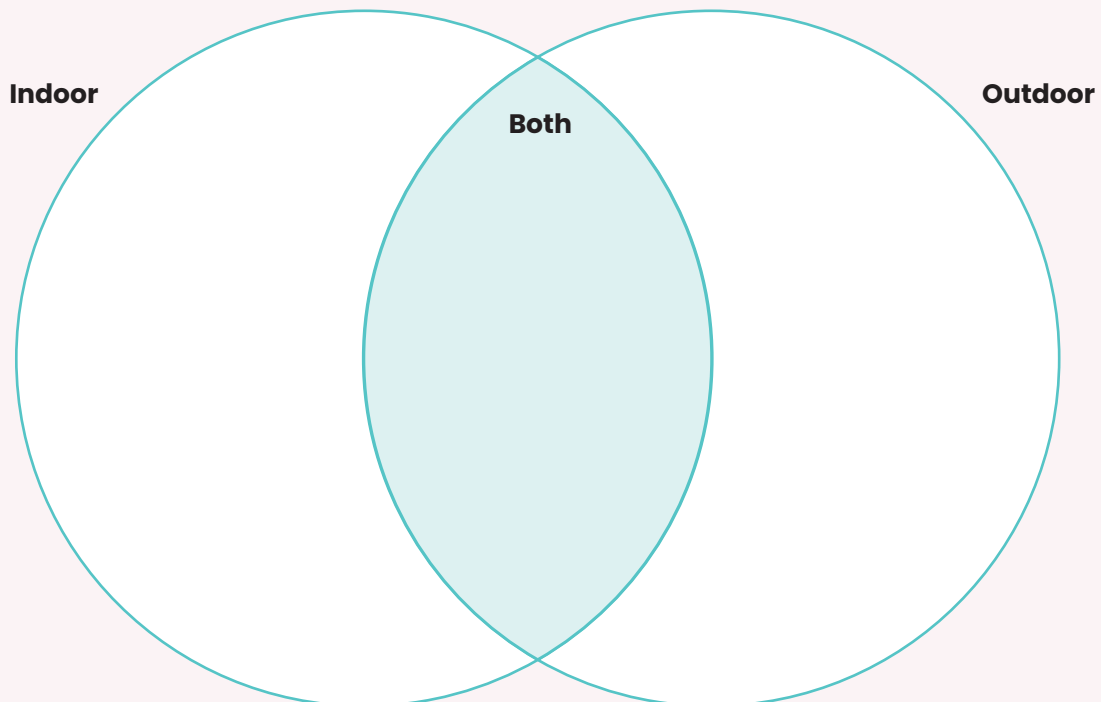
Volleyball

Swimming

Cycling

Hiking

Badminton





EXPLAIN

Indoor and Outdoor Recreational Activities: Nature and Benefits

Recreation

Recreation is described as voluntarily participation in an activity that provides enjoyment and does not require obligated time.

It can be done both indoor and outdoor activities for sports and exercises for a certain purpose as well as it benefits one's mind and body after a tiring and stressful days.

Recreational activities can divided into two depending on the location where they are performed:



Indoor recreational activity is considered as an activity within the premises of your home or done inside the building.

Outdoor recreational activity usually undertaken in a large area or open space outside the perimeter of a building.

Recreational Activities	
Recreational activity is divided into two types. Listed below are some activities done indoor and outdoor.	
Indoor	Outdoor
• Individual sports • Team sports • Zumba	• Hiking • Camping • Orienteering

Benefits of Recreational Activity

- *promotes mental health
- *improves self-esteem
- *reduces stress and anxiety

- * helps the quality of sleep
- * burns some unwanted fat
- * boosts your immunity



PRACTICE

Directions: Record yourself performing your favorite indoor and outdoor activity in a 5 to 10-minute video blog. Explain why you like doing these recreational activities and why it is beneficial for you.

CRITERIA:

Content	25 POINTS
Creativity	15 POINTS
Voice Quality and Projection	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Encircle the letter of the best answer.

- Which of the following activities can maintain your ideal healthy body weight?
 - Exercise once a month.
 - Proper diet and recommended exercise.
 - Attending to gyms and taking diet pills.
 - Enjoying a balance routine in life.
- What would be the best initiative that you can do to promote healthy lifestyle in your community?
 - Organize community exercise events such as Zumba or aerobics.
 - Share pictures and infographics about healthy lifestyle in social media pages.
 - Reprimand people in your community who does not follow a healthy lifestyle.
 - Talk to your local government unit and ask them why is there no healthy lifestyle projects for the people.
- What will happen when less calories are consumed and more calories are expended by a student?
 - Weight loss
 - Weight gain
 - Sustain weight
 - Live healthy
- Which is NOT a benefit of recreational activity?
 - Promotes mental health.
 - Helps the quality of sleep.
 - Reduces stress and anxiety.
 - Promotes sedentary lifestyle.
- Which of the following is usually undertaken in a large area or open space outside the perimeter of a building?
 - Indoor activity
 - Outdoor activity
 - Wellness activity
 - Leisure activity

HEALTH EDUCATION



OUTCOMES

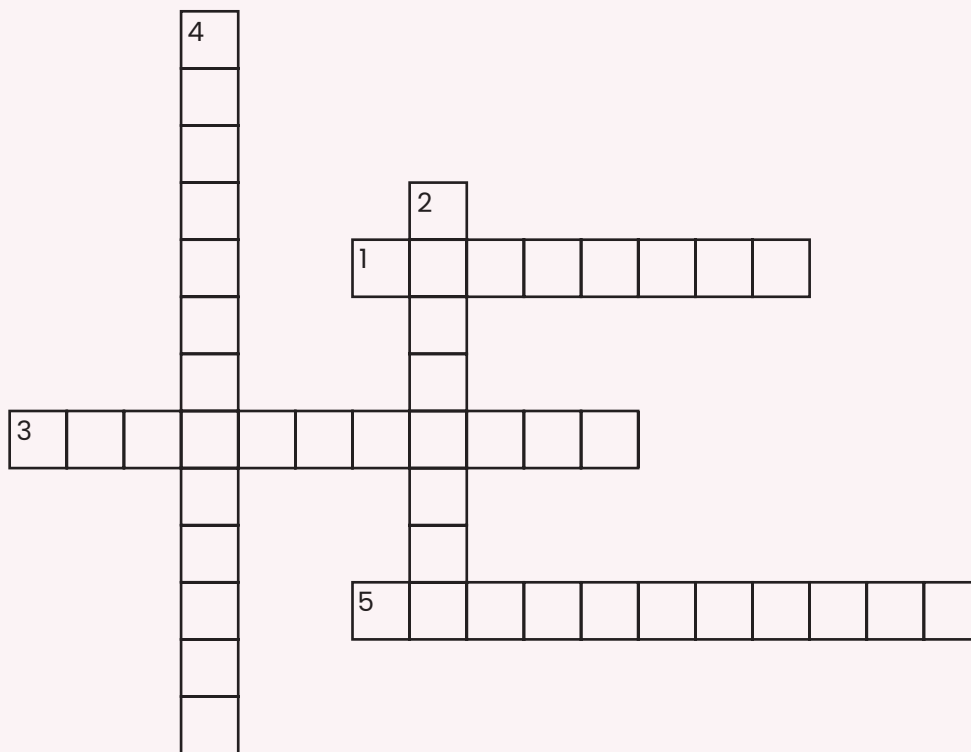
At the end of this module, you are expected to:

- Identify different intentional and unintentional injuries.



CHECK

Directions: Let us check what you have learned from the previous lessons by completing the crossword puzzle.



Across:

1. air can't get into the lungs because of water
3. partial displacement of the bones
5. sudden obstruction of blood supply

Down:

2. a break in the bone
4. electricity passes through the body



EXPLAIN

Intentional Injury

- This term refers to injuries that are results of an intended human action.
- It can be divided into two types;
 - **Self-inflicted** – when a person purposely harms himself/herself.
 - **Assault** – when a person harms another person on purpose. It can be classified depending on the person or persons causing harm:
 - an act of violence perpetrated within the family
 - committed by peers
 - an act of violence committed by other groups
- *Suicide* is an intentional taking of one's own life while *Parasuicide* is an act in which a person attempts to suicide without having any intention to die.
- Domestic violence may happen when a family member purposely abuses another family member. Bullying, stalking, and extortion may happen in school and community. Other forms of intentional injury can also be seen in many places like youth violence, kidnapping, abduction, and different acts of terror.

Unintentional Injury



- It refers to any form of injuries which happens accidentally. It is also described as any unintended injuries resulting from a physical energy in the environment.
- Here are some common unintentional injuries;
 - Fracture
 - Dislocation
 - Food poisoning
 - Heat exhaustion
 - Sprain and Strain



PRACTICE

Directions: Look around your home or school and identify places where unintentional injuries commonly happen. Analyze why these areas prone to cause injury. Record yourself in a vlog explaining why unintentional injuries are common in these areas. Submit your output to your teacher.

CRITERIA:

Content	25 POINTS
Creativity	15 POINTS
Voice Quality and Projection	10 POINTS
TOTAL	50 POINTS



EVALUATE

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

- _____ 1. It refers to any form of injuries that happened accidentally.
- _____ 2. It refers to injuries resulting from intended human actions.
- _____ 3. It is an act in which a person attempts suicide without having any intention to die.
- _____ 4. It is a type of intentional injury wherein a person purposely harms himself or herself.
- _____ 5. It refers to an intentional taking of one's own life.

Lesson 02

MUSIC EDUCATION



OUTCOMES

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

- Identify theatrical elements and components of opera from the Romantic Period.



CHECK

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

- _____ 1. Most of the music from the Romantic period tell about chivalry and courtly love.
- _____ 2. Romantic music is described as a cultural movement that emphasized emotion, imagination, and freedom of expression.
- _____ 3. Music from the Romantic period were usually monophonic.
- _____ 4. Most of the musical compositions from the Romantic period took an interest in emotions, history, and literature.
- _____ 5. The distinct characteristics of music from the Romantic period emphasized not just the emotion of love but also about hate and sorrow as well.



EXPLAIN

Opera



It refers to dramatic performances set to music for theatrical presentation.

Theatrical Elements of Opera

- Music
- Gestures and Movements
- Costumes and Accessories

Components of an Opera	
Libretto	The text of an opera written together by the librettist and composers.
Score	It is the musical composition where the composer and librettist put together all the musical notes and ideas for the performers to tell the story.
Recitative	It refers to the declamatory singing used in the prose and dialogue of opera.
Aria	A solo singing part sung by the main character with or without instrumental or orchestral accompaniment.
Acts	It refers to the main division of an opera.
Scene	It refers to division of an act which contains different vocal pieces.

Voice Classification	
Male Voice	Female Voice
<i>Tenor</i> – highest male voice	<i>Soprano</i> – highest female voice
<i>Baritone</i> – male voice between tenor and bass	<i>Mezzo-Soprano</i> – most common female voice
<i>Bass</i> – lowest male voice	<i>Contralto</i> – lowest female voice



PRACTICE

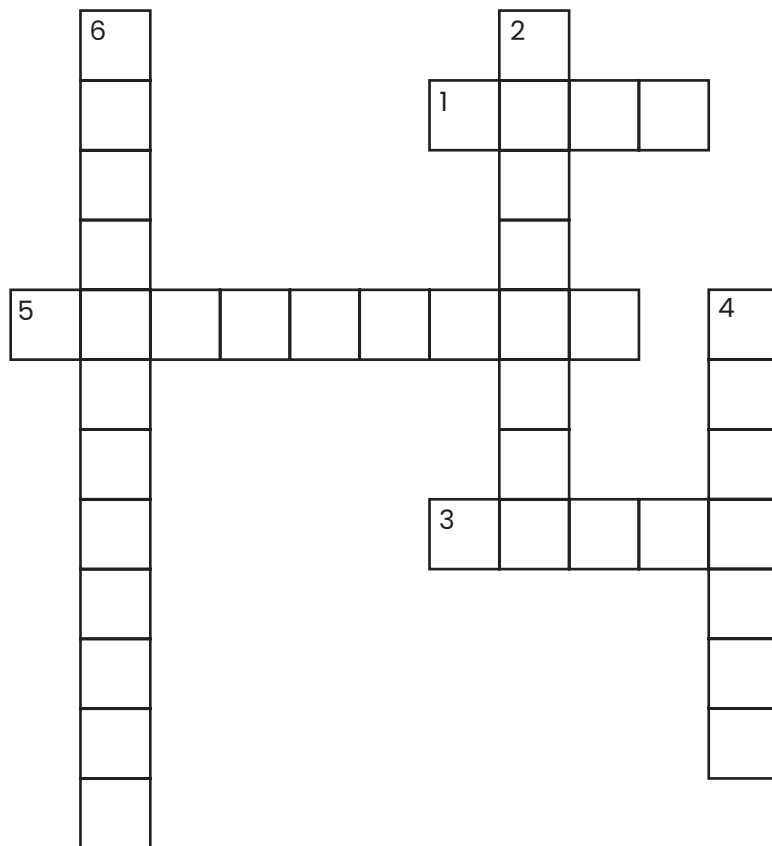
Directions: Research about an international or Filipino musical theatre actress and list the famous musical play or opera that they are involved in. Also identify their voice classification and react to a scene from one of their performances. Follow the template below.

Name of Artist	List of Musicals or Operas They Have Performed In	Voice Classification	Reaction on their Performance



EVALUATE

Directions: Answer the crossword puzzle.



Across:

- lowest male voice
- highest male voice
- lowest female voice

Down:

- middle male voice
- highest female voice
- most common female voice

ARTS EDUCATION



OUTCOMES

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

- Describe the history of Western Classical theatrical forms and their evolution.



CHECK

Directions: Identify the names of some famous Opera/Theater Houses in the world. Choose from the options inside the box and write your answer on the space provided.

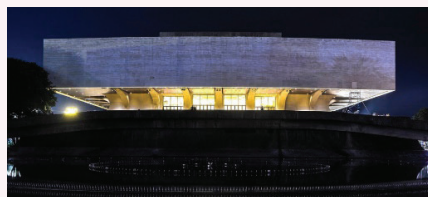
La Scala, Milan, Italy

Cultural Center of the Philippines

Teatro San Carlo Colon, Argentina

Vienna State Opera, Austria

Sydney Opera House, Australia





EXPLAIN

History of the Theatrical Forms and Their Evolution



Theater

It refers to a place where performances take place. Theater began from ancient myth, rituals, and ceremonies which are performed by groups of people in a certain venue. In modern times, theater production is a collaborative effort involving:

- playwright writing the scripts
- director rehearsing the performers
- designer and technical crew producing props to create the scenes
- actors and actresses performing on stage

Greek Theater

European theater can be traced back to Ancient Greece as a religious festival to honor the Greek Gods. Ancient Greek theater is composed of 3 types of drama particularly tragedy, comedy, and satyr play.

The following are some well-known Greek tragedy playwrights:

- Sophocles
- Euripides
- Aeschylus



Theatre of Epidaurus

Roman Theater

Most common theme in Roman theatrical plays were chariot races, gladiators, and public executions. The Romans relished watching realistic, frightful, and bloody combat performances such as gladiator competitions. These barbaric themes of plays in Roman theater were opposed by Christians resulting in the closure of all theaters by the end 400 A.D.



Roman Theatre at Palmyra

Medieval Theater

All theater performances during this time were disallowed and declared by the Church as an act of evil. The Minstrels, despite of being perceived as dangerous and pagan, secretly continued theater performances in public places where they travelled from different places as puppeteers, jugglers, singers, and performers in other theatrical acts.



Renaissance Theater

Theater arts during this period were described as the return of Greek and Roman arts and culture in which university drama was formed to recreate Athenian tragedy. Theatrical performers were called professional players on the Elizabethan stage, named after Queen Elizabeth I of England who was a prominent supporter of theater arts. The famous playwright and poet William Shakespeare was the most influential artist of this period.





PRACTICE

Directions: Create a timeline of the history of theatrical forms and illustrate the evolution of each period. Add relevant images and information about each time period. You may then freely design your output.

Criteria for Grading

Content	20 POINTS
Organization	20 POINTS
Presentation	10 POINTS
TOTAL	50 POINTS



EVALUATE

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

- _____ 1. He is the famous playwright and poet from the Renaissance period.
- _____ 2. The most prominent supporters of theater during the Middle Ages.
- _____ 3. It refers to a place where performances take place.
- _____ 4. They were viewed as dangerous and pagan in Medieval theater.
- _____ 5. In Greece, it was the most admired type of play.

PHYSICAL EDUCATION



OUTCOMES

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

- Identify the key features and characteristics of Zumba dance fitness.
- Perform basic steps in dancing Zumba.



CHECK

Directions: Let us check what you have learned from the previous lessons by listing down at least 5 benefits of participating in recreational activities.

Benefits:

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



EXPLAIN

Recreational Activity: Zumba Dance Fitness

It is a type of dance developed by a celebrity fitness trainer Alberto “Beto” Perez from Colombia when he forgotten the music for aerobics and used random non-traditional aerobics music available instead.

Zumba as a dance fitness highlights movements influenced by different styles with the use of primarily Latin American dance music.





Basic Zumba Steps – It usually involves dance combination of Latin dance steps.

- Salsa
- Merengue
- Reggaeton
- Samba
- Mambo

Here are some benefits of dancing Zumba:

- Improves cardiovascular health.
- Develops abdominal muscles.
- Reduces stress.
- Helps weight loss.



PRACTICE

Directions: Let's Move! Prepare a simple routine for a Zumba dance using steps that you have learned from this lesson.

1. Invite family members at home, may it be your parents or siblings to join you in this activity.
2. You can watch videos in YouTube as your reference in creating simple steps.
3. Combine the steps to create your own routine for 5-10 minutes.
4. Choose a music that will suit your steps.
5. Perform the routine and record yourself and family members in a video.

Criteria for Grading

Precision	25 POINTS
Mastery	15 POINTS
Creativity	15 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Write a reflection based on what you have learned on the topic and give your thoughts about the following questions:

1. Why do we need to exercise regularly?

2. How can Zumba dance help us improve our health and fitness?

HEALTH EDUCATION



OUTCOMES

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

- Explain the conceptual framework for intentional injuries.



CHECK

Directions: Let us check what you have learned from the previous lessons. Classify the injuries if it is **Intentional** or **Unintentional**.

Heat Stroke

Bullying

Sprain

Kidnapping

Drowning

Abduction

Heart Attack

Domestic Violence

Strain

Terrorism

Intentional

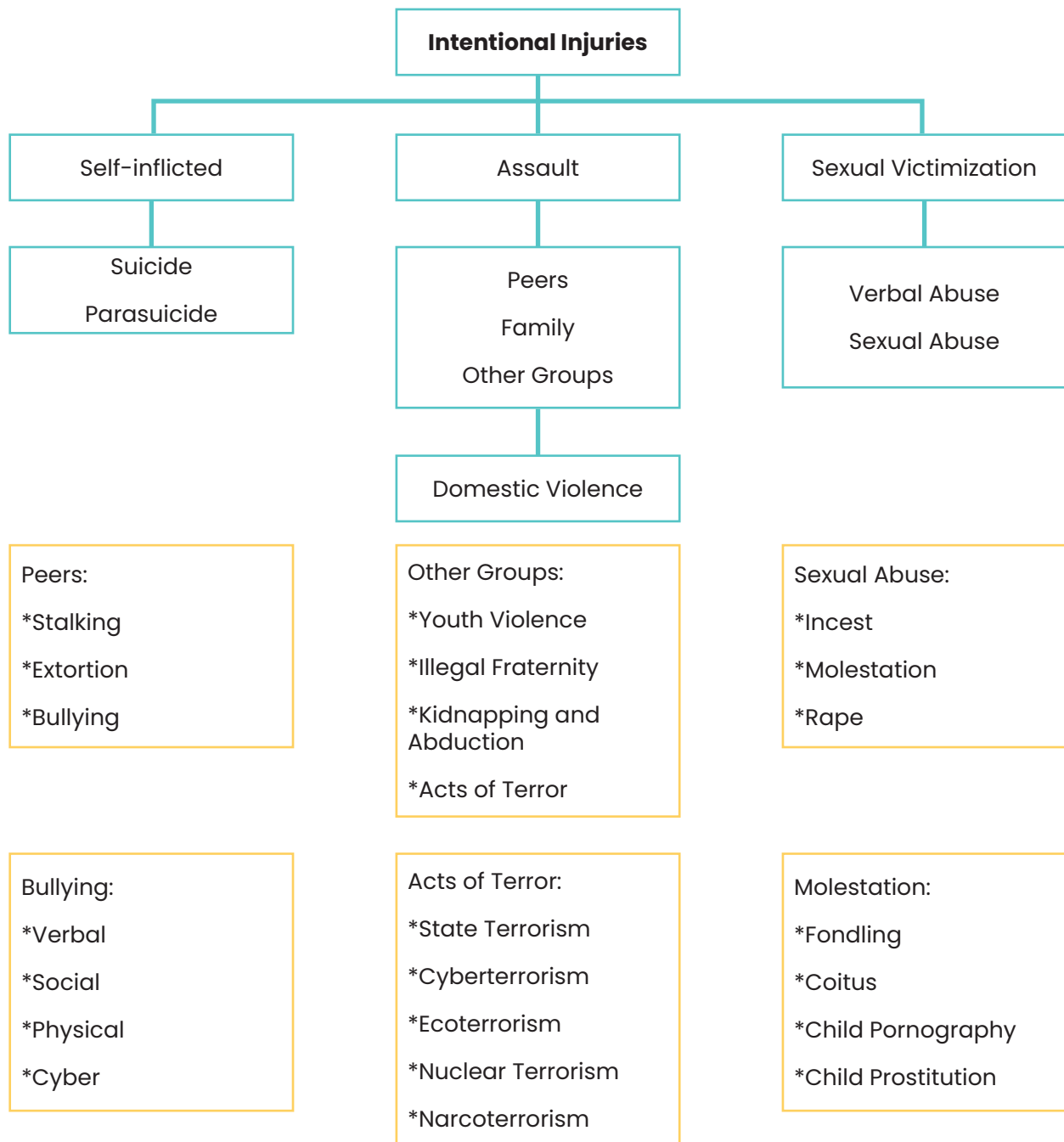
Unintentional



EXPLAIN

Conceptual Framework for Intentional Injuries

The conceptual framework for intentional injuries will give you clearer insights on the types of intentional injuries.





PRACTICE

Directions: Create a campaign video about promoting safety from and awareness about intentional injury. Select a specific type of intentional injury from the conceptual framework presented above. Limit the length of your video to 5–8 minutes.

Criteria for Grading

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



EVALUATE

Directions: Write **AGREE** or **DISAGREE** on the space before for each item depending on your opinion on the statement. Then, write a short explanation for your response.

- _____ 1. If a child misbehaves, it's reasonable to the child to receive a corporal punishment.

- _____ 2. Hazing is acceptable in joining any fraternity group as initiation rite to the brotherhood.

_____ 3. A woman who acts and dresses provocatively deserves to be sexually abused.

_____ 4. A quiet and shy type person should experience bullying in school.

_____ 5. Posting stolen pictures on social media which can lead to negative comments and captions is acceptable.

Lesson 03

MUSIC EDUCATION



OUTCOMES

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

- Identify the key features and characteristics of the vocal music from the Romantic period.



CHECK

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

- | | |
|-------|---|
| _____ | 1. The texts of an opera written by the librettist and composers working closely together. |
| _____ | 2. It is the musical composition where the composer and librettist put together all the musical notes and ideas for the performers to tell the story. |
| _____ | 3. It is a dramatic performance set to music for theatrical presentation. |
| _____ | 4. It refers to the declamatory singing used in the prose and dialogue of opera. |
| _____ | 5. A solo singing part sung by the main character. |



EXPLAIN

Vocal Music of Romantic Period

- Most of the composers during this period interpret poems, mood, atmosphere, and imagery into a musical composition.
- The connection of music and literature were evident in almost all forms of vocal music during Romantic period.
- During this period, vocal music required singers to perform a greater range of tone, color, dynamics, and pitch.

Some musical terms used during Romantic period are the following:



- **A Capella** – one or more singers perform without accompaniment of any musical instruments.
- **Cantabile** – performed with a smooth singing style.
- **Coda** – closing section of a literary or dramatic work.
- **Da Capo** – from the beginning
- **Dolce** – used as a direction of music.
- **Falsetto** – usually in a higher pitch range with weaker and more airy voice.
- **Glissando** – sliding quickly between two notes.
- **Passagio** – parts of singing voice where register transitions take place.
- **Rubato** – speeding up and slowing down of the tempo.
- **Tessitura** – most comfortable singing range of a singer.
- **Vibrato** – slight and rapid variations in pitch to give richer and more varied sound during a sustained note.



PRACTICE

Directions: Answer the following questions. Record yourself explaining your answers for the following questions in a video and submit it to your teacher.

1. Is it important for a composer to consider the vocal range of a particular singer who will sing his or her composition? Why or why not?

2. If a pop singer today will perform the songs from the Romantic period, would he or she be able to sing it in the same way Romantic period singers performed? Why or why not?

3. Why do you think it is important for singers to know breathing techniques properly?



EVALUATE

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

- _____ 1. It is the closing section of a literary or dramatic work.
- _____ 2. It refers to the most comfortable singing range of a singer.
- _____ 3. It is usually in a higher pitch range with weaker and more airy voice.
- _____ 4. It is used as a direction of music.
- _____ 5. It refers to one or more singers performing without accompaniment of any musical instruments.

ARTS EDUCATION



OUTCOMES

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

- Explain the key features and characteristics of selected Western Classical theater play and opera.



CHECK

Directions: Describe the following historical theatrical forms. Write your answers inside the box.

Renaissance Theatre

Medieval Theatre

THEATER

Roman Theatre

Greek Theatre

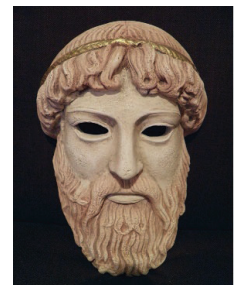


EXPLAIN

Western Classical Theater Play and Opera

Oedipus Rex

It was written by an ancient Greek tragedian named Sophocles. It is a tragedy about the life of King Oedipus of Thebes and highlights the emotion of pensive sadness, the power of its lyrical odes, and its majestic yet tragic portrayal of Oedipus. The use of masks significantly adds dramatic impact and keeps the audience from being distracted by the actual appearances of the actors.



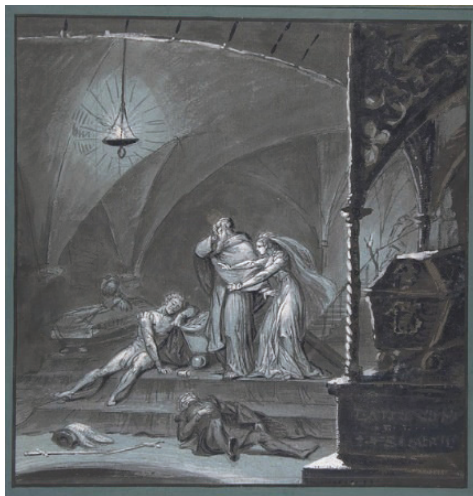
Masks worn by characters in Oedipus Rex

Oedipus – a gold mask with exaggerated deep empty eye sockets.

Jocasta – mother of Oedipus; the expression of her mask depends on the scene of the play.

Creon – brother-in-law of Oedipus wearing a crown with angry facial expression.

Romeo and Juliet



It is known as Shakespeare's most famous tragedy and considered as one of the world's timeless love stories. The play revolves around an old series of vengeful act between two influential families belched into violence. The stage itself as theatrical element was divided in three levels such as the main stage, an ornamental roof like structure called heaven, an area under the stage called hell. The costumes worn by the characters are based on the style and design of dresses during the Renaissance period.

Montague's Family

Romeo – sole heir of the Montague
Lord Montague – Romeo's father
Lady Montague – Romeo's mother
Balthasar – Romeo's faithful servant

Capulet's Family

Juliet – sole heir of the Capulet
Lord and Lady Capulet – Juliet's parent
Tybalt – Juliet's cousin
The Nurse – Juliet's faithful nurse

You may watch video clips from a modern production of Oedipus Rex and Romeo and Juliet by accessing the following links:

- <https://www.youtube.com/watch?v=bTQ-qK-m6mo>
- https://www.youtube.com/watch?v=juSn_IAnwNc



PRACTICE

Directions: Watch video clips from the plays, Oedipus Rex and Romeo and Julie. Analyze each theatrical play using the elements of theater arts. Write your answer on the chart below.

	Music	Gestures/Movements	Costumes/Makeup/ Accessories
Oedipus Rex			
Romeo and Juliet			



EVALUATE

Directions: Write the letter of the best answer on the space before the number.

- _____ 1. Which is known as Shakespeare's most famous tragedy and considered as one of the world's timeless love stories?
 - a. Phantom of the Opera
 - b. Paradise Lost
 - c. Romeo and Juliet
 - d. Les Misérables
- _____ 2. Which play is written by an ancient Greek tragedian named Sophocles?
 - a. Iliad
 - b. Oedipus Rex
 - c. Hercules
 - d. The Republic
- _____ 3. Who is considered as the greatest writer in English language and world's pre-eminent dramatist?
 - a. Hemingway
 - b. Sophocles
 - c. Hugo
 - d. Shakespeare
- _____ 4. Who among the following is an ancient Greek tragedian?
 - a. Plato
 - b. Sophocles
 - c. Archimedes
 - d. Socrates
- _____ 5. Who is the sole heir to the Capulet fortune?
 - a. Romeo
 - b. Oedipus
 - c. Juliet
 - d. Paris

PHYSICAL EDUCATION



OUTCOMES

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

- Describe orienteering as a recreational activity.



CHECK

Directions: Let us check what you have learned from the previous lesson. Give at least five (5) basic steps in dancing Zumba.

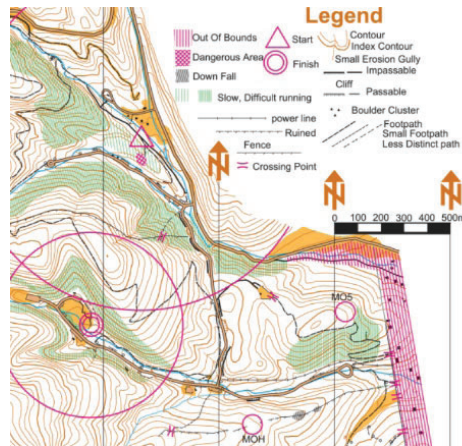
Zumba

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



EXPLAIN

Orienteering



It refers to an outdoor navigational recreational activity which uses special drawn and highly detailed map. It requires skills in navigating from one point to another while moving in a certain speed. An orienteering course consists of a series points to be completed in the shortest possible time.

Here some benefits of orienteering as an outdoor recreational activity;



- Conceptual aspects – it enhances your skills in interpreting information in the map and reading compass.
- Physical aspect – it develops your cardiovascular endurance since it also requires essential components such running.
- Personal aspect – it can help you develop your self-confidence and self-reliance to make decisions responsibly.
- Social aspect – it develops your social skills in working cohesively with one another.
- Environmental aspect – it can help you appreciate more the beauty of nature.



PRACTICE

Directions: Follow the directions below to create an improvised navigational map.

1. Draw or make an improvised map for orienteering that can be done safely in your neighborhood.
2. Your map should have at least 5-10 control points corresponding to the features of your neighborhood.
3. In every control point designate a task to be performed (e.g., solving a puzzle or answering a riddle).
4. Label the control point from first to last.

Criteria for Grading

Quality of Work	30 POINTS
Organization	10 POINTS
Neatness	10 POINTS
TOTAL	50 POINTS



EVALUATE

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

- _____ 1. It refers to an outdoor navigational recreational activity which uses specially drawn and highly detailed map.
- _____ 2. The aspect which refers to the appreciation of the beauty of nature.
- _____ 3. The aspect which develops your cardiovascular endurance since it also requires essential component such running.
- _____ 4. The aspect which helps you develop your self-confidence and reliance to make decisions responsibly.
- _____ 5. The aspect which develops your social skills in working cohesively with one another.

HEALTH EDUCATION



OUTCOMES

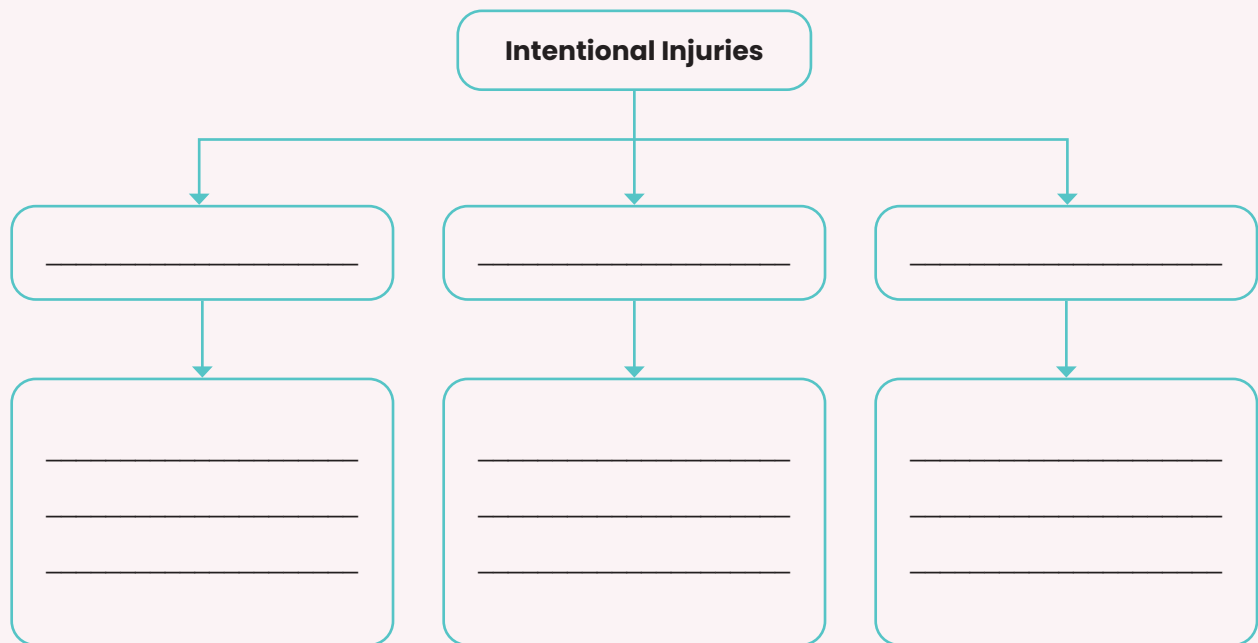
At the end of this module, you are expected to:

- Identify risk factors related to intentional injuries.



CHECK

Directions: Let us check what you have learned from the previous lessons. Complete the diagram below.





EXPLAIN

Risk Factors Related to Intentional Injuries

Personal Risk Factors

- History of being abused in the past
- Lack of social mobility
- High emotional distress
- Being exposed to violence and conflict within the family
- Low IQ



Family Risk Factors

- Poor family values
- Inconsistent family rules
- Poor monitoring and guidance of children
- Irresponsible parental involvement
- Financial instability



Peer and Social Risk Factors

- Association with delinquent peers and friends
- Feelings of social isolation
- Poor attendance in school
- Lack of commitment to studies
- Poor social skills and interaction



Community Risk Factors

- Poor implementation of laws in the community
- Socially disorganized community
- Lack of economic opportunities
- Weak community relationships
- Lack of community program, projects, and activities





PRACTICE

Directions: Make a poster- slogan raising awareness about the risk factors of intentional injuries. Take a picture of your output and share it to your teacher.

Criteria for Grading

Relevance to the Theme	15 POINTS
Originality	15 POINTS
Creativity	10 POINTS
Visual Impact	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Write **TRUE** if you think the statement is risk factor related to intentional injuries and **FALSE** if it is not. Write your answer on the space provided.

- _____ 1. Poor monitoring and guidance of children.
- _____ 2. Lack of community program, projects, and activities.
- _____ 3. Irresponsible parental involvement.
- _____ 4. Clear and consistent family rules.
- _____ 5. Strong community advocacy against drug use and abuse.

Lesson 04

MUSIC EDUCATION



OUTCOMES

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

- Identify various opera composers from the Romantic period.



CHECK

Directions: Look for five (5) musical terms used during Romantic period from the pool of letters. Draw a line on every word you will find and write your answer on the space provided.

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

1. _____
2. _____
3. _____

4. _____
5. _____



EXPLAIN

OPERA COMPOSERS OF THE ROMANTIC PERIOD

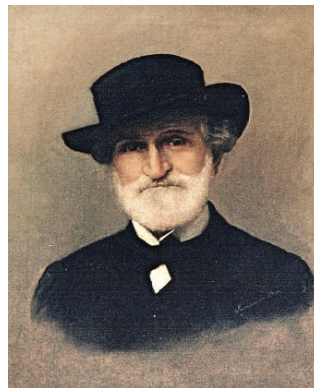
Franz Peter Schubert



A German composer who developed lieder, or German songs, with dramatic impact to the listeners. He was considered as one of the last Classical composers and the first Romantic ones. His famous compositions include:

- Ave Maria (Ellens Gesang III)
- Swan Song (Schwanenge Sang)

Giuseppe Verdi



His name is associated with Romantic opera where most of the characters of his piece are ordinary people rather than those of royalty and nobility which is mostly found in German operas. He professed and wrote operas with harmonic sense intended for middle-class audience.

Some of his famous operas include:

- La Traviata
- Rigoletto

Giacomo Puccini

He came from a poor family in Italy and as such, he was inspired to compose music that stressed realism. Most of his works depict scenes in everyday life, rejecting heroic themes from mythology, and history.

Puccini's operas include:

- Madame Butterfly
- Turandot



Richard Wagner

He played a big role in the development of musical drama in which musical and dramatic elements were combined. He also developed a compositional style in which orchestra and singers have equal importance in dramatic roles.

His famous works include:

- Tristan and Isolde
- Die Wal kyrie



Georges Bizet

He was the composer behind one of the most popular operas ever written entitled "Carmen". However, when it was first opened in Paris, it was criticized terribly which resulted to poor audience attendance.





PRACTICE

Directions: Listen to the Aria, "Un bel di", from Madame Butterfly Act II by Giacomo Puccini from the link below and analyze which statements are true about the aria. If the statement is true write **PUCCINI** or **X** if not.

Suggested Video:

<https://www.youtube.com/watch?v=LSF37oBIJn0>

- _____ 1. The opening of the aria has a dream-like quality.
- _____ 2. The piece is accompanied by solo violin.
- _____ 3. The aria was sang by a baritone.
- _____ 4. The text is written in Japanese.
- _____ 5. The climactic moment ends with a very soft crescendo.



EVALUATE

Directions: Match the musical opera in Column B to its corresponding composer in Column A. Write the letter of the correct answer on the space provided.

Column A

- _____ 1. Georges Bizet
- _____ 2. Giacomo Puccini
- _____ 3. Richard Wagner
- _____ 4. Franz Schubert
- _____ 5. Giuseppe Verdi

Column B

- a. Madame Butterfly
- b. Carmen
- c. Swan Song
- d. La Traviata
- e. Tristan and Isolde

ARTS EDUCATION



OUTCOMES

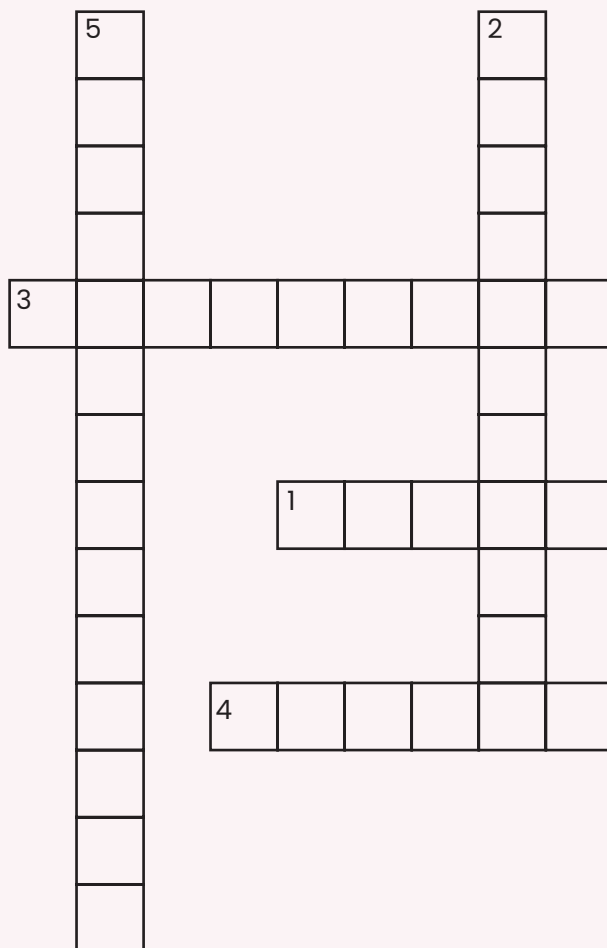
At the end of this module, you are expected to:

- Identify the influence of selected Western Classical play or opera on Philippine theatrical performance in terms of form and content of story.



CHECK

Directions: Answer the crossword puzzle.



Across:

1. sole heir to the Montague fortune
3. ancient Greek tragedian
4. sole heir to the Capulet fortune

Down:

2. world's pre-eminent dramatist
5. world's timeless love story



EXPLAIN

Influence of Western Classical Opera to Philippine Theatrical Form

The theatrical forms we see today are heavily influenced by Western culture that shaped Philippine theatrical form through the years. Before the Spanish colonization, theater in the Philippines was in the form of indigenous rituals and dances to praise gods. It eventually changed when the Spaniards reached the Philippine shore. They introduced dramas such as Zarzuelas to influence and teach various tribes about Christianity and religion.

Here are some Filipino Playwrights:

Francisco Balagtas

He was the author of the famous awit, a type of Filipino poem consisting of 12-syllable quatrains, entitled "Florante at Laura". The word Balagtasan as a Filipino term for extemporaneous debate was named after him.



Severino Reyes

He was a Filipino writer, dramatist, and playwright and considered as the Father of Tagalog Zarzuela. His best-known masterpiece is Walang Sugat which tackled the injustice of the Spanish colonialism.



Dr. Ricardo Abad

He is a director and actor in various theatrical performances. Most of his productions are influenced by Western drama such as Romeo and Juliet but mainly intended for Filipino and Asian sensibility.

Salvador Bernal

He professionally developed and raised the theatrical design in the Philippines into an art form. He is known as the Father of Theater Design in the Philippines.





PRACTICE

Directions: Compare the selected Western Classical play or opera on Philippines theatrical performance in terms of form and content of story. Write your answers on the chart below.

	Genre	Content of Story	Gestures/ Movements	Costumes/ Make-up/ Accessories	Stage Design
Western Classical Opera - Romeo and Juliet - Carmen					
Philippine Play - Florante at Laura - Walang Sugat					



EVALUATE

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

- | | |
|-------|---|
| _____ | 1. He is known as the Father of Theater Design in the Philippines. |
| _____ | 2. Most of his productions are influenced by Western drama such as Romeo and Juliet but mainly intended for Filipino and Asian sensibility. |
| _____ | 3. He is considered as the Father of Tagalog Zarzuela. |
| _____ | 4. He was the author of the famous Filipino poetry "Florante at Laura". |
| _____ | 5. This masterpiece tackled the injustice of Spanish colonialism. |

PHYSICAL EDUCATION



OUTCOMES

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

- Identify different home routine exercises for recreational activity.
- Perform home routine exercises for recreational activity.



CHECK

Directions: Let us check what you have learned from the previous lesson. List down at least five (5) benefits of orienteering as an outdoor recreational activity.



EXPLAIN

Recreational Activities: Home Routine Exercise

You can engage in recreational activities indoors that can benefit your physical fitness and overall wellness. These activities do not require specialized equipment so anyone can do it at home.

Lateral Trunk Stretch



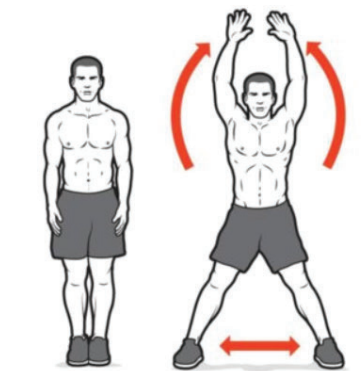
In a standing open legs position, stretch both arms up then bend to the left and right without bending the knees for 8 seconds. Stretch only within your flexibility level and do not overstretch.

Chair Dips



Sit on the edge of the chair while your hands are placed behind your hips along the sides of the chair.

Jumping Jacks



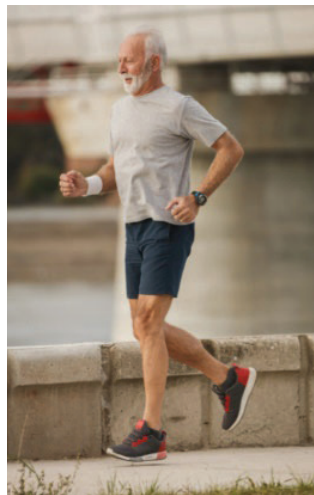
Stand with feet together and arms at sides. Open your legs as you jump about shoulder-width apart and land on both feet while stretching your arms out over your head.

Burpees



Stand with your feet shoulder-width apart. Do the squat position while kicking your feet backwards moving in a push-up position. Kick your feet forward to the original position then jump in the air.

Jog around



Jog around in any place or area for a period.



PRACTICE

Directions: Complete the diagram. Afterward, record a video blog explaining your answers. Perform the activity/exercise that you have listed in the diagram. Submit your output to your teacher.

The home routine exercise that I like the most is... _____ _____ _____ _____ _____ _____ _____ _____	My recreational activity choices will help me to... _____ _____ _____ _____ _____ _____ _____ _____ _____	I choose this recreational activity because... _____ _____ _____ _____ _____ _____ _____ _____ _____	I plan to promote active and healthy lifestyle in the community by... _____ _____ _____ _____ _____ _____ _____ _____ _____
--	--	---	--



EVALUATE

Directions: Match the home routine exercise in Column A to its corresponding steps in Column B. Write the letter of the correct answer on the space provided.

Column A

- _____ 1. burpees
- _____ 2. chair dips
- _____ 3. lateral trunk stretches
- _____ 4. jogging
- _____ 5. jumping jacks

Column B

- a. Trot around in any place or area for a period.
- b. Kick your feet forward to the original position then jump in the air.
- c. Jump about shoulder-width apart and land on both feet while stretching your arms out over your head.
- d. Sit on the edge of the chair while your hands are placed behind your hips along the sides of the chair.
- e. In a standing open legs position, stretch both arms up then bend to the left and right without bending the knees for 8 seconds.

HEALTH EDUCATION



OUTCOMES

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

- Identify protective factors related to intentional injuries.



CHECK

Directions: Let us check what you have learned from the previous lessons. Classify the following statements related to risk factors of intentional injuries if it is personal, family, peer and social, or community. Write your answers on the table below.

1. Being exposed to violence and conflict within the family.
2. Association with delinquent peers and friends.
3. Lack of economic opportunities.
4. Poor monitoring and guidance of children.
5. History of being abused in the past.

Personal	Family	Peer and Social	Community



EXPLAIN

Protective Factors Related to Intentional Injuries

- Personal Protective Factors



- High IQ.
- Good self-control.
- Religious beliefs.
- Positive social interaction.
- Commitment to studies and personal growth.

- Family Protective Factors



- Strong family ties.
- Clear and consistent family rules.
- Ability to discuss problems within the family.
- Reliance on family for emotional support.
- Constant monitoring of children's school performance.

- Peer and Social Protective Factors



- Healthy involvement in social gatherings.
- Exposure to positive environment.
- Formation of healthy friendship.
- Positive influence from peers.
- Being around peers and friends who do not use illegal drugs.

- Community Protective Factors



- Positive attitude towards combating violence in the community.
- Strong community relationship.
- Effective community programs.
- Strong community advocacy towards intentional injuries.



PRACTICE

Directions: Make a video advocacy campaign related to protective factors of intentional injuries. Your video should have a duration of 2–3 minutes. You may add background music. Share your video to your teacher.

Criteria for Grading

Relevance to the Theme	25 POINTS
Creativity	15 POINTS
Visual Impact	10 POINTS
TOTAL	50 POINTS



EVALUATE

Directions: Write **PF** if the statement is a protective factor related to intentional injuries and **RF** if it is not. Write your answer on the space provided.

- _____ 1. Being around peers and friends who do not use illegal drugs.
- _____ 2. Ability to discuss problems within the family.
- _____ 3. Possess positive commitment to studies and personal growth.
- _____ 4. Poor social skills and lack of social interaction.
- _____ 5. Low IQ.