

# MAPEH

Contextualized Budgetary Outlay  
MUSIC



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## **BUDGETARY OUTLAY IN MAPEH 4**

**Music**  
**(Teacher’s Material)**

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# MAPEH

## Contextualized Budgetary Outlay

### MUSIC

This contextualized budgetary outlay was collaboratively developed and reviewed by educators from the Schools Division of Silay City. We encourage teachers to email their feedback, comments, and recommendations to the Schools Division of Silay City at [deped.silay@deped.gov.ph](mailto:deped.silay@deped.gov.ph)



**We value your feedback and recommendations.**


# BUDGETARY OUTLAY



## MUSIC


### GRADE IV

| FIRST GRADING                |   |
|------------------------------|---|
| <b>CONTENT STANDARDS</b>     | <b>Demonstrates understanding of concepts pertaining to rhythm and musical symbols</b>                                    |
| <b>PERFORMANCE STANDARDS</b> | <b>Creates rhythmic patterns in :</b><br><b>1.Simple time signature</b><br><b>2.Simple one – measure ostinato pattern</b> |

| DAY     | NO. OF DAYS | LEARNING COMPETENCIES  | OBJECTIVES   | SUBJECT MATTER   | CODE       | REFERENCE   | MATERIALS  |
|---------|-------------|--|--|--|------------|---|--|
| Day 1   | 1           | Identifies different kinds of notes and rests<br><br> | Nakikilala ang iba,t ibang uri ng notes at rest<br><br> | Aralin 1<br><br>Ang Mga Simbolo at Konsepto sa Musika                              | MU4RH-Ia-1 | LM pp 5-7<br>TG pp 2-5<br><br>Manwal ng Guro Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp. 7-9<br><br>Music Time (Lower Primary), pp 38, 208 | pitch pipe<br>tsart<br>flashcards ng mga notes at rest<br><br>iskor ng mga Awiting “Magandang Araw”,”<br>Lupang Hinirang”,<br>“Baby Seeds” |
| Day 2-3 | 2           | Organizes notes and rests according to simple meters (grouping notes and rest into measures given simple meters)                       | Napagsama - sama ang mga note at rest ayon sa mga simple meter.  | Aralin 2<br><br>Ang Simple Meter, Pagtuturo ng Rhythmic Pattern, at Time Signature | MU4RH-Ib-2 | LM pp 8—11<br><br>TG pp 6—10<br><br>Philippine Folk Literature Series VII   | pitch pipe<br>tsart<br>flashcards ng mga notes at rest   |

| DAY   | NO. OF DAYS | LEARNING COMPETENCIES  | OBJECTIVES  | SUBJECT MATTER  | CODE       | REFERENCE  | MATERIALS  |
|-------|-------------|--|---|---|------------|--|--|
|       |             | <p>Uses the bar line to indicate groupings of beats in</p> <p style="text-align: center;"> <math>\begin{matrix} 2 &amp; 3 &amp; 4 \\ 4, &amp; 4, &amp; 4 \end{matrix}</math> </p>  | <p>Nagagamit ang bar line sa pagpapangkat ng beat/kumpas sa isang simple meter</p> <p style="text-align: center;"> <math>\begin{matrix} 2 \\ 4 \end{matrix}</math> </p>                     |   | MU4RH-Ic-5 | <p>the Folksongs; p 105; compiled and edited by Damiana L. Eugenio</p> <p>Manwal Ng Guro Umawit At Gumuhit 4. Valdecantos, Emelita C. 1999. pp 8-12</p>              | <p>Iskor ng awiting “Tayo Na” at “Umayka Ti Eskwela” (Iloko)</p>   |
| Day 4 | 1           | First Summative Test   |   |   |            |  |  |
| Day 5 | 1           | <p>Organizes notes and rests according to simple meters (grouping notes and rest into measures given simple meters)</p> <p>Demonstrates the meaning of rhythmic patterns by clapping in time signatures</p> <p style="text-align: center;"> <math>\begin{matrix} 2 &amp; 3 &amp; 4 \\ 4, &amp; 4, &amp; 4 \end{matrix}</math> </p>  <p>Identifies accented and unaccented pulses</p> | <p>Napagsasama-sama ang mga note at rest ayon sa <math>\begin{matrix} 2 \\ 4 \end{matrix}</math> time signature</p> <p>Nakikilala ang pulsang may diin/accent at walang diin/unaccented</p> | <p>Aralin 3</p> <p>Ang Rhythmic Pattern at ang <math>\begin{matrix} 2 \\ 4 \end{matrix}</math> Time Signature</p> | MU4RH-Ib-2 | <p>LM pp 12—14<br/>TG pp 11—14<br/>Sanayang aklat sa muska 4 p 30; Emily A. Gonzaga, Leonaria P. Malbas</p> <p>Music Time Teacher’s Manual, p 38 (Lower Primary)</p> | <p>pitch pipe<br/>tsart<br/>flashcards ng mga notes at rest</p> <p>iskor ng awiting “Rain, Rain Go Away” at “Baby Seeds”</p> |

| DAY   | NO. OF DAYS | LEARNING COMPETENCIES   | OBJECTIVES  | SUBJECT MATTER  | CODE  | REFERENCE   | MATERIALS   |
|-------|-------------|---|---|---|---|---|---|
| Day 6 | 1           | <p>States the meaning of the different rhythmic pattern</p> <p>Demonstrates the meaning of rhythmic patterns by clapping in time signatures</p> <p style="text-align: center;">           2 3 4<br/>           4, 4, 4         </p>  <p>Organizes notes and rests according to simple meters (grouping notes and rest into measures given simple meters)</p>   | <p>Nasasabi ang kahulugan ng iba't ibang rhythmic pattern</p> <p>Napagsasama-sama ang mga note at rest sa measure ayon sa <math>\frac{3}{4}</math> time signature</p> | <p>Aralin 4</p> <p>Ang Rhythmic Pattern sa Time Signature <math>\frac{3}{4}</math></p>                | <p>MU4RH-Ic-3</p> <p>MU4RH-Ic-4</p> <p>MU4RH-Ib-2</p>                   | <p>LM pp 15-18</p> <p>TG pp 15-18</p> <p>Music Time Teacher's Manual (Lower Primary) , p 40</p> | <p>pitch pipe</p> <p>tsart</p> <p>flashcards ng mga notes at rest</p> <p>iskor ng awiting "Batang Magalang" at Will "You Dance With Me"</p>                         |
| Day 7 | 1           | <p>Demonstrates the meaning of rhythmic patterns by clapping in time signatures</p> <p style="text-align: center;">           2 3 4<br/>           4, 4, 4         </p>  <p>Uses the bar line to indicate groupings of beats in</p> <p style="text-align: center;">           2 3 4<br/>           4, 4, 4         </p> <p>Identifies accented and unaccented pulses</p> <p>Places the accent (&gt;) on the notation of recorded music</p> | <p>Napagsasama-sama ang mga note at rest sa sukat ayon sa <math>\frac{3}{4}</math> time signature</p>   | <p>Aralin 5</p> <p>Ang Accent at mga Rhythmic Patterns sa <math>\frac{3}{4}</math> Time Signature</p> | <p>MU4RH-Ic-4</p> <p>MU4RH-Ic-5</p> <p>MU4RH-Id-6</p> <p>MU4RH-Id-7</p> | <p>LM pp 19—21</p> <p>TG pp 19—22</p> <p>Music Time (LP), p 40</p>                              | <p>Mga bagay na lumilikha ng tunog tulad ng patpat, kutsara, tinidor at mga kauri nito</p> <p>iskor ng awiting "An Sakong Abaniko" At "Ang Huni Ng Ibong Pipit"</p> |
| Day 8 | 1           | Second Summative Test   |   |   |   |   |   |

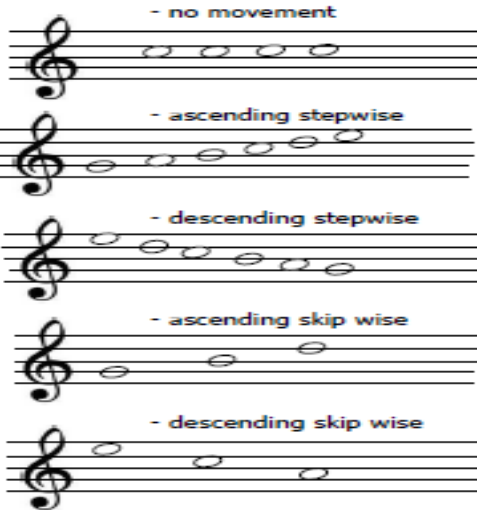
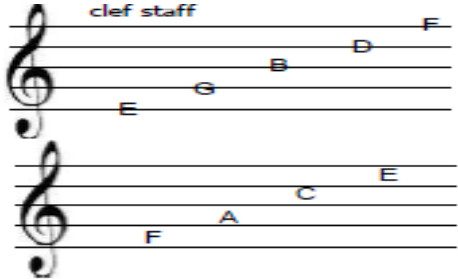
| DAY    | NO. OF DAYS | LEARNING COMPETENCIES  | OBJECTIVES   | SUBJECT MATTER   | CODE  | REFERENCE   | MATERIALS  |
|--------|-------------|--|--|--|---|---|--|
| Day 9  | 1           | <p>Demonstrates the meaning of rhythmic patterns by clapping in time signatures</p> <p style="text-align: center;">2 3 4<br/>4, 4, 4</p>  <p>Uses the bar line to indicate groupings of beats in</p> <p style="text-align: center;">2 3 4<br/>4, 4, 4</p> <p>Organizes notes and rests according to simple meters (grouping notes and rest into measures given simple meters)</p> | <p>Naipakikita ang kaalaman sa elemento ng rhythm sa pamamagitan ng pagpalakpak ng rhythmic patterns sa time signature na <math>\frac{4}{4}</math></p> <p>Napagsasama-sama ang mga note at rest sa measure ayon sa <math>\frac{4}{4}</math> Time signature</p> | <p>Aralin 6</p> <p>Ang Rhythmic Pattern sa Time <math>\frac{4}{4}</math> signature</p> | <p>MU4RH-Ic-4</p> <p>MU4RH-Ic-5</p> <p>MU4RH-Ib-2</p> | <p>LM pp 22--27<br/>TG pp 23—27</p> <p>Musika, sining at edukasyong pangkatawan4 p 308; Violeta E. Hornilla, Isabelo R. Magbitang Servillano A. Padis Jr.</p> | <p>pitch pipe</p> <p>tsart</p> <p>flashcards ng mga notes at rest</p> <p>Iskor ng awiting <i>Pop! Goes The Weasel, We're On The Upward Trail At Inday Kalachuchi</i></p> |
| Day 10 | 1           | <p>Places the accent (&gt;) on the notation of recorded music</p> <p>Organizes notes and rests according to simple meters (grouping notes and rest into measures given simple meters)</p> <p>Identifies accented pulses</p>  | <p>Napagsasama-sama ang mga note at rest sa sukat ayon sa <math>\frac{4}{4}</math> time signature</p> <p>Nailalagay ang accent (&gt;) sa tamang lugar sa notation ng napakinggang tugtugin</p>   | <p>Aralin 7</p> <p>Ang Accent sa mga Recorded Music</p>                                | <p>MU4RH-Id-7</p> <p>MU4RH-Ib-2</p> <p>MU4RH-Id-6</p> | <p>LM pp 28-30<br/>TG pp 28-30</p> <p>Musika, Sining at Edukasyong Pangkatawan 4 p 308; Violeta E. Hornilla, Isabelo R. Magbitang Servillano A. Padis Jr.</p> | <p>tsart ng awitin</p> <p>sipi ng notasyon ng awitin</p> <p>recorded music</p>   |


| DAY    | NO. OF DAYS | LEARNING COMPETENCIES   | OBJECTIVES   | SUBJECT MATTER  | CODE         | REFERENCE   | MATERIALS   |
|--------|-------------|---|--|---|--------------|---|---|
| Day 11 | 1           | Responds to metric pulses of music heard with appropriate conducting gestures | Nakatutugon sa pamamagitan ng angkop na kumpas sa metric pulse ng tugtugin o awiting napakinggan | Aralin 8<br><br>Ang Pagtugon sa Musika Gamit ang Kumpas | MU4RH-Ie-g-8 | LM pp 31 - 34<br>TG pp 31 - 35<br><br>Lupang Hinirang Handbook, Musika ng Batang Pilipino | tsart ng awitin<br><br>larawan ng pagkumpas<br><br>iskor ng awitin<br><i>Pilipinas Kong Mahal</i> |
| Day 12 | 1           | Third Summative Test  |  |   |              |   |   |




**SECOND GRADING**

|                              |  |
|------------------------------|--|
| <b>CONTENT STANDARDS</b>     | <b>Recognizes the musical symbols and demonstrates understanding of concept pertaining to melody</b> |
| <b>PERFORMANCE STANDARDS</b> | <b>Analyzes melodic movement and range and be able to create and perform simple melodies</b>         |

| DAY   | NO. OF DAYS | LEARNING COMPETENCIES   | OBJECTIVES  | SUBJECT MATTER                             | CODE        | REFERENCE  | MATERIALS  |
|-------|-------------|---|---|--|-------------|--|--|
| Day 1 | 1           | Identifies the movement of the melody as:<br>                              | Natutukoy ang daloy ng melody tulad ng inuulit, pataas na pahakbang, pababa na pahakbang, pataas na palaktaw, at pababa na palaktaw | Aralin 1<br><br>Ang Daloy ng <i>Melody</i> | MU4ME-IId-4 | LM pp 37-41<br>TG pp 45-50<br><br>Halina't Umawit 4, p 42<br><br>Music Time Upper Primary, p 152 | CD<br>CD player<br>larawan na nagpapakita ng mga iminumungkahi ng kilos o direksiyon<br><br>iskor ng awiting <i>Run and Walk at Batang Masipag</i> |
| Day 2 | 1           | Identifies the pitch name of each line and space of the G-clef staff<br> | Natutukoy ang mga pitch name ng mga guhit at puwang ng G-clef staff   | Aralin 2<br><br>Ang mga <i>Pitch Name</i>  | MU4ME-IIa-1 | LM pp 42-44<br>TG pp 51-56<br><br>Musical Wonders p 215  | CD<br>CD player<br>tsart ng awit   |

| DAY   | NO. OF DAYS | LEARNING COMPETENCIES   | OBJECTIVES  | SUBJECT MATTER                    | CODE        | REFERENCE                  | MATERIALS   |
|-------|-------------|---|---|-----------------------------------|-------------|----------------------------|---|
|       |             |   |   |                                   |             |                            | larawan na nagpapakita ng ngalang pantono ng guhit at puwang ng G – clef staff<br><br>keyboard<br>melody bell<br>fute recorder<br>lyre<br>iskor ng awiting <i>Do ,Re, Mi at Tayo 'y Umawit ng ABC</i> |
| Day 3 | 1           | Recognizes the meaning and use of G- clef<br><br> | Nakikilala ang <i>G-clef</i> at nasasabi ang gamit nito | Aralin 3<br><br><i>Ang G-Clef</i> | MU4ME-IIC-3 | LM pp 45-48<br>TG pp 57-61 | CD<br>CD player<br>tsart ng mga awit<br><br>larawan na nagpapakita tungkol sa lunsarang awit  |

| DAY     | NO. OF DAYS | LEARNING COMPETENCIES   | OBJECTIVES  | SUBJECT MATTER  | CODE        | REFERENCE  | MATERIALS   |
|---------|-------------|---|---|---|-------------|--|---|
|         |             |   |   |   |             |  | larawan ng mga musical symbols (G-clef)<br>melody bells<br><br>iskor ng awiting <i>Tayo'y Magpasalamat at Tayo'y Magsaya</i>              |
| Day 4   | 1           | First Summative Test  |   |   |             |  |   |
| Day 5-6 | 2           | Identifies the pitch names of notes on the ledger lines and spaces below the g-clef staff (middle C and D)<br><br> | Natutukoy ang mga <i>pitch name</i> ng <i>ledger line</i> ng <i>G-clef staff</i>                                      | Aralin 4<br><br>Ang mga <i>Pitch Name</i> sa <i>Ledger Line</i> | MU4ME-IIb-2 | LM pp 49-52<br>TG pp 62-66<br><br>Manwal Ng Guro Umawit At Gumuhit 4 pp 28-30  | CD<br>CD player<br><br>tsart ng mga awit<br>keyboard<br>melody bells<br><br>larawan na nagpapakita tungkol sa awit                        |
| Day 7   | 1           | Identifies the highest and lowest pitch in a given notation of a musical piece to determine its range   | Nakikilala ang pinakamataas at pinakamababang antas ng mga <i>note</i> sa musika at nasusukat ang lawak ng tunog nito | Aralin 5<br><br>Ang Tunog na Pinakamataas at Pinakamababa       | MU4ME-IIe-5 | LM pp 53-56<br>TG pp 67-71<br>Manwal Ng Guro Umawit At Gumuhit4 pp 24-30<br>Musical Wonders 3 p 205<br>Filipino Song Collection p 96 | CD player<br>tsart ng awit<br><br>mga larawang nagpapakita tungkol sa mga awitin<br><br>iskor ng awiting <i>Pentik Manok at Salidomay</i> |

| DAY       | NO. OF DAYS | LEARNING COMPETENCIES                                      | OBJECTIVES   | SUBJECT MATTER                            | CODE          | REFERENCE  | MATERIALS  |
|-----------|-------------|--|--|---|---------------|--|--|
| Day 8     | 1           | Second Summative Test                                      |  |   |               |  |  |
| Day 9     | 1           | Sings with accurate pitch the simple intervals of a melody | Naaawit nang may wastong tono ang iba't ibang pagitan ng <i>melody</i> | Aralin 6<br><br>Ang Pagitan ng mga Tono   | MU4ME-IIIf-6  | LM pp 57-60<br>TG pp 72-75<br><br>Music Time Lower Primary, pp 194<br><br>Manwal Ng Guro Umawit At Gumuhit 4. Valdecantos, Emelita C. 1999. pp 24-31 | CD<br>CD player, lapel microphone<br><br>iskor ng awitng <i>Clean Up Week Song</i>           |
| Day 10-11 | 2           | Performs his/her own created melody                        | Nakagagawa ng sariling likhang <i>melody</i>                           | Aralin 7<br><br>Ang Likhang <i>Melody</i> | MU4ME-IIg-h-7 | LM pp 61-63<br>TG pp 76-79<br><br>Manwal Ng Guro Umawit At Gumuhit 4. Valdecantos, Emelita C. 1999. p 30   | CD<br>CD player.<br><br>mga musical instrument<br><br>iskor ng <i>Awiting Tayo'y Magsaya</i> |
| Day 12    | 1           | Third Summative Test                                       |  |   |               |  |  |

### THIRD GRADING

|                              |  |
|------------------------------|--|
| <b>CONTENT STANDARDS</b>     | <p><b>Demonstrates understanding of musical phrases, and the uses and meaning of musical terms in form</b></p> <p><b>Demonstrates understanding of variations of sound in music (lightness and heaviness) as applied to vocal and instrumental music</b></p> <p><b>Recognizes the musical symbols and demonstrates understanding of concepts pertaining to volume in music</b></p> |
| <b>PERFORMANCE STANDARDS</b> | <p><b>Performs similar and contrasting musical phrases</b></p> <p><b>Participates actively in a group performance to demonstrate different vocal and instrumental sounds</b></p> <p><b>Applies <i>forte</i> and <i>piano</i> to designate loudness and softness in a musical example</b></p> <p><b>1. singing</b></p> <p><b>2. playing instrument</b></p>                          |

| DAY   | NO. OF DAYS | LEARNING COMPETENCIES   | OBJECTIVES  | SUBJECT MATTER   | CODE         | REFERENCE  | MATERIALS  |
|-------|-------------|---|---|--|--------------|--|--|
| Day 1 | 1           | Identifies aurally and visually the <i>introduction</i> and <i>coda</i> (ending) of a musical piece | Natutukoy sa pamamagitan ng pakikinig at pagtingin ang <i>introduction</i> at <i>coda</i> ng isang awit | Aralin 1<br><br>Ang <i>Introduction</i> at <i>Coda</i> ng Isang Awitin | MU4FO-IIIa-1 | LM pp 68-71<br>TG pp 90-93<br><br>Manwal Ng Guro. Umawit At Gumuhit 4. Valdecantos, Emelita C. 1999.<br><br>Ilonggo Folk Songs (Book 1), pp 33-34 By Prof. Romulo J. Pangan<br><br>Musika Ng Batang Pilipino 6, pp 15-19<br><br>Sanayang Aklat Sa Musika 5, pp 119-120 | tsart ng awit<br>CD,<br>CD player<br><br>iskor ng awiting <i>Ohoy Alibangbang</i> at <i>Paruparong Bukid</i> |

| DAY   | NO. OF DAYS | LEARNING COMPETENCIES  | OBJECTIVES   | SUBJECT MATTER   | CODE   | REFERENCE   | MATERIALS   |
|-------|-------------|--|--|--|--|---|---|
| Day 2 | 1           | Identifies aurally and visually the <i>antecedent</i> and <i>consequent</i> in a musical piece   | Natutukoy sa pamamagitan ng pakikinig at pagtingin ang <i>antecedent phrase</i> at <i>consequent phrase</i> ng isang awit  | Aralin 2<br><br>Ang <i>Antecedent Phrase</i> at <i>Consequent Phrase</i> ng Isang Awitin | MU4FO-IIIa-2   | <a href="http://www.youtube.com/watch?V=wodmudlnpa">http://www.youtube.com/watch?V=wodmudlnpa</a><br><br>LM pp 72-74<br>TG pp 94-98   | tsart ng awit<br>CD<br>CD Player<br><br>iskor ng awiting <i>Ugoy ng Duyan, Ako Mananggete</i>   |
| Day 3 | 1           | Listens to similar and contrasting phrases in recorded music<br><br>Identifies similar and contrasting phrases in vocal and instrumental music from the previous lessons<br>*Melodic<br>*Rhythmic<br><br>Sings similar and contrasting phrases in music<br>*Melodic<br>*Rhythmic | Nakakapakinig ng mga magkahawig at di-magkatulad na mga <i>musical phrase</i> sa pamamagitan ng inirekord na musika<br><br>Natutukoy ang magkahawig at di-magkatulad na mga <i>musical phrase</i> ng isang awitin at tugtugin mula sa mga nakaraang aralin<br><br><i>Melodic</i><br><i>Rhythmic</i><br><br>Nakaaawit ng magkahawig at di-magkatulad na mga <i>musical phrase</i> | Aralin 3<br><br>Ang Magkahawig at Di-Magkatulad ng mga <i>Musical Phrases</i>            | MU4FO-IIIa-b-3<br><br>MU4FO-IIIc-4<br><br>MU4FO-IIId-5 | LM pp 75-77<br>TG pp 99-103<br><br>Sanayang Aklat Sa Musika 4, pp 132-135<br><br>Dazzle 4, P 22-24<br><br><a href="http://www.youtube.com/watch?V=wznifn4x_u8">http://www.youtube.com/watch?V=wznifn4x_u8</a> | tsart ng awit<br><br>mga <i>kodaly hand sign</i><br><br>mga <i>rhythmic pattern</i><br><br>CD<br>CD Player<br><br>iskor ng awiting <i>Atin Cu Pung Singsing Ugoy ng Duyan</i> |
| Day 4 | 1           | First Summative Test   |  |  |  |   |   |

| DAY   | NO. OF DAYS | LEARNING COMPETENCIES   | OBJECTIVES  | SUBJECT MATTER                               | CODE                                    | REFERENCE  | MATERIALS   |
|-------|-------------|---|---|--|---|--|---|
| Day 5 | 1           | <p>Distinguishes vocal and instrumental sounds</p> <p>Identifies as vocal or instrumental, a recording of the following:</p> <ul style="list-style-type: none"> <li>*Solo</li> <li>*Duet</li> <li>*Trio</li> <li>*Ensemble</li> </ul> | <p>Nakikilala ang kaibahan ng <i>vocal</i> at <i>instrumental</i> na tunog sa pamamagitan ng pakikinig ng mga awit o tugtugin para sa <i>solo</i>, <i>duet</i>, <i>trio</i>, at pangkatan</p> | <p>Aralin 4</p> <p>Ang Iba't Ibang Tunog</p> | <p>MU4TB-IIIe-1</p> <p>MU4TB-IIIe-2</p> | <p>LM pp 78-81<br/>TG pp 104-108</p> <p>Music, Art, And Physical Education 4, pp 66-67</p> | <p>larawan ng iba't ibang kilalang mang-aawit</p> <p>Iba't ibang instrumento</p> <p>CD player<br/>CD ng mga inirekord na awitin:</p> <p><i>Hudhud ng Ifugao (grupong mang-aawit na may call at response singing)</i></p> <p><i>Darangen ng Maranao (solo chant),</i></p> <p><i>Pasyon na may duet (sa Bicol o sa Luzon),</i></p> <p><i>Iba't ibang tinig ng lalaki, babae</i></p> |

| DAY     | NO. OF DAYS | LEARNING COMPETENCIES                                 | OBJECTIVES   | SUBJECT MATTER   | CODE          | REFERENCE   | MATERIALS  |
|---------|-------------|---|--|--|---------------|---|--|
|         |             |   |  |  |               |   | <i>bata, at matanda,</i><br><br><i>Inirekord na tunog ng iba't ibang instrumento</i>   |
| Day 6-7 | 2           | Identifies aurally and visually different instruments | Nakikilala ang pangkat ng mga instrumentong <i>string</i> sa pamamagitan ng pakikinig at pagtingin | Aralin 5<br><br>Ang Pangkat ng Instrumentong <i>String / Chordophone</i> | MU4TB-III-f-3 | LM pp 82-85<br>TG pp 109-112<br><br>Manwal Ng Guro. Umawit At Gumuhit 4. Valdecantos, Emelita C. 1999. pp 39-49<br><br>Music, Art, And Physical Education 4<br><br>Sanayang Aklat Sa Musika 4 | larawan ng mga instrumentong string<br><br>CD player<br>CD/tape ng mga inirekord na tunog ng instrumentong <i>string</i><br><br>tsart ng awit<br><br>iskor ng awiting <i>Oh Who Can Play</i> |
| Day 8   | 1           | Second Summative Test                                 |  |  |               |   |  |



| DAY    | NO. OF DAYS | LEARNING COMPETENCIES   | OBJECTIVES  | SUBJECT MATTER   | CODE                                      | REFERENCE   | MATERIALS   |
|--------|-------------|---|---|--|---|---|---|
| Day 9  | 1           | <p>Classifies the various musical instruments as:</p> <ul style="list-style-type: none"> <li>*String</li> <li>*Woodwind</li> <li>*Brass wind</li> <li>*Percussion</li> </ul> <p>Identifies aurally and visually different instruments</p> | <p>Nakikilala ang pangkat ng mga instrumentong hinihipan gaya ng <i>woodwind</i> at <i>brasswind</i> sa pamamagitan ng pakikinig at pagtingin</p>                                   | <p>Aralin 6</p> <p>Ang Pangkat ng Instrumentong Hinihipan / <i>Aerophone</i></p>                               | <p>MU4TB-IIIf-h-4</p> <p>MU4TB-IIIf-3</p> | <p>LM pp 86-89<br/>TG pp 113-119</p> <p>Manwal Ng Guro Umawit At Gumuhit 4. Valdecantos, Emelita C. 1999. pp 52-54</p> <p>Halina't Umawit 5</p> | <p>CD player<br/>CD/tape ng nakarekord na tunog ng instrumento, mga instrumentong ginagamit sa silid-aralan gaya ng <i>tambourine</i>, <i>maracas</i>, <i>triangle</i>, <i>drum</i>, <i>sticks</i>, <i>bao</i>, <i>bell</i>, <i>xylophone</i>, <i>tansan</i>, <i>sandpaper blocks</i></p> <p>iskor ng awiting <i>Oh Come, Play a Merry Tune</i></p> |
| Day 10 | 1           | <p>Classifies the various musical instruments as:</p> <ul style="list-style-type: none"> <li>*String</li> <li>*Woodwind</li> <li>*Brass wind</li> <li>*Percussion</li> </ul> <p>Identifies aurally and visually different instruments</p> | <p>Nakikilala ang iba't ibang instrumento sa pamamagitan ng pakikinig at pagtingin</p> <p>Napapangkat ang mga instrumentong <i>percussion</i> ayon sa tiyak at di-tiyak na tono</p> | <p>Aralin 7</p> <p>Ang Pangkat ng Instrumentong <i>Percussion</i> / <i>Idiophone</i> at <i>Membrophone</i></p> | <p>LM pp 90-98<br/>TG pp 120-128</p>      | <p>MU4TB-IIIf-h-4</p> <p>MU4TB-IIIf-3</p>   | <p>CD player</p> <p>CD/tape ng nakarekord na tunog ng instrumento,</p>  |

| DAY    | NO. OF DAYS | LEARNING COMPETENCIES  | OBJECTIVES   | SUBJECT MATTER                             | CODE  | REFERENCE   | MATERIALS   |
|--------|-------------|--|--|--|---|---|---|
|        |             |  |  |  | Manwal Ng Guro Umawit At Gumuhit 4. Valdecantos, Emelita C. 1999. pp 52-54<br><br>Halina't Umawit 5 |   | mga instrumentong ginagamit sa silid-aralan gaya ng tambourine, maracas, triangle, drum, sticks, bao, bell, xylophone, tansan, sandpaper blocks<br><br>iskor ng awiting <i>She'll Be Coming Round the Mountain</i><br><i>Kalesa</i> |
| Day 11 | 1           | Recognizes the use of the symbol <i>p</i> (piano) and <i>f</i> (forte) in a musical score<br><br>Use appropriate musical terminology to indicate simple dynamics<br>*Forte<br>*Piano | Nakikilala ang gamit ng simbolong <i>p</i> para sa piano at <i>f</i> para sa forte sa isang musical score<br><br>Nagagamit ang simpleng simbolo sa musika para sa dynamics<br><br>*Forte<br>*Piano | Aralin 8:<br><br><i>Ang Forte at Piano</i> | MU4DY-III f-1<br><br>MU4DY-III f-h-2  | LM pp 99-103<br>TG pp 129-134<br><br>Manwal Ng Guro Umaawit at Gumuhit 4, Valdecantos, Emelita C. 1999, pp 52-54<br><br>Umawit At Gumuhit 4, p 60 | tsart ng awit<br>CD<br>CD player<br><br>iskor ng awiting "Ang Alibangbang Dance and Sing  |

| DAY    | NO. OF DAYS | LEARNING COMPETENCIES | OBJECTIVES | SUBJECT MATTER | CODE | REFERENCE   | MATERIALS |
|--------|-------------|-----------------------|------------|----------------|------|---|-----------|
|        |             |                       |            |                |      | Phil. Folk Literature Series<br>Volume Vii. The Folk Songs, p 126<br>Compiled and Edited By Damiana L. Eugenio<br><br><a href="http://www.youtube.com/watch?V=julj2mk3jba1">http://www.youtube.com/watch?V=julj2mk3jba1</a> |           |
| Day 12 | 1           | Third Summative Test  |            |                |      |   |           |

**FOURTH GRADING**

|                              |   |
|------------------------------|---|
| <b>CONTENT STANDARDS</b>     | <b>Demonstrates understanding of concepts pertaining to speed/flow of music</b> |
| <b>PERFORMANCE STANDARDS</b> | <b>Creates and performs body movements appropriate to a given tempo</b>         |

| <b>DAY</b> | <b>NO. OF DAYS</b> | <b>LEARNING COMPETENCIES</b>  | <b>OBJECTIVES</b>  | <b>SUBJECT MATTER</b>   | <b>CODE</b> | <b>REFERENCE</b>  | <b>MATERIALS</b>   |
|------------|--------------------|---|--|---|-------------|---|--|
| Day 1-2    | 2                  | Relates body movements to the tempo of a musical example  | Nakatutugon sa <i>tempo</i> ng awitin ayon sa kilos o galaw.           | Aralin 1<br><br>Ang Kilos o Galaw<br>Bilang Tugon sa<br><i>Tempo</i>  | MU4TP-IVa-1 | LM pp 107-109<br>TG pp 147-151<br><br>Manwal Ng Guro, Umaawit at Gumuhit 4, Valdecantos, Emelita C. 1999 p. 57<br><br>Sanayang Aklat Sa Musika 4  | Larawan ng mga hayop<br><br>CD player<br><br>Iskor ng awiting Chua-ay Ili-ili Tulog Anay Do A Little Thing |
| Day 3-4    | 2                  | Uses appropriate musical terminology to indicate variations in tempo<br><i>*Largo</i><br><i>*Presto</i> | Natutukoy ang mga katawagan para sa mabilis at mabagal ng <i>tempo</i> | Aralin 2<br><br>Ang Pag-awit sa Tempong <i>Largo</i> at <i>Presto</i> | MU4TP-IVb-2 | LM pp 110-114<br>TG pp 152-156<br><br>Manwal Ng Guro, Umaawit at Gumuhit 4, Valdecantos, Emelita C. 1999, pp 56<br><br>Sanayang Aklat sa Musika 5 | CD<br>CD player<br><br>Pitch pipe<br><br>Iskor ng awiting <i>Kalesa, Masaya kung Sama-sama</i>             |
| Day 5      | 1                  | First Summative Test  |  |   |             |   |  |

| DAY   | NO. OF DAYS | LEARNING COMPETENCIES   | OBJECTIVES  | SUBJECT MATTER   | CODE        | REFERENCE   | MATERIALS   |
|-------|-------------|---|---|--|-------------|---|---|
| Day 6 | 1           | Identifies aurally the texture of a music example   | Natutukoy sa pamamagitan ng pakikinig ang <i>texture</i> ng awitin/tugtugin                       | Aralin 3<br><br>Ang Paglalarawan ng <i>Texture</i> ng mga Awitin | MU4TX-IVc-1 | LM pp 115-119<br>TG pp 163-168<br><br>Sanayang Aklat sa Musika 5 at 6<br><br>Halina't Umawit 5  | CD player<br>Tugtugin<br><br>Iskor ng awiting <i>Bahay Kubo</i> , <i>Early To Bed</i>   |
| Day 7 | 1           | Identifies aurally and visually an <i>ostinato</i> or <i>descant</i> in a musical example | Natutukoy ang <i>ostinato</i> o <i>descant</i> ng awitin sa pamamagitan ng pakikinig at pagbabasa | Aralin 4<br><br>Ang Paglalapat ng <i>Ostinato</i>                | MU4TX-IVd-2 | LM pp 120-124<br>TG pp 163-168<br><br>Sanayang Aklat sa Musika 5  | Mga rhythmic instruments, mga tugtuging Maguindanaon/ Kulintang<br><br>Iskor ng awiting <i>Hear the Rain</i> , <i>Pamulinawen</i>                     |
| Day 8 | 1           | Identifies aurally and visually an <i>ostinato</i> or <i>descant</i> in a musical example | Natutukoy ang <i>descant</i> ng awitin sa pamamagitan ng pakikinig at pagbabasa                   | Aralin 5<br><br>Ang <i>Descant</i> ng <i>Melody</i>              | MU4TX-IVd-2 | LM pp 125-128<br>TG pp 169-172<br><br>Philippine Native Song<br><br>Manwal Ng Guro, Umawit at Gumuhit 4, Valdecantos, Emelita C. 1999, pp 59-63 | Musical score na may <i>descant</i> , mga rhythmic instrument, <i>melody bells/lyre</i><br><br>Iskor ng awiting <i>Liza Jane Magtanim ay 'Di Biro</i> |
| Day 9 | 1           | Second Summative Test   |   |  |             |   |   |

| DAY    | NO. OF DAYS | LEARNING COMPETENCIES  | OBJECTIVES  | SUBJECT MATTER   | CODE                           | REFERENCE   | MATERIALS  |
|--------|-------------|--|---|--|--------------------------------|---|--|
| Day 10 | 1           | Recognizes aurally and visually, examples of 2-part vocal or instrumental music  | Nakikilala sa pamamagitan ng pakikinig at pagbabasa ang mga halimbawa ng <i>2-part vocal o instrumental music</i>   | Aralin 6<br>Ang 2-Part Vocal o Instrumental Music          | MU4TX-IVe-3                    | LM pp 129-132<br>TG pp 173-176<br><br>Musical Piece Ng “Manang Biday” (2-Part)<br><br>Manwal Ng Guro, Umawit At Gumuhit 4, Valdecantos, Emelita C. 1999, pp 59-63 | Tsart/iskor ng awiting <i>Manang Biday, Bahay Kubo</i>                         |
| Day 11 | 1           | Identifies harmonic interval (2 pitches) in a musical example<br><br>Recognizes aurally and visually, examples of harmonic intervals | Natutukoy ang <i>harmonic interval (2 pitches)</i> ng isang awitin<br><br>Nakikilala sa pamamagitan ng pakikinig at pagbabasa ang mga halimbawa ng mga <i>harmonic interval</i> | Aralin 7<br>Ang mga <i>Harmonic Interval</i> ng mga Awitin | MU4HA-IVf-1<br><br>MU4HA-IVg-2 | LM pp 133-135<br>TG pp 177-180<br><br>Sanayang Aklat sa Musika 4<br><br>Manwal ng Guro, Umawit At Gumuhit 4, Valdecantos, Emelita C. 1999, pp 59-63               | lyre/piano<br><br>musical score ng <i>Manang Biday, Ode to Joy, Bahay Kubo</i> |
| Day 12 | 1           | Creates examples of harmonic interval (2 pitches) with others  | Nakalilikha ng mga halimbawa ng <i>harmonic third interval</i>  | Aralin 8<br>Ang Paglikha ng <i>Harmonic Third Interval</i> | MU4HA-IVh-3                    | LM pp 136-139<br>TG pp 181-184<br><br>Sanayang Aklat sa Musika 5  | Musical score ng <i>Tirit ng Maya</i>  |

| DAY    | NO. OF DAYS | LEARNING COMPETENCIES | OBJECTIVES | SUBJECT MATTER | CODE | REFERENCE  | MATERIALS |
|--------|-------------|-----------------------|------------|----------------|------|--|-----------|
|        |             |                       |            |                |      | Manwal ng Guro, Umawit at Gumuhit 4, Valdecantos, Emelita C. 1999, pp59-63 |           |
| Day 13 | 1           | Third Summative Test  |            |                |      |  |           |







