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Silay City

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**BUDGETARY OUTLAY IN MAPEH 5**

**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.**

**Schools Division of Silay City • Department of Education**

**BUDGETARY OUTLAY**

**MUSIC**

**GRADE V**

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| **FIRST GRADING** | |
| **CONTENT STANDARDS** | **The learner recognizes the musical symbols and demonstrates understanding of concepts pertaining to rhythm.** |
| **PERFORMANCE STANDARDS** | **The learner performs with a conductor, a speech chorus in a simple time signatures**  **1.choral**  **2. instrumental** |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 1-2 | 2 | Identifies visually and aurally the kinds of notes and rests in a song | Natutukoy ang ibat ibang uri ng note at rest.  Naipakikita ang wastong beat ng note o rest sa pamamagitan ng pag awit o pagpalakpak. | Aralin 1:  Ang mga Note at Ang mga Rest | MU5RH- Ia-b-1 | TG pp 4 – 8  LM pp 2 - 9 | Flashcards ng mga nota at mga rest  Pictures  chart |
| Day 3-4 | 2 | Recognizes rhythmic patterns using quarter note, half note, dotted half note, dotted quarter note, and eight note in simple time signatures | Natutukoy ang ibat’ ibang rhythm at ibat’ ibang uri ng grupo ng pulso  Nakasusunod sa rhythmic pattern na itinakda sa pamamagitan ng pagpalakpak o pagtapik.  Nakabibigkas ng wasto ng mga syllable ng rhythmic pattern kasabay ng pagpalakpak o pagtapik sa wastong rhythm na itinakda | Aralin 2  Ang mga Rhythmic Pattern | MU5RH- Ia-b-2 | TG pp 8 – 11  LM pp 10-15 | Flashcards ng mga nota at mga rest  Pictures  chart |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 5 | 1 | First Summative Test | | | | | |
| Day 6-7 | 2 | Identifies accurately the duration of notes and rest in 2 3 4  4 , 4 ,4 time signatures | Nakikilala ang ibat ibang time signature.  Nakapagpapangkat-pangkat ng mga note at rest batay sa ibinigay na time signature.  Nakakukumpas ng isang awitin. | Aralin 3  Ang mga Time Signature | MU5RH-Ic-e-3 | TG pp 11 – 17  LM pp 16 - 23 | Chart Ng mga awiting Salidumay, Bahay Kubo, Wiyawi |
| Day 8 | 1 | Second Summative Test | | | | | |
| Day 9 | 1 | Creates different rhythmic patterns using notes and rests in time signatures as : 2 3 4  4, 4, 4 | Nakabubuo ng rhythmic pattern gamit ang ibat ibang note at rest batay sa ibinigay na time signature. | Ang mga Time Signature | MU5RH-If-g-4 | TG pp 11 – 17  LM pp 16- 23 | Tsart ng mga awitin |
| Day 10 | 1 | Responds to metric pulses of music heard with appropriate conducting gestures | Nakakukumpas ng isang awitin. | Ang mga Time Signature | MU5RH-Ih-5 | TG pp 11 – 17  LM pp 16-23 | Charts  CD player |
| Day 11 | 1 | Performance Tasks | | | | | |
| Day 12 | 1 | Third Summative Test | | | | | |

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| **SECOND GRADING** | |
| **CONTENT STANDARDS** | **Recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody** |
| **PERFORMANCE STANDARDS** | **Accurate performance of songs following musical symbols pertaining to melody indicated in the piece** |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 1 | 1 | Recognizes the meaning and uses of F- Clef on the staff | Natutukoy ang iba’t- ibang simbolo ng musika. | Aralin 4  Ang Pagbabasa ng Note sa Piyesa | MU5ME-IIa-1 | TG pp20-29  LM pp24- 29 | Flash cards ng mga sibolo sa musika |
| Day 2 | 1 | Identifies the pitch names of each line and space on the F-Clef | Natutukoy at maaawit ang mga so-fa syllable gamit man o hindi ang mga hand sign.  Naaawit ang mga note na may accidentals | Ang Pagbabasa ng Note sa Piyesa | MU5ME- IIa-2 | TG pp 20-23  LM pp 24-27 | TSART different pitch names |
| Day 3 | 1 | Identifies the symbols: sharp (#) , flat (b), and natural | Nakikilala ang iba’t- ibang simbolo | Simbolo ng Musika | MU5ME- IIb-3 | TG pp 20-23  LM pp 28-29 | Flash cards ng mga  MUSICAL SYMBOLS |
| Day 4 | 1 | Recognizes aurally and visually, examples of melodic interval | Natutukoy ang ibat ibang interval sa musika at ang ugnayan nito sa *melody.* | Aralin 7  Ang mga Interval sa Musika | MU5ME-IIc-4 | TG pp 30 – 32  LM pp 44 – 49 | Tarp papel  Laptop  Bondpaper |
| Day 5 | 1 | First Summative Test | | | | | |
| Day 6 | 1 | Identifies the notes of the intervals in the C major scale | Natutukoy ang scale at ang dalawang uri nito.  Nakabubuo ng dalawang *major scale.*  Naawit ng wasto ang mga major scale gamit ang mga *so-fa syllable* at mga *hand signa*l. | Aralin 6  Ang mga Scale sa Musika | MU5ME-IIc-5 | TG pp 26-30  LM pp 36-39 | Tarp papel  Laptop |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 7 | 1 | Identifies the successive sounding of two pitches | Naaawit ang ibat ibang intervals | Aralin 7  Ang mga uri ng Intervals | MU5ME-IId-6 | TG pp 30 – 35  LM pp 44 -49 | Charts  CD Player |
| Day 8 | 1 | Identifies the beginning melodic contour of a musical example | Natutukoy ang ibat ibang uri ng galaw,o direksiyon, range at distansiya nito. | Aralin 5  Ang Melodic Direction at Melodic Contour | MU5ME-IId-7 | TG pp 23-26  LM pp 30-33  Umawit at Gumuhit pp14-19 | Plaskard  Manila paper  Pentel Pen  Laptop |
| Day 9 | 1 | Second Summative Test | | | | | |
| Day 10 | 1 | Determines the range of a musical example  \*wide  \*narrow | Naaawit ang mga note nang wasto ayon sa taas o baba nito gamit ang mga so-fa syllables. | Direksiyon at Sakop ng Melody | MU5ME-IIe-8 | TG pp 23-25  LM pp 30-33 | Tsart ng iba’t ibang awitin |
| Day 11 | 1 | Reads/sings notes in different scales  \*Pentatonic scale  \*C major scale  \*G major scale | Naaawit ng wasto ang mga major scale gamit ang mga so-fa syllables at mga hand signs. | Mga Scale sa Musika | MU5ME-IIf-9 | TG pp 26- 30  LM pp 36-43 | Tsart ng Sofa Syllables at Scale |
| Day 12 | 1 | Creates simple melodies  Performs his/her own created melody | Nakabubuo ng sariling likhang may melodiya.  Naipakikita ang sariling galing. | Paggawa ng Proyekto | MU5ME-IIg-10  MU5ME-IIh-11 | TG pp 26- 30  LM pp 36-43 | Bondpaper  Pentel pen  Manila paper  Improvised instrument |
| Day 13 | 1 | Third Summative Test | | | | | |

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| **THIRD GRADING** | |
| **CONTENT STANDARDS** | **Demonstrate understanding of the uses and meaning of musical terms in form** |
| **PERFORMANCE STANDARDS** | **Perform the created song with appropriate musicality** |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 1 | 1 | Recognizes the design or structure of simple musical forms:  \*unitary (one section)  \*strophic ( same tune with two or more sections and 2 or more verses) | Natutukoy at Nakikilala ang pagkakaiba iba uri ng anyo ng musika.  Nakikilala ang pagkakaiba ng ibat ibang anyo ng musika sa pamamagitan ng pakikinig at pag aawit  . | Aralin 8  Ang Mga Anyo ng Musika | MU5FO-IIIa-1 | TG pp 38-41  LM pp 50-55 | Tsart ng mga  Awit  Manila paper  Pentel pen |
| Day 2 | 1 | Creates a 4-line unitary song | Nakabubuo ng 4 line unitary song. | Ang Mga Anyo ng Musika | MU5FO- IIIb-2 | TG pp 38-41  LM pp 50-55 | Manila paper  Pentel pen |
| Day 3 | 1 | Creates a 4-line strophic song with 2 sections and 2 verses | Nakabubuo ng 4 line strophic song na may dalawang bahagi at dalawang saknong. | Ang Mga anyo ng Musika | MU5FO-IIIc-d-3 | TG pp 38-41  LM pp 50-55 | Bond paper  ballpen  Manila paper  Pentel pen |
| Day 4 | 1 | First Summative Test | | | | | |

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| **CONTENT STANDARDS** | | | **Demonstrate understanding of variations of sound density in music (lightness and heaviness) as applied to vocal and instrumental music** | | | | | |
| **PERFORMANCE STANDARDS** | | | **Participates in group performance to demonstrate different vocal and instrumental sounds** | | | | | |
| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 5 | 1 | Describes the characteristic of each type of voice | | Natutukoy ang timbre at ang ibat ibang uri nito. | Aralin 9  Timbre: Tinig sa Pag- awit | **MU5TB-IIIe-1** | TG pp. 41-44  LM pp. 56-63 | CD tape, speaker |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 6 | 1 | Identifies the following vocal timbres:  \* soprano  \* alto  \*tenor  \*bass | Nakikilala ang iba’t- ibang uri ng timbre sa pag awit sa pamamagitan ng pakikinig at pag awit. | Timbre Tinig sa Pag- awit | MU5TB-IIIe-2 | TG pp 41-44  LM pp 56-63 | CD tape  Speaker  audio visual  audio recordings |
| Day 7 | 1 | Second Summative Test | | | | | |
| Day 8 | 1 | Identifies aurally and visually different instruments in :  \*rondalla  \*drum and lyre band  \*bamboo group ensemble  ( Pangkat kawayan)  \*other local indigenous ensembles | Natutukoy ang mga instrumento na kabilang sa rondalya, bandang drum at lyre.  Nakatutugtog mg isang instrumento na kabilang sa rondalla o bandang drum at lyre | Aralin 10  Ang Rondalya At Ang Bandang Drum at Lyre | MU5TB-IIIf-3 | TG pp 44-47  LM pp 64-71 | Larawan  Tsart  Improvised materials from localized materials |
| Day 9 | 1 | Creates variety of sounds emanating from the environment using available sound source | Nakabubuo ng pangkat ng mga instrumento mula sa mga bagay na makikita sa kapaligiran. | Project making | MU5TB-III g-h-5 | TG pp 44-47  LM pp 64-70 | Can, gallon, mineral/bote, sticks/Maracastansan |
| Day 10-11 | 1 | Participates actively in musical ensemble  \*choral  \* instrumental | Naipapakita ang galing sa sabayang pag-awit ( rhythm band) | Performance output | MU5TB-IIIg-4 | TG pp 44-47  LM pp 64-70 | CD tape/ sound recordings  speaker |
| Day 12 | 1 | Third Summative Test | | | | | |

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| **FOURTH GRADING** | |
| **CONTENT STANDARDS** | **Demonstrates understanding of concepts pertaining to volume in music** |
| **PERFORMANCE STANDARDS** | **Applies dynamics to musical selections** |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 1 | 1 | Identifies the different dynamic levels used in a song heard | Natutukoy ang iba’t- ibang uri ng Dynamics | Aralin 12  Mga Antas ng Dynamics | MU5DY- IVa-b-1 | TG pp 55-57  LM pp. 78-83 | Tsart |
| Day 2 | 1 | Uses appropriate musical terminology to indicate variations in dynamics, specially:  \*piano (p)  \*mezzo piano (mp)  \*forte (f)  \*mezzo forte (mf)  \*crescendo  \*decrescendo | Nakikilala ang iba’t -ibang uri ng Dynamics. | Mga Antas ng Dynamics | MU5DY- IVa-b-2 | TG pp 55-57  LM pp 78-81 | Flash cards  Tsart  Manila paper  Pentel pen |
| Day 3 | 1 | First Summative Test | | | | | |

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| **CONTENT STANDARDS** | | | **Recognizes the musical symbols and demonstrate understanding of concepts pertaining to speed in music** | | | | | |
| **PERFORMANCE STANDARDS** | | | **Applies appropriately, various tempo to vocal and instrumental performances.** | | | | | |
| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 4 | 1 | Identifies the various tempo used in a song heard | | Natutukoy ang iba’t ibang uri ng tempo. | Ang Tempo | MU5TP- IVc- 1 | TG pp 58-61  LM pp 84-87 | CD SPEAKER |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 5 | 1 | Uses appropriate musical terminology to indicate variations in tempo:  \*largo  \*presto  \*allegro  \*moderato  \*andante  \*vivace  \*ritardando  \*accelerando | Nakikilala ang kaibahan ng ibat ibang uri ng tempo. | Tempo | MU5TP- IVc- d-2 | TG pp 58-61  LM pp 84-87 | Charts  CD player  SPEAKER |
| Day 6 | 1 | Second Summative Test | | | | | |

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| **CONTENT STANDARDS** | **Demonstrates understanding of concepts pertaining to texture in music** |
| **PERFORMANCE STANDARDS** | **Recognizes examples of horizontal 3-part vocal or instrumental texture, aurally and visually** |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 7 | 1 | Identifies aurally the musical texture of musical piece | Natutukoy at nakikilala ang iba’t ibang uri ng texture. | Ang Texture | MU5TX- IVe- 1 | TG pp 61-63  LM pp 88- 93 | Speaker  CD player |
| Day 8 | 1 | Performed 3-part rounds and partner songs. | Naipakikita ang galing sa 3-part round | Performance Output | MU5TX- IVe- 2 |  | Speaker  Sound  CD |

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| **CONTENT STANDARDS** | **Recognizes the musical symbols and demonstrates understanding of harmonic intervals** |
| **PERFORMANCE STANDARDS** | **Performs a vocal or instrumental ensemble using the following major triads ( I, IV, V)** |

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| **DAY** | **NO. OF DAYS** | **LEARNING COMPETENCIES** | **OBJECTIVES** | **SUBJECT MATTER** | **CODE** | **REFERENCE** | **MATERIALS** |
| Day 9-10 | 2 | Identifies the intervals of the following major triads:  \*tonic (I)  \*subdominant (IV)  \*dominant (V) | Naipag-iisaisa ang iba’t ibang intervals:  \*tonic (I)  \*subdominant (IV)  \*dominant (V) | Ang Harmony | MU5HA-IV f-g-1 | TG pp 63- 69  LM pp94- 100 | Manila paper  Pentel pen  So-Fa Syllable Chart |
| Day 11 | 1 | Uses the major triad as accompaniment to simple songs | Nakabubuo ng Scale at makaguguhit ng Primary Chord | Ang Harmony | MU5HA-IV h-2 | TG pp 63- 69  LM pp94- 100 | Speaker  CD  Bond paper  Manila paper  Pentel pen |
| Day 12 | 1 | Third Summative Test | | | | | |



