



Department of Education



MAPEH



Department of Education



MUSIC

Grade Level: 1
Subject: MUSIC




Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	The learner...				
QUARTER 1	demonstrates basic understanding of sound, silence and rhythm	responds appropriately to the pulse of the sounds heard and performs with accuracy the rhythmic patterns	identifies the difference between <i>sound</i> and <i>silence</i> accurately	Week 1	MU1RH-Ia-1
			relates images to sound and silence within a rhythmic pattern	Week 2	MU1RH-Ib-2
			performs steady beat and accurate rhythm through clapping, tapping chanting, walking and playing musical instruments in response to sound <ul style="list-style-type: none"> ○ in groupings of 2s ○ in groupings of 3s ○ in groupings of 4s 	Week 3-5	MU1RH-Ic-5
			creates simple ostinato patterns in groupings of 2s, 3s, and 4s through body movements	Week 6-8	MU1RH-Id-e-6

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	The learner...				
QUARTER 2	demonstrates basic understanding of pitch and simple melodic patterns	responds accurately to high and low tones through body movements, singing, and playing other sources of sounds	identifies the pitch of a tone as high or low	Week 1	MU1ME-IIa-1
			sings simple melodic patterns (so –mi, mi –so, mi – re-do)	Week 2	MU1ME-IIb-3
			sings the melody of a song with the correct pitch e.g. greeting songs, counting songs, or action songs	Week 3	MU1ME-IIc-5
	demonstrates basic understanding of the concepts of musical lines, beginnings and endings in music, and repeats in music	responds with precision to changes in musical lines with body movements	identifies similar or dissimilar musical lines	Week 4	MU1FO-IIe-2
			identifies the beginning, ending, and repeated parts of a recorded music sample	Week 5	MU1FO-IId-1
			Performs songs with the knowledge when to start, stop, repeat or end the song.	Week 6-8	MU1FO-IIf-3

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	The learner...				
QUARTER 3	demonstrates understanding of the basic concepts of timbre	distinguishes accurately the different sources of sounds heard and be able to produce a variety of timbres	relates the source of sound with different body movements e.g. wind, wave, swaying of the trees, animal sounds, or sounds produced by man-made devices or machines.	Week 1	MU1TB-IIIa-1
			Produces sounds with different timbre using a variety of local materials	Week 2-3	MU1TB-IIIb-4
	demonstrates understanding of the basic concepts of dynamics	creatively interprets with body movements the dynamic levels to enhance poetry, chants, drama, and musical stories	identifies volume changes from sound samples using the terms <i>loud</i> and <i>soft</i>	Week 4	MU1DY-IIIc-2
			relates the concepts of dynamics to the movements of animals e.g. big animals/movement = loud; small animals/movement = soft	Week 5-6	MU1DY-IIId-3
			applies the concept of dynamic levels to enhance poetry, chants, songs, drama or musical stories	Week 7-8	MU1DY-IIIg-h-5

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Code
	The learner...				
QUARTER 4	demonstrates understanding of the basic concepts of tempo	performs with accuracy varied tempi through movements or dance steps to enhance poetry, chants, drama, and musical stories	demonstrates the basic concepts of tempo through movements (fast or slow)	Week 1	MU1TP-IVa-2
			uses body movements or dance steps to respond to varied tempo - slow movement with slow music - fast movement with fast music	Week 2	MU1TP-IVb-3
			uses varied tempo to enhance poetry, chants, drama, and musical stories	Week 3	MU1TP-IVc-5
	demonstrates understanding of the basic concepts of texture	sings songs to involve oneself and experience the concept of texture	demonstrates awareness of texture by identifying sounds that are solo or with other sounds.	Week 4-6	MU1TX-IVe-2
			distinguishes single musical line and multiple musical lines which occur simultaneously in a given song	Week 4-6	MU1TX-IVf-3
			sings two-part round songs e.g. Are You Sleeping, Brother John? Row, Row, Row Your Boat	Week 7-8	MU1TX-IVg-h-4

Grade Level: 2
Subject: MUSIC

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 1	demonstrates basic understanding of sound, silence and rhythmic patterns and develops musical awareness while performing the fundamental processes in music	responds appropriately to the pulse of sounds heard and performs with accuracy the rhythmic patterns in expressing oneself	relates visual images to sound and silence using quarter note  , beamed eighth notes  and quarter rest  in a rhythmic pattern	Week 1	MU2RH-Ib-2
			maintains a steady beat when replicating a simple series of rhythmic patterns (e.g. echo clapping, walking, tapping, chanting, and playing musical instruments)	Week 2	MU2RH-Ic-4
			reads stick notations in rhythmic patterns with measures of 2s, 3s and 4s	Week 3-4	MU2RH-Ic-5
			writes stick notations to represent the heard rhythmic patterns	Week 5-6	MU2RH-If-g-7
			creates simple ostinato patterns in measures of 2s, 3s, and 4s with body movements	Week 7-8	MU2RH-Id-e-6






Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 2	demonstrates basic understanding of pitch and simple melodic patterns	performs with accuracy of pitch, the simple melodic patterns through body movements, singing or playing musical instruments	identifies the pitch of tones as: high (so), low (mi); higher (la); lower (re)	Week 1-2	MU2ME-IIa-1
			responds to ranges of pitch through body movements, singing, or playing instruments	Week 1-2	MU2ME-IIa-2
			sings children's songs with accurate pitch	Week 3-4	MU2ME-IIb-4
			* demonstrates melodic contour through: a. movement b. music writing (on paper or on air) c. visual imagery	Week 3-4	MU2ME-IIc-6 MU2ME-IIc-7
	demonstrates understanding of the basic concepts of musical form	performs a song, chosen from among the previously learned songs that shows the basic concepts of musical lines, beginnings, endings and repeats	demonstrates the beginning, ending and repeats of a song with - movements - vocal sounds - instrumental sounds	Week 5-6	MU2FO-IIb-2
			identifies musical lines as - similar - dissimilar	Week 5-6	MU2FO-IIe-3
			* creates melodic or rhythmic introduction and ending of songs	Week 7-8	MU2FO-IIg-h-6 MU2FO-IIg-h-7

		through body movement, vocal sounds, and instrumental sounds			
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Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 3	demonstrates understanding of the basic concepts of timbre	determines accurately the sources of sounds heard, and produce sounds using voice, body, and objects, and be able to sing in accurate pitch	replicates different sources of sounds with body movements	Week 1	MU2TB-IIIa-2
			identifies the common musical instruments by their sounds and image	Week 2	MU2TB-IIIb-3
			recognizes the difference between speaking and singing	Week 2	MU2TB-IIIc-4
			performs songs with appropriate vocal or sound quality (from available instruments)	Week 3-4	MU2TB-IIIc-5
	demonstrates understanding of the basic concepts of dynamics	creatively applies changes in dynamics to enhance rhymes, chants, drama, and musical stories	distinguishes the dynamics of a song or music sample	Week 5	MU2DY-IIIc-2
			uses the words “loud”, “louder”, “soft” and “softer” to identify variations in volume	Week 5	MU2DY-IIIc-4
			Performs songs with appropriate dynamics	Week 6-8	MU2DY-IIIh-6

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 4	demonstrates understanding of the basic concepts of tempo	uses varied tempo to enhance rhymes, chants, drama, and musical stories	follows the correct tempo of a song including tempo changes	Week 1-2	MU2TP-IVb-4
			distinguishes “slow,” “slower,” “fast,” and “faster” in recorded music	Week 1-2	MU2TP-IVb-5
	demonstrates understanding of the basic concepts of texture	distinguishes accurately between single musical line and multiple musical lines which occur simultaneously in a given song	identifies musical texture with recorded music - melody with solo instrument or voice - single melody with accompaniment - two or more melodies sung or played together at the same time	Week 3-4	MU2TX-IVd-f-1
			distinguishes between single musical line and multiple musical lines which occur simultaneously	Week 5-6	MU2TX-IVd-f-3
			distinguishes between thinness and thickness of musical sound in recorded or performed music	Week 7-8	MU2TX-IVg-h-4

Grade Level: 3
Subject: MUSIC

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 1	demonstrates understanding of the basic concepts of rhythm	performs simple ostinato patterns/simple rhythmic accompaniments on classroom instruments and other sound sources to a given song	relates images with sound and silence using quarter note  , beamed eighth note  , half note  , quarter rest  and half rest  within a rhythmic pattern	Week 1	MU3RH-Ia-1
			maintains a steady beat when replicating a simple series of rhythmic patterns in measures of 2s, 3s, and 4s (e.g. echo clapping, walking, marching, tapping, chanting, dancing the waltz, or playing musical instruments)	Week 2	MU3RH-Ib-h-2
			plays simple ostinato patterns (continually repeated musical phrase or rhythm) with classroom instruments and other sound sources	Week 5-6	MU3RH-Id-h-5
			creates continually repeated musical phrase or rhythm in measures of 2s, 3s, and 4s	Week 7-8	MU3RH-Ie-6

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
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	The learner...				
QUARTER 2	demonstrates understanding of the basic concepts of melody	sings the melody of a song with accurate pitch	identifies the pitch of a tone as: - high – higher - moderately high – higher - moderately low – lower - low – lower	Week 1	MU3ME-IIa-1
			matches the correct pitch of tones - with the voice - with an instrument	Week 2	MU3ME-IIa-2
			recreates simple patterns and contour of a melody	Week 3	MU3ME-IIb-5
	demonstrates understanding of the basic concepts of musical form	sings, plays, and performs (through body movements) a chosen song showing the basic concepts of musical lines, beginnings, endings and repeats	identifies the beginning, middle, ending and repetitions within a song or music sample	Week 4	MU3FO-IIId-1
			identifies musical lines as - similar - same - different	Week 5	MU3FO-IIId-2
			performs songs with accurate pitch from beginning to end including repetitions	Week 6-8	MU3FO-IIg-h-6

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 3	demonstrates understanding of the basic concepts of timbre	applies vocal techniques in singing to produce a pleasing vocal quality: 1. using head tones 2. employing proper breathing 3. using the diaphragm	recognizes musical instruments through sound	Week 1	MU3TB-IIIb-3
			uses the voice and other sources of sound to produce a variety of timbres	Week 2	MU3TB-IIIc-6
	demonstrates understanding of the basic concepts of dynamics in order to respond to conducting gestures using	sings songs with proper dynamics following bas	distinguishes “loud,” “medium,” and “soft” in music	Week 3	MU3DY-IIId-2
			responds to conducting gestures of the teacher for “loud” and “soft”	Week 6	MU3DY-IIIf-h-5
			applies varied dynamics to enhance poetry, chants, drama, songs and musical stories	Week 7-8	MU3DY-IIIf-h-6

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 4	demonstrates understanding of the concepts of tempo in order to respond to conducting symbols indicating variations in tempo	enhances performance of poetry, chants, drama, musical stories, and songs by using a variety of tempo	applies correct tempo and tempo changes by following basic conducting gestures	Week 1	MU3TP-IVa-2
			distinguishes among fast, moderate, and slow in music	Week 2	MU3TP-IVb-5
			performs songs with appropriate tempo (<i>use songs from the locality</i>)	Week 3-4	MU3TP-IVa-c-7
	demonstrates understanding of the basic concepts of texture	sings: 1. “two-part rounds” 2. “partner songs”	distinguishes between thinness and thickness of musical sound	Week 5-6	MU3TX-IVg-h-4
			demonstrates the concept of texture by singing “partner songs” (local or foreign song samples) 1. “Leron, Leron Sinta” 2. “Pamulinawen” 3. “It’s A Small World” 4. “He’s Got the Whole World in His Hands	Week 7-8	MU3TX-IVd-f-2

Grade Level: 4
Subject: MUSIC

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 1	demonstrates understanding of concepts pertaining to rhythm and musical symbols	creates rhythmic patterns in: 1. simple time signatures 2. simple one-measure ostinato pattern	identifies different kinds of notes and rests (whole, half, quarter, and eighth)	Week 1	MU4RH-Ia-1
			reads different rhythmic patterns	Week 2-3	MU4RH-Ic-3
			performs rhythmic patterns in time signatures 2 3 4 4, 4, 4	Week 4-5	MU4RH-Ic-4
			uses the bar line to indicate groupings of beats in 2 3 4 4, 4, 4	Week 5-6	MU4RH-Ic-5
			identifies accented and unaccented pulses	Week 7-8	MU4RH-Id-6

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 2	recognizes the musical symbols and demonstrates understanding	analyzes melodic movement and range and be able to create	recognizes the meaning of the G-Clef (treble clef)	Week 1	MU4ME-IIc-3
			identifies the pitch names of the G-clef staff including the ledger lines and spaces (below middle C)	Week 2-3	MU4ME-IIf-2

	of concepts pertaining to melody	and perform simple melodies	identifies the movement of the melody as: <ul style="list-style-type: none"> - no movement - ascending stepwise - descending stepwise - ascending skipwise - descending skipwise 	Week 4	MU4ME-IIId-4
			identifies the highest and lowest pitch in a given notation of a musical piece to determine its range	Week 5	MU4ME-IIe-5
			sings with accurate pitch the simple intervals of a melody	Week 6	MU4ME-IIIf-6
			creates simple melodic lines	Week 7-8	MU4ME-IIgh-7

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 3	demonstrates understanding of musical phrases, and the uses and meaning of musical terms in form	performs similar and contrasting musical phrases	identifies aurally and visually the <i>introduction</i> and <i>coda</i> (ending) of a musical piece	Week 1	MU4FO-IIIa-1
			identifies aurally and visually the <i>antecedent</i> and <i>consequent</i> in a musical piece	Week 2	MU4FO-IIIa-2
			recognizes similar and contrasting phrases in vocal and instrumental music <ol style="list-style-type: none"> 1. melodic 2. rhythmic 	Week 3	MU4FO-IIIa-b-3

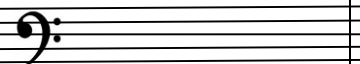
			performs similar and contrasting phrases in music 1. melodic 2. rhythmic	Week 4	MU4FO-IIIId-5
	demonstrates understanding of variations of sound in music (lightness and heaviness) as applied to vocal and instrumental music	participates actively in a group performance to demonstrate different vocal and instrumental sounds	identifies as vocal or instrumental, a recording of the following: 1. solo 2. duet 3. trio 4. ensemble	Week 5	MU4TB-IIIe-2
			identifies aurally and visually various musical ensembles in the community	Week 6	MU4TB-IIIIf-3
	recognizes the musical symbols and demonstrates understanding of concepts pertaining to volume in music	applies forte and piano to designate loudness and softness in a musical sample 1. singing 2. playing instrument	applies dynamics in a simple music score using the symbols <i>p</i> (piano) and <i>f</i> (forte)	Week 7-8	MU4DY-IIIIf-1

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 4	demonstrates understanding of concepts pertaining	creates and performs body movements	uses appropriate musical terms to indicate variations in tempo	Week 1	MU4TP-IVb-2

	to speed/flow of music demonstrates understanding of concepts pertaining to speed/flow of music	appropriate to a given tempo creates and performs body movements appropriate to a given tempo	1. <i>largo</i> 2. <i>presto</i>		
	demonstrates understanding of concepts pertaining to texture in music	sings two-part rounds and partner songs with others	identifies aurally and visually an <i>ostinato</i> or <i>descant</i> in a music sample	Week 2	MU4TX-IVd-2
			recognizes solo or 2-part vocal or instrumental music	Week 3	MU4TX-IVe-3
	demonstrates understanding of harmonic intervals	performs examples of harmonic interval with others	identifies harmonic intervals (2 pitches) in visual and auditory music samples	Week 4	MU4HA-IVf-1
			writes samples of harmonic intervals (2 pitches)	Week 5	MU4HA-IVh-3
			performs a song with harmonic intervals (2 pitches)	Week 6-8	MU4HA-IVg-2

Grade Level: 5
Subject: MUSIC

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 1	recognizes the musical symbols and demonstrates understanding of concepts pertaining to rhythm	performs with a conductor, a speech chorus in simple time signatures 1. choral 2. instrumental	identifies the kinds of notes and rests in a song	Week 1	MU5RH-Ia-b-1
			recognizes rhythmic patterns using quarter note, half note, dotted half note, dotted quarter note, and eighth note in simple time signatures	Week 2	MU5RH-Ia-b-2
			identifies accurately the duration of notes and rests in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$ time signatures	Week 3-5	MU5RH-Ic-e-3
			creates different rhythmic patterns using notes and rests in time signatures	Week 6-8	MU5RH-If-g-4

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 2	recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody	accurate performance of songs following the musical symbols pertaining to melody indicated in the piece	recognizes the meaning and uses of F-Clef on the staff 	Week 1	MU5ME-IIa-1
			identifies the pitch names of each line and space on the F-Clef staff	Week 1	MU5ME-IIa-2
			describes the use of the symbols: sharp (#), flat (b), and natural (♮)	Week 2	MU5ME-IIb-3
			recognizes aurally and visually, examples of melodic intervals	Week 3	MU5ME-IIc-4
			identifies the notes in the C major scale	Week 4	MU5ME-IIc-5
			determines the range of a musical example 1. wide 2. narrow	Week 5	MU5ME-Ile-8
			reads notes in different scales : Pentatonic scale, C major scale, G major scale	Week 6	MU5ME-IIf-9
			creates simple melodies	Week 7-8	MU5ME-IIg-10
			performs his/her own created melody	Week 7-8	MU5ME-IIh-11

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 3	demonstrates understanding of the uses and meaning of musical terms in Form	performs the created song with appropriate musicality	recognizes the design or structure of simple musical forms: 1. unitary (one section) 2. strophic (same tune with 2 or more sections and 2 or more verses)	Week 1	MU5FO-IIIa-1
			creates a 4- line unitary song	Week 2	MU5FO-IIIb-2
			creates a 4 –line strophic song with 2 sections and 2 verses	Week 3-4	MU5FO-IIIc-d-3
	demonstrates understanding of variations of sound density in music (lightness and heaviness) as applied to vocal and instrumental music	participates in a group performance to demonstrate different vocal and instrumental sounds	describes the following vocal timbres: 1. soprano 2. alto 3. tenor 4. bass	Week 5	MU5TB-IIIe-2
			identifies aurally and visually different instruments in: 1. rondalla 2. drum and lyre band	Week 6	MU5TB-IIIf-3

			3. bamboo group/ensemble <i>(Pangkat Kawayan)</i> 4. other local indigenous ensembles		
			creates music using available sound sources	Week 7-8	MU5TB-IIIg-h-5

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 4	demonstrates understanding of concepts pertaining to volume in music	applies dynamics to musical selections	uses appropriate musical terms to indicate variations in dynamics: <ol style="list-style-type: none"> 1. piano (<i>p</i>) 2. mezzo piano (<i>mp</i>) 3. forte (<i>f</i>) 4. mezzo forte (<i>mf</i>) 5. crescendo < 6. decrescendo > 	Week 1-2	MU5DY-IVa-b-2
	recognizes the musical symbols and demonstrates understanding of concepts pertaining to speed in music	applies appropriately, various tempo to vocal and instrumental performances	uses appropriate musical terminology to indicate variations in tempo: <ol style="list-style-type: none"> 1. largo 2. presto 3. allegro 4. moderato 5. andante 6. vivace 7. ritardando 8. accelerando 	Week 3-4	MU5TP-IVc-d-2
	demonstrates understanding of concepts pertaining to texture in music	recognizes examples of horizontal 3-part vocal or instrumental texture, aurally and visually	describes the texture of a musical piece	Week 4	MU5TX-IVe-1
			performs 3-part rounds and partner songs	Week 5	MU5TX-IVe-2
	recognizes the musical symbols and demonstrates	performs a vocal or instrumental ensemble using	uses the major triad as accompaniment to simple songs	Week 6-8	MU5HA-IVh-2

	understanding of harmonic intervals	the following major triads(I, IV, V)			
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Grade Level: 6
Subject: MUSIC

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 1	demonstrates understanding of the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures	responds to beats in music heard with appropriate conducting patterns of 2 3 4 6 4, 4, 4 and 8	identifies the values of the notes / rests used in a particular song	Week 1	MU6RH-Ia-1
			differentiates aurally among 2 3 4 6 4, 4, 4 and 8 time signatures	Week 2-3	MU6RH-Ib-e-2
			demonstrates the conducting gestures in time signatures of: 2 3 4 and 6 4, 4, 4 8	Week 4-5	MU6RH-Ib-e-3
			creates rhythmic patterns in time signatures of 2 3 4 6 4, 4, 4 and 8	Week 6-8	MU6RH-Ig-h-5

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				

QUARTER 2	demonstrates the concept of melody by using intervals in major scales and in the minor scales	applies learned concepts of melody and other elements to composition and performance	reads simple musical notations in the Key of C Major, F Major and G Major	Week 1-2	MU6ME-Ila-1
			sings or plays instruments in solo or with group, melodies/songs in C Major, G Major, and F Major	Week 3-4	MU6ME-Ila-3
			creates simple melodies	Week 5-6	MU6ME-Ila-4
			sings self-composed melodies	Week 7-8	MU6ME-Ila-5

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 3	demonstrates understanding of the concept of musical forms and musical symbols (repeat marks) indicated	performs accurately the design or structure of a given musical piece	<p>identifies simple musical forms of songs from the community:</p> <ol style="list-style-type: none"> 1. binary (AB) -has 2 contrasting sections (AB) 2. ternary (ABA)-has 3 sections, the third section similar to the first; (ABC) – has 3 sections 3. rondo (ABACA) - has contrasting sections in between 	Week 1-2	MU6FO-IIla-b-1

			repetitions of the A section (ABACA)		
			uses the different repeat marks that are related to form: <ol style="list-style-type: none"> 1. Da Capo (D.C.) 2. Dal Segno (D.S.) 3. Al Fine (up to the end) 4. D.C. al Fine (repeat from the beginning until the word Fine) 5. $\parallel : : \parallel$ 6. $\overbrace{\quad\quad}^1 \overbrace{\quad\quad}^2$ (ending 1, ending 2) 	Week 3	MU6FO-IIIc-3
			describes the instrumental sections of the Western orchestra	Week 4	MU6TB-III d-1
			distinguishes various musical ensembles seen and heard in the community	Week 5	MU6TB-III d-e-2
	demonstrates understanding of the concept of timbre through recognizing musical instruments aurally and visually	aurally determines the sound of a single instrument in any section of the orchestra	uses varied dynamics in a song performance <ol style="list-style-type: none"> 1. piano (<i>p</i>) 2. mezzo piano (<i>mp</i>) 3. pianissimo (<i>pp</i>) 4. forte (<i>f</i>) 5. mezzo forte (<i>mf</i>) 6. fortissimo (<i>ff</i>) 7. crescendo < 	Week 6-8	MU6DY-III h-2

			8. decrescendo ➤		
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Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 4	demonstrates understanding of the various tempo	performs a given song, using tempo marks appropriately	identifies the different tempo in a music sample: 1. allegro 2. andante 3. ritardando 4. accelerando 5. largo 6. presto 7. vivace	Week 1	MU6TX-IVa-b-1
			demonstrates the different kinds of tempo by following tempo marks in a song from the community e.g.: “ <i>Pandangguhan</i> ”	Week 2	MU6TX-IVa-b-3
	demonstrates the concept of texture as: 1. monophonic (one voice) 2. homophonic (voice and accompaniment) 3. polyphonic (many voices)	performs accurately a given song with monophonic, homophonic, and polyphonic textures	identifies different textures from music samples 1. Vocal a. solo voice b. solo voice with accompaniment c. duet, partner songs, round songs 2. Instrumental	Week 4	MU6TX-IVc-d-2

			a. solo b. ensemble		
			distinguishes monophonic, homophonic, and polyphonic textures	Week 5	MU6TX-IVc-d-3
	demonstrates understanding of the concepts of harmony through the intervals that constitute the primary chords of major and minor scales in music	demonstrates harmony in group performances 1. choir 2. rondalla 3. lyre band	distinguishes the sound of a major chord from a minor chord	Week 6	MU6HA-IVe-f-3
			uses major or minor chords as accompaniment to simple songs	Week 7-8	MU6HA-IVg-h-4

Grade Level: 7
Subject: MUSIC

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 1	demonstrates understanding of the musical characteristics of representative music from the lowlands of Luzon	performs music of the lowlands with appropriate pitch, rhythm, expression and style	describes the musical characteristics of representative music selections from the lowlands of Luzon after listening	Week 1	MU7LU-Ia-1
			analyzes the musical elements of some Lowland vocal and instrumental music selections;	Week 2	MU7LU-Ia-2
			* identifies the musical instruments and other sound sources from the lowlands of Luzon	Week 3	MU7LU-Ib-3
			explores ways of producing sounds on a variety of sources that is similar to the instruments being studied;	Week 4	MU7LU-Ib-f-4
			improvises simple rhythmic/melodic accompaniments to selected music from the Lowlands of Luzon;	Week 5	MU7LU-Ic-f
			performs music from Luzon lowlands with own accompaniment;	Week 6	MU7LU-Ia-h-7
			evaluates music and music performances with rubrics on musical elements and styles.	Week 7-8	MU7LU-Ic-h-10
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes

	The learner...				
QUARTER 2	demonstrates understanding of the musical characteristics of representative music from the highlands of Luzon, Mindoro, Palawan, and the Visayas	performs selected vocal and instrumental music of Cordillera, Mindoro, Palawan and the Visayas in appropriate style	describes the musical characteristics of representative selections of Cordillera, Mindoro, Palawan and of the Visayas after listening;	Week 1	MU7LV-IIa-f-1
			explains the distinguishing characteristics of representative music from Cordillera, Mindoro, Palawan and of the Visayas in relation to its culture and geography;	Week 2	MU7LV-IIb-f-3
			identifies the musical instruments and other sound sources from Cordillera, Mindoro, Palawan and of the Visayas;	Week 3	MU7LV-IIa-f-2
			discovers ways of producing sounds on a variety of sources similar to instruments being studied;	Week 4	MU7LV-IIb-g-4
			improvises simple rhythmic/melodic accompaniments to selected music from the Cordillera, Mindoro, Palawan and of the Visayas;	Week 5	MU7LV-IIb-g-7
			performs music from Cordillera, Mindoro, Palawan and of the Visayas, with accompaniment	Week 6	MU7LV-IIb-g-6
			evaluates music and music performances using rubrics on musical elements and style.	Week 7-8	MU7LV-IIc-h-10

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 3	demonstrates understanding of the musical characteristics of representative music from Mindanao	performs music of Mindanao with appropriate expression and style	describes the musical characteristics of representative music selections from Mindanao after listening;	Week 1	MU7MN-IIIa-g-1
			identifies the musical instruments and other sound sources of representative music selections from Mindanao	Week 2	MU7MN-IIIa-g-3
			analyzes the musical elements of some Mindanao vocal and instrumental music;	Week 3	MU7MN-IIIa-g-2
			discovers ways of producing sounds on a variety of sources that is similar to the instruments being studied;	Week 4	MU7MN-IIIb-h-4
			improvises simple rhythmic/melodic accompaniments to selected music from Mindanao;	Week 5	MU7LV-IIIc-h-5
			perform music from Mindanao with own accompaniment	Week 6	MU7LV-IIIc-h-6
			evaluates music selections and music performances using rubrics on musical elements and style.	Week 7-8	MU7LV-IIIb-h-10

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 4	demonstrates understanding of the musical characteristics of	performs music of Mindanao with appropriate	identifies musical characteristics of selected Philippine festivals and theatrical forms through video or live performances;	Week 1	MU7FT-IVa-g-1

	representative music from Mindanao	expression and style	describes the origins and cultural background of selected Philippine festival/s;	Week 2	MU7FT-IVa-d-2
			describes how the music contributes to the performance of the musical production;	Week 3	MU7FT-IVe-h-4
			describes how a specific idea or story is communicated through music in a particular Philippine musical theater	Week 4	MU7FT-IVe-h-6
			improvises music accompaniment in relation to a particular Philippine festival;	Week 5-6	MU7FT-IVe-h-4
			performs selection/s from chosen Philippine musical theater;	Week 7-8	MU7FT-IVe-h-7

Grade Level: 8
Subject: MUSIC

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 1	demonstrates understanding of common musical characteristics of the region as well as unique characteristics of a particular Southeast Asian country.	performs Southeast Asian songs with appropriate pitch, rhythm, expression and style.	listens perceptively to music of Southeast Asia;	Week 1	MU8SE-Ia-h-2
			analyzes musical elements of selected songs and instrumental pieces heard and performed;	Week 2	MU8SE-Ib-h-4
			explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	Week 3	MU8SE-Ic-h-5
			improvises simple accompaniment to selected Southeast Asian music;	Week 4	MU8SE-Ic-h-6
			performs music from Southeast Asia with own accompaniment;	Week 5-6	MU8SE-Ic-h-7
			* evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	Week 7-8	MU8SE-Ic-h-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 2	demonstrates understanding of	performs East Asian music	listens perceptively to music of East Asia;	Week 1	MU8SE-IIa-h-2

	common and distinct musical characteristics of East Asian countries	with appropriate pitch, rhythm, expression and style	analyzes musical elements of selected songs and instrumental pieces heard and performed;	Week 2	MU8SE-IIc-h-4
			explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	Week 3	MU8SE-IIb-h-5
			improvises simple accompaniment to selected East Asian music;	Week 4	MU8SE-IIc-h-6
			* performs music from East Asia with own accompaniment;	Week 5-6	MU8SE-IIb-h-7
			evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	Week 7-8	MU8SE-IIb-h-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 3	demonstrates an understanding of common and distinct musical characteristics of South Asia and the Middle East.	performs South Asia and the Middle East music with appropriate pitch, rhythm, expression and style.	listens perceptively to music of South Asia and the Middle East;	Week 1	MU8WS-IIIa-h-2
			analyzes musical elements of selected songs and instrumental pieces heard and performed;	Week 2	MU8WS-IIIc-h-4
			explores ways of producing sounds on a variety of sources that would simulate instruments being studied;	Week 3	MU8WS-IIIc-h-5
			improvises simple accompaniment to selected South Asia and the Middle East music;	Week 4	MU8WS-IIb-h-6

			* performs music from South Asia and Middle East with own accompaniment;	Week 5-6	MU8WS-IIIb-h-7
			evaluates music and music performances using guided rubrics applying knowledge of musical elements and style.	Week 7-8	MU8WS-IIIc-h-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 4	demonstrates understanding and application of musical skills related to selected traditional Asian theater	performs excerpts from traditional Asian theater with appropriate pitch, rhythm, expression, and style	identifies musical characteristics of selected Asian musical theater through video films or live performances;	Week 1	MU8TH-IVa-g-1
			describes the instruments that accompany Kabuki, <i>Wayang Kulit</i> , Peking Opera;	Week 2	MU8TH-IVa-g-2
			describes how a specific idea or story is communicated through music in a particular Asian musical theater;	Week 3	MU8TH-IVb-h-3
			improvises appropriate sound, music, gesture, movements, props and costume for performance of a chosen Asian traditional musical and theatrical form;	Week 4	MU8TH-IVb-h-7
			performs selection/s from chosen Asian musical theater;	Week 5-6	MU8TH-IVa-g-6
			evaluates music and music performances using guided rubrics	Week 7-8	MU8TH-IVc-h-8

			applying knowledge of musical elements and style.		
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Grade Level: 9

Subject: MUSIC

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 1	demonstrates understanding of characteristic features of the Medieval, Renaissance and Baroque period music	performs selected songs from Medieval, renaissance and baroque periods a) Chants; b) Madrigals; c) excerpts from oratorio; d) chorales; e) troubadour.	describes the musical elements of selected vocal and instrumental music of Medieval, Renaissance and Baroque music;	Week 1	MU9MRB-lb-f-5
			explains the performance practice (setting, composition, role of composers/performers, and audience) during Medieval, Renaissance and Baroque periods;	Week 2	MU9MRB-la-h-2
			* relates Medieval, Renaissance and Baroque music to other art forms and its history within the era;	Week 3	MU9MRB-lc-f-3
			* improvises appropriate accompaniment to selected music from Medieval, Renaissance and Baroque Period;	Week 4-5	MU9MRB-lb-d-7
			* performs music from Medieval, Renaissance and Baroque Period;	Week 6-7	MU9MRB-lb-h-4
			* evaluates music and music performances using guided rubrics	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 2	demonstrates understanding of characteristic features of Classical period music demonstrates understanding of characteristic features of Classical period music	sings and performs themes of symphonies and other instrumental forms sings and performs themes of symphonies and other instrumental forms	describes musical elements of given Classical period pieces;	Week 1	MU9CL-IIa-f-1
			explains the performance practice (setting, composition, role of composers/performers, and audience) during Classical Period	Week 2	MU9CL-IIa-f-3
			relates Classical music to other art forms and its history within the era;	Week 3	MU9CL-IIa-f-2
			improvises appropriate accompaniment to selected music from Classical Period	Week 4-5	MU9CL-IIe-9
			performs selected music from the Classical period;	Week 6-7	MU9CL-IIb-h-7
			evaluates music and music performances using guided rubrics.	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 3	demonstrates understanding of characteristic features of instrumental Romantic music	sings and performs themes of selected instrumental pieces	describes musical elements of given Romantic period pieces;	Week 1	MU9RO-IIIa-2
			explains the performance practice (setting, composition, role of composers/performers, and audience) during Romantic Period	Week 2	MU9RO-IIIb-h-3
			relates Romantic music to other art forms and its history within the era;	Week 3	MU9RO-IIIc-h-7

			improvises appropriate accompaniment to selected music from Romantic Period	Week 4-5	MU9RO-IIIc-h-8
			performs selected music from the Romantic period;	Week 6-7	MU9RO-IIIe-h-6
			evaluates music and music performances using guided rubrics.	Week 8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 4	demonstrates understanding of characteristic features of vocal music of the Romantic period	sings and performs themes of selected songs	explains the plot, musical and theatrical elements of an opera after watching video samples;	Week 1-2	MU9OP-IVa-g-1
			performs themes or melodic fragments of given selected songs;	Week 3-4	MU9OP-IVb-h-3
			improvises appropriate sounds, music, gestures, movements, and costumes for a chosen opera.	Week 5-6	MU9OP-IVb-h-5
			evaluates music performances using guided rubrics	Week 7-8	

Grade Level: 10

Subject: MUSIC

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 1	demonstrates understanding of 20th century music styles and characteristic features.	creates musical pieces using particular style/s of the 20th Century.	describes distinctive musical elements of given pieces in 20 th century styles;	Week 1	MU10TC-1a-h-2
			explains the performance practice (setting, composition, role of composers/performers, and audience) of 20 th century music;	Week 2-3	MU10TC-1b-g-4
			relates 20 th Century music to other art forms and media during the same time period;	Week 4-5	MU10TC-1a-g-3
			performs music sample from the 20 th century	Week 5-6	MU10TC-1b-5
			evaluates music and music performances using guided rubrics	Week 7-8	

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 2	demonstrates understanding of characteristic features of Afro-Latin American music and Popular music	performs vocal and dance forms of Afro-Latin American music and	describes the historical and cultural background of Afro-Latin American and popular music;	Week 1	MU10AP-11a-g-2
			analyzes musical characteristics of Afro-Latin American and popular music through listening activities;	Week 2-3	MU10AP-11a-h-5

		selections of Popular music	explores ways of creating sounds on a variety of sources suitable to chosen vocal and instrumental selections;	Week 4-5	MU10AP-IIa-7
			performs selections of Afro-Latin American and popular music in appropriate pitch, rhythm, style, and expression;	Week 6-7	MU10AP-IIa-h-6
			evaluates music and music performances using guided rubrics	Week 8	MU10AP-IIa-h-10

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 3	demonstrates understanding of characteristic features of contemporary music	sings contemporary songs	narrates the life of selected contemporary Filipino composer/s ;	Week 1	MU10CM-IIIc-g-3
			analyzes the musical characteristics of traditional and contemporary Philippine music;	Week 2	MU10CM-IIIa-h-2
			improvises simple vocal/instrumental accompaniments to selected contemporary Philippine music;	Week 3-5	MU10CM-III d-e-5
			performs selections of contemporary Philippine music;	Week 6-7	MU10CM-III b-h-4
			evaluates music and music performances using guided rubrics.	Week 8	MU10CM-III h-8

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	Codes
	The learner...				
QUARTER 4	1. demonstrates understanding of characteristic features of 20th and 21st century opera musical play, ballet and other multimedia forms. 2. demonstrates understanding of the relationship among music, technology, and media.	1. performs selections from musical plays, ballet, opera in a satisfactory level of performance. 2. creates a musical work using media & technology.	describes how an idea or story in a musical play is presented by watching a live performance or video excerpt;	Week 1	MU10MM-IIIa-h-1
			explains how theatrical elements in a selected part of a musical play are combined with music and media to achieve certain effects;	Week 2-3	MU10MM-IIIa-h-2
			creates appropriate sounds, music, gestures, movements, and costume using media and technology for a selected part of a musical play;	Week 4-6	MU10MM-IIIc-h-4
			performs an excerpt from a 20 th or 21 st century Philippine musical and highlight its similarities and differences to other western musical play.	Week 7-8	MU10MM-IIlg-h-5



Department of Education



ARTS

Grade Level: **Grade 1**

Subject: **ARTS**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	The learner... demonstrates understanding of lines, shapes, colors and texture, and principles of balance, proportion and variety through drawing	The learner... creates a portrait of himself and his family which shows the elements and principles of art by drawing	1. explains that ART is all around and is created by different people	Week 1/ 1 st Q	A1EL-Ia
			2. identifies different lines, shapes, texture used by artists in drawing	Week 2/1 st Q	A1EL-Ic
			3. uses different drawing tools or materials - pencil, crayons, piece of charcoal, stick-on different papers, sinamay, leaves, tree bark, and other local materials to create his drawing about oneself, one's family, home, and school, as a means of self-expression	Weeks 3, 4, & 5/ 1 st Q	A1EL-Id
			4. draws different kinds of plants showing a variety of shapes, lines and color	Weeks 6, 7, & 8/1 st Q	A1PR-If
2nd	The learner... demonstrates understanding of colors and shapes, and the principles of harmony,	The learner creates a harmonious design of natural and man-made objects to	1. identifies colors as primary, secondary, and tertiary, both in natural and man-made objects, seen in the surrounding	Week 1/ 2 nd Q	A1EL-IIa
			2. creates a design inspired by Philippine flowers, jeepneys, Filipino fiesta decors, <i>parol</i> , or objects and other geometric shapes found in	Weeks 3 & 4/ 2 nd Q	A1PR-IIg

	rhythm and balance through painting demonstrates understanding of colors and shapes, and the principles of harmony, rhythm and balance through painting	express ideas using colors and shapes, and harmony creates a harmonious design of natural and man-made objects to express ideas using colors and shapes, and harmony	nature and in school using primary and secondary colors		
			3. paints a home/school landscape or design choosing specific colors to create a certain feeling or mood	Weeks 5 & 6/ 2 nd Q	A1PR-Ie-1
			4. talks about the landscape he painted and the landscapes of others	Weeks 7 & 8/ 2 nd Q	A1PR-Ie-2
3rd	demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized	creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school	1. differentiates between a print and a drawing or painting	Week 1 / 3rd Q	A1EL-IIIa
			2. describes the shape and texture of prints made from objects found in nature and man-made objects and from the artistically designed prints in his artworks and in the artworks of others.	Weeks 2 & 3 / 3rd Q	A1EL-IIIb
			3. creates a print by applying dyes on his finger or palm or any part of the body and pressing it to the paper, cloth, wall, etc. to create impression	Week 4 / 3rd Q	A1EL-IIIc
		creates prints that show repetition, alternation and emphasis using objects from nature	4. creates a print by rubbing pencil or crayon on paper placed on top of a textured objects from nature and found objects	Week 5 / 3rd Q	A1PL-IIId
			5. stencil a design (in recycled paper, plastic, cardboard, leaves, and other materials) and prints on paper, cloth, sinamay, bark, or a wall	Week 6 / 3rd Q	A1PR-IIIf
			6. narrates experiences in experimenting different art materials	Week 7 / 3rd Q	A1PR-IIIf

	through printmaking	and found objects at home and in school	7. participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 8 / 3rd Q	A1PR-IIIf
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
4th	The learner... demonstrates understanding of texture and 3-D shapes, and principle of proportion and emphasis through 3-D works and sculpture demonstrates understanding of texture and 3-D shapes, and principle of proportion and emphasis through 3-D works and sculpture	The learner creates a useful 3-Dimensional object/sculpture using found objects and recycled materials creates a useful 3-Dimensional object/sculpture using found objects and recycled materials	1. differentiates between 2-dimensional and 3-dimensional artwork and states the difference	Week 1 / 4th Q	A1EL-IVa
			2. identifies the different materials that can be used in creating a 3-dimensional object: 2.1 clay or wood (human or animal figure) 2.2 bamboo (furniture, bahay kubo) 2.3 softwood (trumpo) 2.4 paper, cardboard, (masks) 2.5 found material (parol, sarangola)	Week 2 / 4th Q	A1EL-IVb
				Week 3 / 4th Q	A1EL-IVb
				Week 4 / 4th Q	A1EL-IVb
			3. creates 3D objects that are well proportioned, balanced and show emphasis in design, like any of the following: a pencil holder, bowl, container, using recycled materials like plastic bottles, etc.	Week 5-6 / 4th Q	A1PR-IVe
			4. creates masks, human figures out of recyclable materials such as cardboards, papers, baskets, leaves, strings, clay, cardboard, glue, found materials, <i>bilao</i> , paper plate, strings, seeds, flour-salt mixture, or paper-mache, and other found materials	Week 7,8, & 9 / 4th Q	A1PR-IVf-1 A1PR-IVg A1PR-IVh

Grade Level: **Grade 2**Subject: **ARTS**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	The learner... demonstrates understanding on lines, shapes, and colors as elements of art, and variety, proportion and contrast as principles of art through drawing	The learner... creates a composition/design by translating one's imagination or ideas that others can see and appreciates	1. describes the different styles of Filipino artists when they create portraits and still life (different lines and colors)	Week 1 / 1 st Q	A2EL-Ia
			2. differentiates the contrast between shapes and colors of different fruits or plants and flowers in one's work and in the work of others	Week 2 / 1 st Q	A2EL-Ib
			3. draws the different fruits or plants to show overlapping of shapes and the contrast of colors and shapes in his colored drawing	Week 3 & 4 / 1 st Q	A2EL-Ic
			4. draws from an actual still life arrangement	Week 5 & 6 / 1 st Q	A2EL-Id
			5. draws a portrait of two or more persons - his friends, his family, showing the differences in the shape of their facial features (shape of eyes, nose, lips, head, and texture of the hair	Week 7 & 8 / 1 st Q	A2EL-If
			6. narrates stories related to the output	Week 8 / 1 st Q	A2EL-Ih-3
2nd	The learner... demonstrates understanding of using two or more kinds of lines, colors and shapes	The learner... creates a composition or design of a tricycle or jeepney that shows unity and variety of	1. describes the lines, shapes, colors, textures, and designs seen in the skin coverings of different animals and sea creatures using visual arts words and actions.	Weeks 1 & 2 / 2 nd Q	A2EL-IIa
			2. designs with the use of drawing and painting materials the sea or forest animals in their habitats showing their unique shapes and	Weeks 3 & 4 / 2 nd Q	A2EL-IIb

	through repetition and contrast to create rhythm	lines, shapes, and colors	features, variety of colors and textures in their skin.		
			3. creates designs by using two or more kinds of lines, colors, and shapes by repeating or contrasting them, to show rhythm	Week 5 & 6 / 2 nd Q	A2PL-II f
			4. uses control of the painting tools and materials to paint the different lines, shapes and colors in his work or in a group work	Week 7 & 8 / 2 nd Q	A2PR-II g-1
			5. design an outline of a tricycle or jeepney on a big paper with lines and shapes that show repetition, contrast and rhythm	Week 7 & 8 / 2 nd Q	A2PR-II g-2
3rd	The learner... demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects	The learner... creates prints from natural and man-made objects that can be repeated or alternated in shape or color. creates prints with repeating, alternating or contrasting color or size or texture shows skills in making a clear print from natural and man-made objects	1. differentiates natural and man-made objects with repeated or alternated shapes and colors and materials that can be used in print making	Week 1/ 3 rd Q	A2EL-III a
			2. creates a consistent pattern by making two or three prints that are repeated or alternated in shape or color	Week 2/ 1 st Q	A2PL-III b
			3. carves a shape or letter on an eraser or <i>kamote</i> , which can be painted and printed several times	Week 3-4 / 1 st Q	A2PR-III f
			4. creates a print on paper or cloth using cut-out designs	Week 5-6 / 1 st Q	A2PR-III g
			5. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 7-8 / 1 st Q	A2PR-III h-3
4th	The learner...	The learner	1. discusses the artistry of different local craftsmen in creating:	Week 1/ 4 th Q	

	demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts	creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)	1.1 <i>taka</i> of different animals and figures in Paete, Laguna 1.2 <i>sarangola</i> or kites 1.3 banca, native boats from Cavite, and coastal towns		A2EL-IVa-1
			2. Answers a brief diagnostic assessment on giving value and importance to the craftsmanship of local artists.	Week 2/ 1 st Q	A2EL-IVa-2
			3. identifies 3-dimensional crafts found in the locality giving emphasis on their shapes, textures, proportion and balance	3-4/ 1 st Q	A2EL-IVb
	demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts	creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)	4. executes the steps in making a paper maché with focus on proportion and balance	Week 5-6/ 1 st Q	A2PR-IVd
		creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)	5. creates a clay human figure that is balanced and can stand on its own	Week 7-8/ 1 st Q	A2PR-IVh

Grade Level: **Grade 3**

Subject: **ARTS**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1 st	The learner... demonstrates understanding of lines, texture, shapes and depth, contrast (size, texture) through drawing	The learner... creates an artwork of people in the province/region. On-the-spot sketching of plants trees, or buildings and geometric line designs shows a work of art based on close observation of natural objects in his/her surrounding noting its size, shape and texture	1. distinguishes the size of persons in the drawing, to indicate its distance from the viewer	Week 1/ 1 st Q	A3EL-Ia
			2. shows the illusion of space in drawing the objects and persons in different sizes	Week 2/1 st Q	A3EL-Ib
			3. explains that artist create visual textures by using a variety of lines and colors	Week 3/1 st Q	A3PL-Ic
			4. discusses what foreground, middle ground, and background, are all about in the context of a landscape	Week 4/1 st Q	A3PL –Id
			5. describes the way of life of people in the cultural community	Week 5/1 st Q	A3PL-Ie
			6. Creates a geometric design by contrasting two kinds of lines in terms of type or size.	Week 6/1 st Q	A3PR-If
			7. sketches on-the-spot outside or near the school to draw a plant, flowers or a tree showing the different textures and shape of each part, using only a pencil or black crayon or ballpen	Week 7/1 st Q	A3PR-Ig
			8. designs a view of the province/region with houses and buildings indicating the foreground middle ground and background by the size of the objects	Week 8/1 st Q	A3PR-Ii

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
2nd	The learner... demonstrates understanding of lines, textures, shapes and balance of size, contrast of texture through drawing	The learner... creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs	1. Discusses the concept that there is harmony in nature as seen in the color of landscapes at different times of the day Ex: 1.1 landscapes of Felix Hidalgo, Fernando Amorsolo, Jonahmar Salvosa 1.2 Still's life of Araceli Dans, Jorge Pineda, Agustin Goy	Week 1/ 2 nd Q	A3EL-IIa
			2. Discusses the concept that nature is so rich for no two animals have the same shape, skin covering, and color	Week 2/ 2 nd Q	A3EL-IIb
			3. demonstrates how harmony is created in an artwork because of complementary colors and shapes	Weeks 3 & 4/ 2 nd Q	A3PL-IIc
			4. paints a still life by observing the different shapes, color, and texture of fruits, drawing them overlapping and choosing the right colors for each fruit	Weeks 5 & 6/ 2 nd Q	A3PR-IId
			5. creates new tints and shades of colors by mixing two or more colors	Weeks 7 & 8/ 2 nd Q	A3PR-IIe
			6. paints a landscape at a particular time of the day and selects colors that complement each other to create a mood	Weeks 7 & 8/ 2 nd Q	A3PR-IIf
			7. discusses the characteristics of a wild animal by making several pencil sketches and painting it later, adding texture of its skin covering	Weeks 9 & 10/ 2 nd Q	A3PR-IIg

		applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape	8. explains the truism that Filipino artists painted landscapes in their own a particular style and can identify what makes each artist unique in his use of colors to create harmony	Weeks 9 & 10/ 2 nd Q	A3PR-IIh
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
3rd	The learner... demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils)	The learner... exhibits basic skills in making a design for a print and producing several clean copies of the prints manipulates a stencil with an adequate skill to produce a clean print for a message, slogan or logo for a T-shirt, poster bag produces at least 3 good copies of print using complementary colors and contrasting shapes	1. Discusses the concept that a print made from objects found in nature can be realistic or abstract	Week 1 / 3 rd Q	A3EL-IIIa
			2. explains the importance and variety of materials used for printing	Week 2 / 3 rd Q	A3PL-IIIb
			3. Demonstrates the concept that a print design may use repetition of shapes or lines and emphasis on contrast of shapes and lines	Week 3 / 3 rd Q	A3PL-IIIc
			4. Executes the concept that a print design can be duplicated many times by hand or by machine and can be shared with others	Week 4 / 3 rd Q	A3PL-IIId
			5. explains the meaning of the design created	Week 5 / 3 rd Q	A3PR-IIIf
			6. stencils a paper or plastic sheets to be used for multiple prints on cloth or hard paper	Week 6 / 3 rd Q	A3PR-IIIf
			7. writes a slogan about the environment that correlates messages to be printed on T-shirts, posters, banners or bags	Week 7 / 3 rd Q	A3PR-IIIf
			8. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 1 / 4 th Q	A3PR-IIIf

4th	<p>The learner... demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts</p> <p>demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts</p>	<p>The learner... creates a single puppet based on character in legends, myths or stories using recycled and hard material</p> <p>creates a mask or headdress that is imaginary in design using found and recycled materials</p> <p>demonstrates basic skills in constructing a puppet made from a hard and stick, which can be manipulated</p>	1. identifies different styles of puppets made in the Philippines (form Teatro Mulat and Anino Theater Group)	Week 1 / 4 th Q	A3EL-IVa
			2. discusses the variations of puppets in terms of material, structure, shapes, colors and intricacy of textural details	Weeks 2-4 / 4 th Q	A3PL-IVb
			3. creates a puppet designs that would give a specific and unique character, with designs of varied shapes and colors on puppets to show the unique character of the puppet/s	Week 4 / 4 th Q	A3PR-IVc
			4. constructs a simple puppet based on a character in a legend, myth or story using recyclable materials and bamboo sticks or twigs	Week 5 & 7 / 4 th Q	A3PR-IVe
			5. manipulates a puppet to act out a character in a story together with the puppets	Week 5 / 4 th Q	A3PR-IVf
			6. utilizes masks in simple role play or skit	Week 6 / 3 rd Q	A3PR-IVf
			7. performs as puppeteer together with others, in a puppet show, to tell a story using the puppet he/she created	Week 7 / 3 rd Q	A3PR-IVg

Grade Level: **Grade 4**

Subject: **ARTS**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	The learner... demonstrates understanding of lines, texture, and shapes; and balance of size and repetition of motifs/patterns through drawing	The learner... practices variety of culture in the community by way of attire, body accessories, religious practices and lifestyle.	1. discusses the rich variety of cultural communities in the Philippines and their uniqueness (1.1 LUZON- Ivatan, Ifugao, Kalkminga, Bontok, Gaddang, Agta 1.2 VISAYAS – Ati 1.3 MINDANAO-Badjao, Mangyan, Samal, Yakan, Ubanon, Manobo, Higaonon, Talaandig, Matigsalog, Bilaan, T'boli, Tiruray, Mansaka, Tausug) and the distinctive characteristics of these cultural communities in terms of attire, body accessories, religious practices, and lifestyles.	Week 1 / 1 st Q	A4EL-Ia
		creates a unique design of houses, and other household objects used by the cultural groups.	2. Draws specific clothing, objects, and designs of at least one the cultural communities by applying an indigenous cultural motif into a contemporary design through crayon etching technique.	Weeks 2-4/1 st Q	A4EL-Ib A4EL-Ic A4EL-Id
		writes a comparative description of houses and utensils used by selected	3. role plays ideas about the practices of the different cultural communities.	Weeks 4/1 st Q	A4PR-Ie
			4. creates a drawing after close study and observation of one of the cultural communities' way of dressing and accessories.	Week 5-6/1 st Q	A4PR-Ig

		cultural groups from different provinces.	5. produces a crayon resist on any of the topics: the unique design of the houses, household objects, practices, or rituals of one of the cultural groups	Week 7/1 st Q	A4PR-Ih
			6. uses crayon resist technique in showing different ethnic designs or patterns.	Week 8/1 st Q	A4PR-li
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
2nd	The learner... demonstrates understanding of lines, color, shapes, space, and proportion through drawing.	The learner... sketches and paints a landscape or mural using shapes and colors appropriate to the way of life of the cultural community. realizes that the choice of colors to use in a landscape gives the mood or feeling of a painting.	1. discusses pictures of localities where different cultural communities live where each group has distinct houses and practices.	Week 1/ 2 nd Q	A4EL-IIa
			2. explains the attire and accessories of selected cultural communities in the country in terms of colors and shapes.	Week 2/ 2 nd Q	A4EL-IIb
			3. depicts in a role play the importance of communities and their culture.	Week 3/ 2 nd Q	A4EL-IIc
			4. compares the geographical location, practices, and festivals of the different cultural groups in the country.	Week 4/ 2 nd Q	A4EL-IId
			5. paints the sketched landscape using colors appropriate to the cultural community's ways of life.	Week 5/ 2 nd Q	A4EL-IIe A4EL-IIf
			6. tells a story or relates experiences about cultural communities seen in the landscape.	Week 6/ 2 nd Q	A4EL-IIh
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
3rd	The learner... demonstrates understanding of	The learner... exhibits basic skills in making a design	1. discusses the texture and characteristics of each material.	Week 1 / 3 rd Q	A4EL-IIIa

	shapes, colors and principle repetition and emphasis through printmaking (stencils)	for a print and producing several clean copies of the prints	2. analyzes how existing ethnic motif designs are repeated and alternated.	Week 1 / 3 rd Q	A4PL-IIIb
			3. demonstrates the process of creating relief prints and how these relief prints make the work more interesting and harmonious in terms of the elements involved.	Week 2 / 3 rd Q	A4PL-IIIc
			4. designs ethnic motifs by repeating, alternating, or by radial arrangement.	Week 2 / 3 rd Q	A4PR-IIId
			5. creates a relief master or mold using additive and subtractive processes.	Week 3 / 3 rd Q	A4PR-IIIE
		produces at least 3 good copies of print using complementary colors and contrasting shapes	6. creates simple, interesting, and harmoniously arranged relief prints from a clay design.	Week 4 / 3 rd Q	A4PR-IIIf
			7. prints reliefs with adequate skill to produce clean prints with a particular design motif (repeated or alternated).	Week 5 / 3 rd Q	A4PR-IIIg
			8. creates the relief mold using found material: hard foam; cardboard shapes glued on wood; strings and buttons, old screws, and metal parts glued on wood or cardboard.	Weeks 6-7 / 3 rd Q	A4PR-IIIf
			9. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February).	Weeks 8/ 3 rd Q	A4PR-IIIf-2
4th	The learner... demonstrates understanding of shapes, colors,	The learner... creates a single puppet based on character in	1. differentiates textile traditions in other Asian Countries like China, India, Japan, Indonesia, and in the Philippines in the olden times and presently.	Week 1 / 4 th Q	A4EL-Iva

	textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts	legends, myths or stories using recycled and hard material creates a mask or headdress that is imaginary in design using found and recycled materials demonstrates basic skills in constructing a puppet made from a hard and stick, which can be manipulated	2. discusses pictures or actual samples of different kinds of mat weaving traditions in the Philippines.	Week 1 / 4 th Q	A4EL-IVb
			3. discusses the intricate designs of mats woven in the Philippines: 3.1 Basey, Samar buri mats 3.2 Iloilo bamban mats 3.3 Badjao&Samal mats 3.4 Tawi-tawilaminusa mats 3.5 Romblon buri mats	Week 2 / 4 th Q	A4EL-IVc
			4. explains the steps to produce good tie-dye designs.	Week 3 / 4 th Q	A4PL-IVd
			5. explains the meaning of designs, colors, and patterns used in the artworks.	Week 4 / 4 th Q	A4PL-IVe
			6. creates a small mat using colored buri strips or any material that can be woven, showing different designs: squares, checks zigzags, and stripes.	Week 5 & 6 / 4 th Q	A4PR-IVf
			7. weaves own design similar to the style made by a local ethnic group.	Week 7 / 4 th Q	A4PR-IVg
			8. creates original tie-dyed textile design by following the traditional steps in tie-dyeing using one or two colors.	Week 8 / 4 th Q	A4PR-IVh

Grade Level: **Grade 5**

Subject: **ARTS**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	The learner... demonstrates understanding of lines, shapes, and space; and the principles of rhythm and balance through drawing of archeological artifacts, houses, buildings, and churches from historical periods using crosshatching technique to simulate 3-dimensional and geometric effects of an artwork.	The learner... creates different artifacts and architectural buildings in the Philippines and in the locality using crosshatching technique, geometric shapes, and space, with rhythm and balance as principles of design. puts up an exhibit on Philippine artifacts and houses from different historical periods (miniature or replica).	1. discusses events, practices, and culture influenced by colonizers who have come to our country by way of trading.	Week 1/ 1 st Q	A5EL-Ia
			2. designs an illusion of depth/distance to simulate a 3-dimensional effect by using crosshatching and shading techniques in drawings (old pottery, boats, jars, musical instruments).	Week 1/1 st Q	A5EL-Ib
			3. presents via powerpoint the significant parts of the different architectural designs and artifacts found in the locality. e.g. bahay kubo, torogan, bahay na bato, simbahan, carcel, etc.	Week 2/1 st Q	A5EL-Ic
			4. explains the importance of artifacts, houses, clothes, language, lifestyle - utensils, food, pottery, furniture - influenced by colonizers who have come to our country (Manunggul jar, balanghail, bahay na bato, kundiman, Gabaldon schools, vaudeville, Spanish-inspired churches).	Week 2 /1 st Q	A5PL-Ie
			5. creates illusion of space in 3-dimensional drawings of important archeological artifacts seen in books, museums (National Museum and its branches in the Philippines, and in old buildings or churches in the community).	Weeks 3- 4 /1 st Q	A5PR-If
			6. creates mural and drawings of the old houses, churches, and/or buildings of his/her community.	Weeks 5- 6/1 st Q	A5PR-Ig

			7. participates in putting up a mini-exhibit with labels of Philippine artifacts and houses after the whole class completes drawings.	Weeks 7-8/1 st Q	A5PR-Ih
			8. tells something about his/her community as reflected on his/her artwork.	Week 8/1 st Q	A5PR-Ij
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
2nd	<p>The learner...</p> <p>demonstrates understanding of lines, colors, space, and harmony through painting and explains/illustrates landscapes of important historical places in the community (natural or man-made) using one-point perspective in landscape drawing, complementary colors, and the right proportions of parts.</p>	<p>The learner...</p> <p>sketches natural or man-made places in the community with the use of complementary colors.</p> <p>draws/paints significant or important historical places.</p>	1. explains the importance of natural and historical places in the community that have been designated as World Heritage Site (e.g., rice terraces in Banawe, Batad; Paoay Church; Miag-ao Church; landscape of Batanes, Callao Caves in Cagayan; old houses in Vigan, Ilocos Norte; and the torogan in Marawi)	Week 1/2 nd Q	A5EL-IIa
			2. explains that artists have different art styles in painting landscapes or significant places in their respective provinces (e.g., Fabian dela Rosa, Fernando Amorsolo, Carlos Francisco, Vicente Manansala, Jose Blanco, Victorio Edades, Juan Arellano, Prudencio Lamarroza, and Manuel Baldemor)	Weeks 2 & 3/2 nd Q	A5EL-IIc
			3. presents via powerpoint the artistry of famous Filipino artists in painting different landscapes and is able to describe what makes each artist's masterpiece unique from others.	Week 3/2 nd Q	A5PL-IId
			4. sketches using complementary colors in painting a landscape.	Weeks 4-5/2 nd Q	A5PL-IIe
			5. demonstrates skills and knowledge about foreground, middle ground, and background to emphasize depth in painting a landscape.	Weeks 6-7/2 nd Q	A5PR-IIf

			6. discusses details of the landscape significant to the history of the country.	Week 8/2 nd Q	A5PR-IIg
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
3rd	The learner... demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths.	The learner... creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.	1. discusses new printmaking technique using a sheet of thin rubber (used for soles of shoes), linoleum, or any soft wood that can be carved or gouged to create different lines and textures.	Week 1 / 3 rd Q	A5EL-IIIa
			2. discusses possible uses of the printed artwork	Week 2 / 3 rd Q	A5EL-IIIc
			3. shows skills in creating a linoleum, rubber or wood cut print with the proper use of carving tools.	Week 2 / 3 rd Q	A5PL-IIId
			4. creates variations of the same print by using different colors of ink in printing the master plate.	Week 3 / 3 rd Q	A5PR-IIIf
			5. follows the step-by-step process of creating a print: 5.1 sketching the areas to be carved out and areas that will remain 5.2 carving the image on the rubber or wood using sharp cutting tools 5.3 preliminary rubbing 5.4 final inking of the plate with printing ink 5.5 placing paper over the plate, rubbing the back of the paper	Weeks 4-5 / 3 rd Q	A5PR-IIIf

	demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths.	creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.	5.6 impressing the print 5.7 repeating the process to get several editions of the print		
			6. works with the class to produce a compilation of their prints and create a book or calendar which they can give as gifts, sell, or display on the walls of their school.	Week 6 / 3 rd Q	A5PR-IIIg
			7. demonstrates contrast in a carved or textured area in an artwork.	Week 6 / 3 rd Q	A5PR-IIIh-1
			8. produces several editions of the same print that are well-inked and evenly printed.	Weeks 7/ 3 rd Q	A5PR-IIIh-2
			9. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 8/3 rd	A5PR-IIIh-3
4th	The learner... demonstrates understanding of colors, shapes, space, repetition, and balance through sculpture and 3-dimensional crafts.	The learner... demonstrates fundamental construction skills in making a 3-dimensional craft that expresses balance, artistic design, and repeated variation of decorations and colors 1. papier-mâché jars with patterns	1. identifies the materials used in making 3-dimensional crafts which express balance and repeated variation of shapes and colors 1.1 mobile 1.2 papier-mâché jar 1.3 paper beads	Week 1 / 4 th Q	A5EL-IVa
			2. identifies the different techniques in making 3-dimensional crafts 2.1 mobile 2.2 papier-mâché jar 2.3 paper beads	Week 1 / 4 th Q	A5EL-IVb
			3. discusses possibilities on the use of created 3-D crafts.	Week 2 / 4 th Q	A5EL-IVc
			4. applies knowledge of colors, shapes, and balance in creating mobiles, papier-mâché jars, and paper beads.	Week 3 / 4 th Q	A5PL-IVd

		2. paper beads constructs 3-D craft using primary and secondary colors, geometric shapes, space, and repetition of colors to show balance of the structure and shape mobile	5. demonstrates artistry in making mobiles with varied colors and shapes.	Week 4 / 4 th Q	A5PL-IVe
			6. creates designs for making 3-dimensional crafts 6.1 mobile 6.2 papier-mâché jar 6.3 paper beads	Week 5 & 6 / 4 th Q	A5PR-IVf
			7. shows skills in making a papier-mâché jar	Week 7 / 4 th Q	A5PR-IVg
			8. creates paper beads with artistic designs and varied colors out of old magazines and colored papers for necklace, bracelet, ID lanyard.	Week 8 / 4 th Q	A5PR-IVh

Grade Level: Grade 6

Subject: ARTS

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1 st	The learner... demonstrates understanding of the use of lines, shapes, colors, texture, and the principles of emphasis and contrast in drawing a logo and own cartoon character using new technologies in drawing.	The learner... creates concepts through art processes, elements, and principles using new technologies (hardware and software) to create personal or class logo. designs cartoon character on-the spot using new technologies.	1. discusses the concept that art processes, elements and principles still apply even with the use of new technologies.	Week 1 / 1 st Q	A6EL-Ia
			2. explains the elements and principles applied in commercial art.	Week 1 / 1 st Q	A6PL-Ia
			3. applies concepts on the use of the software (commands, menu, etc.).	Week 2 / 1 st Q	A6PR-Ib
			4. utilizes art skills in using new technologies (hardware and software).	Week 2 / 1 st Q	A6PR-Ic
			5. creates personal or class logo as visual representation that can be used as a product, brand, or trademark	Week 3 / 1 st Q	A6PR-Id
			6. explains ideas about the logo	Weeks 4 / 1 st Q	A6PR-Id
			7. explains the elements and principles applied in comic art.	Week 5 / 1 st Q	A6PL-Ie
			8. applies concepts on the steps/procedures in cartoon character making.	Week 6 / 1 st Q	A6PR-If
			9. utilizes art skills in using new technologies (hardware and software) in cartoon character making.	Week 6 / 1 st Q	A6PR-Ig

		personal or class logo.	10. creates own cartoon character to entertain, express opinions, ideas, etc.	Week 7 / 1 st Q	A6PR-Ih
		designs cartoon character on-the-spot using new technologies.	11. explains ideas about the cartoon character	Week 8 / 1 st Q	A6PR-Ih
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
2nd	The learner... demonstrates understanding of shapes, space, colors, and the principles of emphasis, harmony and contrast in digital painting and poster design using new technologies.	The learner... applies concepts on the use of software in creating digital paintings and graphic designs.	1. Reviews the concept that art processes, elements and principles still apply even with the use of technologies.	Week 1/ 2 nd Q	A6EL-IIa
			2. explains the elements and principles applied in digital art.	Week 1/ 2 nd Q	A6PL-IIa
			3. applies concepts on the use of the software (commands, menu, etc.)	Week 2/ 2 nd Q	A6PR-IIb
			4. utilizes art skills using new technologies (hardware and software) in digital painting.	Week 2/ 2 nd Q	A6PR-IIc
			5. creates a digital painting similar with the Masters' (e.g., Van Gogh, Amorsolo, etc.) in terms of style, theme, etc.	Weeks 3-4 / 2 nd Q	A6PR-IIc
			6. discusses the elements and principles applied in layouting.	Weeks 5-6 / 2 nd Q	A6PL-IIb
			7. applies skills in layouting and photo editing using new technologies (hardware and software) in making a poster.	Weeks 5-6 / 2 nd Q	A6PR-IIg
			8. creates an advertisement/commercial or announcement poster.	Weeks 7-8 / 2 nd Q	A6PR-IIh

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
3rd	The learner... demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using new technologies.	The learner... creates simple printmaking (silkscreen) designs on t-shirts and posters. describes the basic concepts and principles of basic photography.	1. Explains the truism that design principles still apply for any new design (contrast of colors, shapes, and lines produces harmony) whether done by hand or machine (computer).	Week 1 / 3 rd Q	A6EL-IIIa
			2. Demonstrates understanding that digital technology has speeded up the printing of original designs and made it accessible to many, as emphasized in t-shirts and poster designs.	Week 1 / 3 rd Q	A6PL-IIIb
			3. applies concepts on the steps/procedure in silkscreen printing.	Week 2 / 3 rd Q	A6PR-IIIc
			4. produces own prints from original design to silkscreen printing to convey a message or statement.	Week 2 / 3 rd Q	A6PR-IIId
			5. Discusses the concepts and principles of photography.	Week 3 / 3 rd Q	A6PL-IIIf
			6. discusses the parts and functions of the camera (point and shoot or phone camera).	Week 4 / 3 rd Q	A6PR-IIIg
			7. applies composition skills to produce a printed photograph for a simple photo essay.	Week 5-6 / 3 rd Q	A6PR-IIIf
			8. participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Weeks 7-8 / 3 rd Q	
4th	The learner... demonstrates understanding of shapes, colors,	The learner... creates an actual 3-D digitally-enhanced paper bag	1. Discusses the concept that design principles and elements relates to everyday objects.	Week 1 / 4 th Q	A6EL-IVa
			2. explains the elements and principles applied in product design.	Week 1 / 4 th Q	A6PL-IVa

	and the principles of contrast and harmony through the use of new media in creating audio-video art and product or package design.	for a product or brand. applies concepts on the use of new technologies (hardware and software) in creating an audio-video art/animation.	3. manifests understanding of concepts on the use of software (commands, menu, etc.)	Week 2 / 4 th Q	A6PR-IVb
			4. utilizes art skills in using new technologies (hardware and software) in package design.	Week 2 / 4 th Q	A6PR-IVc
			5. creates an actual 3-D digitally-enhanced product design for a paper bag.	Week 4 / 4 th Q	A6PR-IVd
			6. reviews the truism that art processes, elements and principles still apply even with the use of technologies. 7. discusses the elements and principles applied in audio-video art.	Week 3 / 4 th Q	A6EL-IVe
			7. shows skills in making a papier-mâché jar	Week 7 / 4 th Q	A6PL-IVe
			8. applies concepts on the use of the software (commands, menu, etc.)	Weeks 4-5 / 4 th Q	A6PR-IVf
			9. utilizes art skills in using new technologies (hardware and software)	Weeks 5-6 / 4 th Q	A6PR-IVg
			10. creates an audio-video art /animation promoting a product.	Weeks 7-8 / 4 th Q	A6PR-IVh

Grade Level: **Grade 7**

Subject: **ARTS**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1st	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of Luzon (highlands and lowlands) by showing the relationship of the elements of art and processes among culturally diverse communities in the country 3. the Philippines as having a rich	The learner... 1. create artworks showing the characteristic elements of the arts of Luzon (highlands and lowlands) 2. exhibit completed artworks for appreciation and critiquing	1. analyzes elements and principles of art in the production of one's arts and crafts inspired by the arts of Luzon (highlands and lowlands)	Week 1/ 1 st Q	A7EL-Ib-1
			2. identifies characteristics of arts and crafts in specific areas in Luzon (e.g., papier mâché [taka] from Paete, Ifugao wood sculptures [bul'ul], Cordillera jewelry and pottery, tattoo, and Ilocos weaving and pottery [burnay], etc.)	Week 1/ 1 st Q	A7EL-Ia-2
			3. reflects on or derive the mood, idea, or message emanating from selected artifacts and art objects	Weeks 2 -4/ 1 st Q	A7PL-Ih-1
			4. appreciates the artifacts and art objects in terms of their uses and their distinct use of art elements and principles	Week 2 / 1 st Q	A7PL-Ih-2
			5. incorporates the design, form, and spirit of the highland/lowland artifact and object in one's creation	Week 3 / 1 st Q	A7PL-Ih-3
			6. traces the external (foreign) and internal (indigenous) influences reflected in the design of an artwork and in the making of a craft or artifact	Weeks 4 / 1 st Q	A7PL-Ih-4
			7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	Weeks 5- 8 / 1 st Q	A7PR-Ic-e-1

	artistic and cultural tradition from precolonial to present times		8. Discusses the elements from traditions/history of a community for one's artwork	Week 6 / 1 st Q	A7PR-If-2
			9. shows the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g. pottery, weaving, jewelry, baskets)	Week 6 / 1 st Q	A7PR-If-3
			10. shows the relationship of Luzon (highlands and lowlands) arts and crafts to Philippine culture, traditions, and history (Islamic influences, Spanish heritage, and American legacies in education, business, modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices)	Week 7 / 1 st Q	A7PR-Ih-4
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
2nd	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of MIMAROPA and	The learner... create artwork showing the characteristic elements of the arts of MIMAROPA and the Visayas	1. analyzes the elements and principles of art in the production one's arts and crafts inspired by the arts of MIMAROPA and the Visayas	Weeks 1 – 2 / 2 nd Q	A7EL-Ilb-1
			2. identifies the characteristics of arts and crafts in specific areas in MIMAROPA and the Visayas, Marinduque (Moriones masks), Palawan (Manunggul Jar), Mindoro (Hanunuo-Mangyan writing, basketry, and weaving), Bohol (churches), Cebu (furniture), Iloilo (culinary arts and old houses), Samar (Basey mats), etc.	Week 1 / 2 nd Q	A7EL-Ila-2

<p>the Visayan Islands by showing the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p>	3. reflects on and derive the mood, idea or message emanating from selected artifacts and art objects	Weeks 3-5 / 2 nd Q	A7PL-IIh-1
	4. appreciates the artifacts and art objects in terms of its utilization and its distinct use of art elements and principles	Week 2 / 2 nd Q	A7PL-IIh-2
	5. incorporates the design, form and spirit of artifacts and art objects from MIMAROPA and the Visayas	Weeks 3-4 / 2 nd Q	A7PL-IIh-3
	6. explains the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork or in the making of a craft or artifact	Weeks 5 / 2 nd Q	A7PL-IIh-4
	7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	Weeks 6 / 2 nd Q	A7PR-IIc-e-1
	8. discusses elements from traditions/history of a community for one's artwork	Weeks 7 / 2 nd Q	A7PR-IIf-2
	9. explains the correlation of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g., architecture, weaving, pottery, accessories, masks, and culinary arts)	Week 8	A7PR-IIf-3
	10. shows the relationship of MIMAROPA and Visayas arts and crafts to Philippine culture,		A7PR-IIh-4

			traditions, and history (Islamic influences, Spanish heritage, and American legacies in education, business, modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices)		
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
3rd	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of Mindanao by showing the relationship of the elements of art and processes among culturally diverse communities in the country	The learner... 1. create artworks showing the characteristic elements of the arts of Mindanao 2. exhibit completed artworks for appreciation and critiquing	1. analyzes elements and principles of art in the production one's arts and crafts inspired by the arts of Mindanao	Weeks 1-2/3 rd Q	A7EL-IIIb-1
			2. identifies characteristics of arts and crafts in specific areas in Mindanao (e.g., maritime vessel [balanghay] from Butuan, vinta from Zamboanga; Maranao's malong, brasswares, okir, panolong, torogan, and sarimanok; Yakan's fabric and face makeup and body ornamentation; T'boli's tinalak and accessories; Tawi-tawi's Pangalaydance, etc.	Week 1 / 3 rd Q	A7EL-IIIa-2
			3. reflects on and derive the mood, idea, or message emanating from selected artifacts and art objects	Weeks 3-5/3 rd Q	A7PL-IIIh-1
			4. appreciates the artifacts and art objects in terms of its utilization and their distinct use of art elements and principles	Week 2 / 3 rd Q	A7PL-IIIh-2
			5. incorporates the design, form, and spirit of artifacts and objects from Mindanao to one's creation	Week 3 / 3 rd Q	A7PL-IIIh-3

	3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times		6. traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft or artifact	Week 4 / 3 rd Q	A7PL-IIIh-4
			7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	Weeks 6-8/3 rd Q	A7PR-IIIc-e-1
			8. derives elements from traditions/history of a community for one's artwork	Weeks 6 / 3 rd Q	A7PR-III f-2
			9. shows the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry)		A7PR-III f-3
			10. shows the relationship of Mindanao's arts and crafts to Philippine culture, traditions, and history, particularly with Islamic influences and indigenous (Lumad) practices	Week 7	A7PR-IIIh-4
			11. participates in exhibit using completed Mindanao-inspired arts and crafts in an organized manner	Week 8	A7PR-IIIg-5
4th	The learner... 1. how theatrical elements (sound, music, gesture, movement ,and costume) affect the creation and	The learner... 1. create appropriate festival attire with accessories based on authentic festival costumes	1. identifies the festivals and theatrical forms celebrated all over the country throughout the year	Weeks 1-2 / 4 th Q	A7EL-IVa-1
			2. researches on the history of the festival and theatrical composition and its evolution, and describe how the townspeople participate and contribute to the event		A7EL-IVb-2
			3. discusses the elements and principles of arts as seen in Philippine Festivals		

	<p>communication of meaning in Philippine Festivals and Theatrical Forms as influenced by history and culture</p> <p>2. theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Philippine communities</p>	<p>2. create/improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition</p> <p>3. take part in a chosen festival or in a performance in a theatrical play</p>			A7EL-IVc-3
			4. explains what makes each of the Philippine festivals unique through a visual presentation	Weeks 3-4 / 4 th Q	A7PL-IVh-1
			5. designs the visual elements and components of the selected festival or theatrical form through costumes, props, etc.	Weeks 5-8 / 4 th Q	A7PR-IVd-1
			6. analyzes the uniqueness of each group's performance of their selected festival or theatrical form		A7PR-IVh-2
			7. choreographs the movements and gestures reflecting the mood of the selected Philippine festival/theatrical form		
			7. shows skills in making a papier-mâché jar		A7PR-IVe-f-3
			8. improvises accompanying sound and rhythm of the Philippine festival/theatrical form		A7PR-IVe-f-4
			9. performs in a group showcase of the selected Philippine festival/theatrical form		A7PR-IVg-5

Grade Level: **Grade 8**Subject: **ARTS**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1 st	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the salient features of the arts of Southeast Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region 3. Southeast Asian countries as	The learners... 1. create artworks showing the characteristic elements of the arts of Southeast Asia 2. exhibit completed artworks for appreciation and critiquing	1. analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of Southeast Asia	Weeks 1-2 / 1 st Q	A8EL-lb-1
			2. identifies characteristics of arts and crafts in specific countries in Southeast Asia: Indonesia (batik, Wayang puppetry); Malaysia (modern batik, wau, and objects made from pewter); Thailand (silk fabrics and Loi Kratong Lantern Festival); Cambodia (AngkorWat and ancient temples); Singapore (Merlion), etc.		A8EL-la-2
			3. reflects on and derive the mood, idea, or message from selected artifacts and art objects	Weeks 3-5 / 1 st Q	A8PL-lh-1
			4. appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles		A8PL-lh-2
			5. incorporates the design, form, and spirit of Southeast Asian artifacts and objects in one's creation		A8PL-lh-3
			6. traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft or artifact		A8PL-lh-4
			7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., batik, silk weaving, etc.)	Weeks 6-8 / 1 st Q	A8PR-lc-e-1

	having a rich artistic and cultural tradition from prehistoric to present times		8. derives elements from traditions/history of a community for one's artwork		A8PR-If-2
			9. shows the relationship of the development of crafts in specific countries in Southeast Asia, according to functionality, traditional specialized expertise and availability of resources (e.g., pottery, weaving, jewelry, and basketry)		A8PR-If-3
			10. shows the commonalities and differences of the culture of the Southeast Asian countries in relation to Philippine culture		A8PR-Ih-4
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
2nd	The learner...	The learner...	1. analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of East Asia	Weeks 1-2/3 rd Q	A8EL-IIb-1
	1. art elements and processes by synthesizing and applying prior knowledge and skills	1. create artworks showing the characteristic elements of the arts of East Asia	2. identifies characteristics of arts and crafts in specific countries in East Asia: China (Chinese painting and calligraphy); Japan (origami, woodblock printing, theater masks, face painting, and anime and manga); and Korea (theater masks, drums, and K-pop)		A8EL-IIa-2
	2. the salient features of the arts of East Asia by showing the relationship of the elements of art and processes	2. exhibit completed artworks for appreciation and critiquing	3. reflects on and derive the mood, idea or message from selected artifacts and art objects	Weeks 3-5/3 rd Q	A8PL-IIh-1
			4. appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles		A8PL-IIh-2
			5. incorporates the design, form, and spirit of East Asian artifacts and objects to one's creation		A8PL-IIh-3

	among culturally diverse communities in the region		6. traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft		A8PL-IIh-4
	3. East Asian countries as having a rich artistic and cultural tradition from prehistoric to present times		7. creates crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Gong-bi, Ikat, etc.)	Weeks 6-8/3 rd Q	A8PR-IIc-e-1
			8. derives elements from traditions/history of a community for one's artwork		A8PR-IIf-2
			9. shows the relationship of the development of crafts in specific countries in East Asia according to functionality, traditional specialized expertise, and availability of resources (e.g., pottery, weaving, jewelry, and basketry)		A8PR-IIf-3
			10. shows the commonalities and differences of the cultures of the East Asian countries in relation to Philippine culture		A8PR-IIh-4
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
3rd	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills	The learner... 1. create artworks showing the characteristic elements of the arts of South, West, and Central Asia	1. analyzes elements and principles of art in the production of arts and crafts inspired by the cultures of South Asia, West Asia, and Central Asia 2. identifies characteristics of arts and crafts in specific countries in South, West, and Central Asia: India (rangoli, katak, mendhi, diwali); Saudi Arabia (carpet design); Pakistan (truck art); and Tibet (mandala), etc.	Weeks 1-2/3 rd Q	A8EL-IIlb-1
					A8EL-IIIa-2

	2. the salient features of the arts of South, West, and Central Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region	2. exhibits completed artworks for appreciation and critiquing	3. reflects on and derive the mood, idea or message from selected artifacts and art objects	Weeks 3-5/3 rd Q	A8PL-IIIh-1
			4. appreciates the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles		A8PL-IIIh-2
			5. incorporates the design, form, and spirit of South, West, and Central Asian artifacts and objects to one's creation		A8PL-IIIh-3
			6. traces the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft		A8PL-IIIh-4
	3. that the South, West, and Central Asian countries have a rich, artistic and cultural tradition from prehistoric to present times		7. creates arts and crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Ghonghdis, Marbling Technique, etc.)	Weeks 6-8/3 rd Q	A8PR-IIIc-e-1
			8. derives elements from traditions/history of a community for one's artwork		A8PR-IIIc-f-2
			9. shows the relationship of the development of crafts in specific countries in South Asia, West Asia, and Central Asia, according to functionality, traditional specialized expertise, and availability of resources		A8PR-IIIc-f-3
			10. shows the commonalities and differences of the cultures of the South Asian, West Asian, and Central Asian countries in relation to Philippine culture		A8PR-IIIh-4

			11. participates in an exhibit using completed South-West-Central Asian-inspired crafts in an organized manner		A8PR-IIIg-5
4th	The learner... 1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Asian Festivals and Theatrical Forms as influenced by history and culture 2. theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Asian communities	The learner... 1. create appropriate festival attire with accessories based on authentic festival costumes 2. create/improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition 3. take part in a chosen festival or in a performance in a theatrical play	1. identifies selected festivals and theatrical forms celebrated all over the Asian region	Weeks 1-2 / 4 th Q	
			2. researches on the history of the festival and theatrical forms and its evolution, and describe how the community participates and contributes to the event		
			3. discusses the elements and principles of arts as seen in Philippine Festivals	Week 4 Weeks 3-4 / 4 th Q	
			4. identifies the elements and principles of arts as manifested in Asian festivals and theatrical forms		
			5. through a visual presentation, explains what make each of the Asian Festivals and Theatrical forms unique	Weeks 5-8 / 4 th Q	
			6. designs the visual elements and components of the selected festival or theatrical form through costumes, props, etc.		
			7. analyzes the uniqueness of each group's performance of their selected festival or theatrical form		
			8. shows the relationship of the selected Asian festival and the festival in the Philippines in terms of form and reason for holding the celebration		
			9. choreographs the movements and gestures reflecting the mood of the selected festival/theatrical form of Asia		

			10. improvises accompanying sound and rhythm of the selected festival/ theatrical form of Asia		
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Grade Level: **Grade 9**

Subject: **ARTS**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1 st	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences,	The learner.. 1. perform / participate competently in a presentation of a creative impression (verbal/nonverbal) of a particular artistic period 2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)	1. analyzes art elements and principles in the production of work following the style of a western and classical art	Weeks 1-2/ 1 st Q	A9EL-lb-1
			2. identifies distinct characteristics of arts during the different art periods		A9EL-la-2
			3. identifies representative artists from various art periods		A9EL-la-3
			4. reflects on and derives the mood, idea, or message from selected artworks	Weeks 3-5/ 1 st Q	A9PL-lh-1
			5. discusses the use or function of artworks by evaluating their utilization and combination of art elements and principles		A9PL-lh-2
			6. uses artworks to derive the traditions/history of an art period		A9PL-lh-3
			7. compares the characteristics of artworks produced in the different art periods		A9PL-lh-4

	and other external phenomena		8. creates artworks guided by techniques and styles of Western Classical art traditions	Weeks 6-8 / 1 st Q	A9PR-lc-e-1
			9. describes the influence of iconic artists belonging to Western Classical art on the evolution of art forms		A9PR-lc-e-2
			10. applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of Western Classical art traditions		A9PR-lc-e-3
			11. evaluates works of art in terms of artistic concepts and ideas using criteria from the Western Classical art traditions		A9PR-lf-4
			12. shows the influences of the Western Classical art traditions to Philippine art form		A9PR-1f-5
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	A9EL-IIb-1
2nd	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills	The learner... 1. performs/ participate competently in a presentation of a creative impression (verbal/nonverbal) of a particular artistic period	1. analyzes art elements and principles in the production of work following a specific art style	Weeks 3-5/ 2 nd Q	A9EL-IIa-2
			2. identifies distinct characteristics of arts during the Renaissance and Baroque periods		A9EL-IIa-3
			3. identifies representative artists from Renaissance and Baroque periods		A9PL-IIh-1
			4. reflects on and derive the mood, idea or message from selected artworks	Weeks 6-8 / 2 nd Q	A9PL-IIh-2

	2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena	2. recognizes the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)	5. discusses the use or function of artworks by evaluating their utilization and combination of art elements and principles 6. uses artworks to derive the traditions/history of an art period 7. compares the characteristics of artworks produced in the different art periods 8. creates artworks guided by techniques and styles of the Renaissance and the Baroque periods 9. explains the influence of iconic artists belonging to the Renaissance and the Baroque periods 10. applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Renaissance and the Baroque periods (e.g., Fresco, Sfumato, etc.) 11. evaluates works of art in terms of artistic concepts and ideas using criteria from the Renaissance and the Baroque periods 12. shows the influences of the Renaissance and Baroque periods on the Philippine art form	Weeks 3-5/ 2 nd Q	A9PL-IIh-3 A9PL-IIh-4 A9PR-IIc-e-1 A9PR-IIc-e-2 A9PR-IIc-e-3 A9PR-IIf-4 A9PR-IIf-5 A9EL-IIb-1
Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K=12 CG Code
3rd	The learner... 1. art elements and processes	The learner... 1. perform/participate competently in a	1. analyzes art elements and principles in the production of work following a specific art style from the Neoclassic and Romantic periods	Weeks 1-2/3 rd Q	A9EL-IIIb-1

	by synthesizing and applying prior knowledge and skills	presentation of a creative impression (verbal/nonverbal) from the Neoclassic and Romantic periods	2. identifies distinct characteristics of arts during the Neoclassic and Romantic periods	Week 3 / 3 rd Q	A9EL-IIIa-2
			3. identifies representative artists from the Neoclassic and Romantic periods		A9EL-IIIa-3
			4. reflects on and derive the mood, idea, or message from selected artworks		A9PL-IIIh-1
			5. explains the use or function of artworks by evaluating their utilization and combination of art elements and principles	Weeks 4-7 / 3 rd Q	A9PL-IIIh-2
			6. uses artworks to derive the traditions/history of the Neoclassic and Romantic periods		A9PL-IIIh-3
			7. compares the characteristics of artworks produced in the Neoclassic and Romantic periods		A9PL-IIIh-4
			8. creates artworks guided by techniques and styles of the Neoclassic and Romantic periods (e.g., linear style and painterly style)		A9PR-IIIc-e-1
			9. describe the influence of iconic artists belonging to the Neoclassic and Romantic periods		A9PR-IIIc-e-2
			10. applies different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Neoclassic and Romantic periods		A9PR-IIIc-e-3

2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena

2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)

			11. evaluates works of art in terms of artistic concepts and ideas using criteria from the Neoclassic and Romantic periods		A9PR-III-f-4
			12. shows the influences of Neoclassic and Romantic periods on Philippine art forms		A9PR-III-f-4
			13. participates in an exhibit using completed artworks with Neoclassic and Romantic periods characteristics	Week 8 / 3 rd Q	A9PR-III-g-7

4th	The learner... 1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in a theater play/performance incorporated with media 2. theater and performance as a synthesis of arts	The learner... 1. create appropriate costumes, props, set accessories, costumes improvised lighting and other décor for Philippine plays 2. create/improvise appropriate sound, music, gesture, and movements for a chosen theatrical composition 3. participate in an original performance inspired by local Philippine stories, myths, and events	1. explains how an idea or theme is communicated in a selected performance through the integration of musical sounds, songs, dialogue and dance	Weeks 1 / 4 th Q	A10EL-IVb-4
			2. analyzes examples of plays based on theatrical forms, and elements of art as applied to performance		A10EL-IVa-2
			3. illustrates how the different elements are used to communicate the meaning	Week 2 / 4 th Q	A10EL-IVc-3
			4. Explains the uniqueness of each original performance		A10PL-IVh-1
			5. designs with a group the visual components of a school play (stage design, costume, props, etc.)		A10PR-IVe-1
			6. assumes the role of a character as an actor/performance, or production staff (director, choreography, light designer, stage manager)	Week 3 / 4 th Q Week 4 / 4 th Q	A10PR-IVh-2
			7. analyzes the uniqueness of the group that was given recognition for its performance and explain what component contributed to its selection		A10PR-IVh-3

		relevant to current issues			
			8. contributes to the conceptualization of an original performance		A10PR-IVd-4
			9. choreographs the movements and gestures needed in the effective delivery of an original performance with the use of media	Week 5 / 4 th Q	A10PR-IVf-g-5
			10. improvises accompanying sound and rhythm needed in the effective delivery of an original performance with the use of different media	Weeks 6-8 / 4 th Q	A10PR-IVf-g-6



Department of Education



PE

Grade Level: Grade 1
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	The learner demonstrates understanding awareness of body parts in preparation for participation in physical activities.	The learner performs with coordination enjoyable movements on body awareness.	1. Creates shapes by using different body parts	Weeks 1&3	PE1BM-lc-d-2
			2. Shows balance on one, two, three, four and five body parts	Weeks 4&6	PE1BM-le-f-3
			3. Exhibits transfer of weight	Weeks 7&8	PE1BM-lg-h-4
			4. Engages in fun and enjoyable physical activities with coordination <i>Suggested learning activities</i> <ul style="list-style-type: none"> ➤ action songs ➤ singing games ➤ simple games 	This competency is already embedded in other LCs.	PE1PF-la-h-2

			<ul style="list-style-type: none"> ➤ chasing and fleeing games ➤ mimetics 		
2	The learner demonstrates understanding of space awareness in preparation for participation in physical activities	<i>The learner performs movement skills in a given space with coordination</i>	1. Moves within a group without bumping or falling using locomotor skills	Weeks 1&4	PE1BM-IIc-e-6
			2. Executes locomotor skills while moving in different directions at different spatial levels	Weeks 5&8	PE1BM-IIf-h-7
			3. Engages in fun and enjoyable physical activities with coordination	This competency is already embedded in other LCs.	PE1PF-IIa-h-2
3	<i>The learner demonstrates understanding of qualities of effort in preparation for participation in physical activities.</i>	<i>The learner performs movements of varying qualities of effort with coordination.</i>	1. Demonstrates the difference between slow and fast, heavy and light, free and bound movements	Weeks 1&2	PE1BM-IIIa-b-8

			2. Demonstrates contrast between slow and fast speeds while using locomotor skills	Weeks 3&8	PE1BM-IIIc-d-9
			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	PE1PF-IIIa-h-6
			4. Demonstrates the characteristics of sharing and cooperating in physical activities	This competency is already embedded in other LCs.	PE1PF-IIIa-h-9
4	<i>The learner demonstrates understanding of relationships of movement skills in preparation for participation in physical activities</i>	<i>The learner performs movements in relation to a stationary or moving object/person with coordination.</i>	1. Demonstrates relationship of movement	Weeks 1&4	PE1BM-IVc-e-13

			2. Performs jumping over a stationary object several times in succession, using forward-and- back and side-to-side movement patterns	Weeks 5&8	PE1BM-IVf-h-14
			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	PE1PF-IVa-h-2
			4. Follows simple instructions and rules	This competency is already embedded in other LCs.	PE1PF-IVa-h-10

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	<i>The learner demonstrates understanding of body shapes and body actions in preparation for various movement activities</i>	<i>The learner performs body shapes and actions properly.</i>	1. Creates body shapes and actions	Weeks 1&4	PE2BM-le-f-2
			2. Demonstrates momentary stillness in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support	Weeks 5&8	PE2BM-lg-h-16
			3. Demonstrates movement skills in response to sound and music	This competency is already embedded in other LCs.	PE2MS-la-h-1
			4. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	PE2PF-la-h-2
2	<i>The learner demonstrates</i>	<i>The learner performs</i>	1. Describes movements in a location, direction,	Weeks 1&2	PE2BM-IIa-b-17

	understanding of locations, directions, levels, pathways and planes	movements accurately involving locations, directions, levels, pathways and planes.	level, pathway and plane		
			2. Moves in: <ul style="list-style-type: none"> ➤ personal and general space ➤ forward, backward, and sideward directions ➤ high, middle, and low levels ➤ straight, curve, and zigzag pathways diagonal and horizontal planes	Weeks 3&8	PE2BM-IIc-h-18
			3. Demonstrates movement skills in response to sounds and music	This competency is already embedded in other LCs.	PE2MS-IIa-h-1
			4. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	PE2PF-IIa-h-2

			5. Maintains correct posture and body mechanics while performing movement	This competency is already embedded in other LCs.	PE2PF-IIa-h-14
3	<i>The learner demonstrates understanding of movement in relation to time, force and flow</i>	<i>The learner performs movements accurately involving time, force, and flow.</i>	1. Moves: at slow, slower, slowest/fast, faster, fastest pace using light, lighter, lightest/strong, stronger, strongest force with smoothness	Weeks 1&8	PE2BM-IIIc-h-19
			2. Demonstrates movement skills in response to sound and music	This competency is already embedded in other LCs.	PE2MS-IIIa-h-1
			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	PE2PF-IIIa-h-2
4	<i>The learner demonstrates understanding of movement activities relating to person, objects, music and environment</i>	<i>The learner performs movement activities involving person, objects, music and environment correctly</i>	1. Moves: individually, with partner, and with group with ribbon, hoop, balls, and any available indigenous/improvised materials, with sound, in indoor and outdoor settings	Weeks 1&8	PE2BM-IV-c-h-21

			2. Demonstrates movement skills in response to sound	This competency is already embedded in other LCs.	PE2MS-IV-a-h-1
			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	PE2PF-IV-a-h-2
			4. Maintains correct body posture and body mechanics while performing movement activities	This competency is already embedded in other LCs.	PE2PF-IV-a-h-14

Grade Level: Grade 3

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	<i>The learner demonstrates understanding of body shapes and body actions in preparation for various movement activities</i>	<i>The learner performs body shapes and actions properly.</i>	1. Describes body shapes and actions	Weeks 1&2	PE3BM-Ia-b-1

			2. Performs body shapes and actions	Weeks 3&8	PE3BM-lc-d-15
			3. Demonstrates movement skills in response to sounds and music	This competency is already embedded in other LCs.	PE3MS-la-h-1
			4. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	PE3PF-la-h-2
2	<i>The learner demonstrates understanding of locations, directions, levels, pathways and planes</i>	<i>The learner performs movements accurately involving locations, directions, levels, pathways and planes.</i>	1. Describes movements in a location, direction, level, pathway and plane	Weeks 1&2	PE3BM-IIa-b-17
			2. Moves in: <ul style="list-style-type: none"> ➤ personal and general space ➤ forward, backward, and sideward directions ➤ high, middle, and low levels 	Weeks 3&8	PE3BM-IIc-h-18

			➤ straight, curve, and zigzag pathways diagonal and horizontal planes		
			3. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	PE3PF-IIa-h-2
3	<i>The learner demonstrates understanding of movement in relation to time, force and flow</i>	<i>The learner performs movements accurately involving time, force, and flow.</i>	1. Describes movements in a location, direction, level, pathway and plane	Weeks 1&2	PE3BM-IIIa-b-17
			2. Moves: ➤ at slow, slower, slowest/fast, faster, fastest pace using light, lighter, lightest/strong, stronger, strongest force with smoothness	Weeks 3&8	PE3BM-IIIc-h-19
			3. Demonstrates movement skills in response to sound	This competency is already embedded in other LCs.	PE3MS-IIIa-h-1
			4. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	PE3PF-IIIa-h-2

4	<i>The learner demonstrates understanding of movement activities relating to person, objects, music and environment</i>	<i>The learner performs movement activities involving person, objects, music and environment correctly</i>	1. Participates in various movement activities involving person, objects, music and environment	Weeks 1&2	PE3BM-IV-a-b-20
			2. Moves: <ul style="list-style-type: none"> ➤ individually, with partner, and with group ➤ with ribbon, hoop, balls, and any available indigenous/improvised materials ➤ with sound in indoor and outdoor settings	Weeks 3&8	PE3BM-IV-c-h-21
			3. Demonstrates movement skills in response to sounds and music	This competency is already embedded in other LCs.	PE3MS-IV-a-h-1
			4. Engages in fun and enjoyable physical activities	This competency is already embedded in other LCs.	PE3PF-IV-a-h-2

Grade Level: Grade 4
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	<i>The learner demonstrates understanding of participation and assessment of physical activities and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> <i>assesses physical fitness</i>	1. Describes the physical activity pyramid	Week 1	PE4PF-Ia-16
			2. Assesses regularly participation in physical activities based on physical activity pyramid	This competency is already embedded in other LCs.	PE4PF-Ib-h-18
			3. Observes safety precautions	This competency is already embedded in other LCs.	PE4GS-Ib-h-3
			4. Executes the different skills involved in the game	Weeks 2&8	PE4GS-Ic-h-4
			5. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.	PE4PF-Ib-h-20

2	<i>The learner demonstrates understanding of participation in and assessment of physical activities and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> assesses physical fitness	1. Assesses regularly participation in physical activities based on physical activity pyramid	This competency is already embedded in other LCs.	PE4PF-IIb-h-18
			2. Executes the different skills involved in the game	Weeks 1 to 8	PE4GS-IIc-h-4
			3. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.	PE4PF-IIb-h-19
3	<i>The learner demonstrates understanding of participation and assessment of physical activity and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> assesses physical fitness	1. Assesses regularly participation in physical activities based on physical activity pyramid	This competency is already embedded in other LCs.	PE4PF-IIIb-h-18

			2. Executes the different skills involved in the dance	Weeks 1 to 8	PE4GS-IIIc-h-4
			3. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.	PE4PF-IIIb-h-19
4	<i>The learner demonstrates understanding of participation and assessment of physical activity and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> assesses physical fitness	1. Assesses regularly participation in physical activities based on Philippines physical activity pyramid	This competency is already embedded in other LCs.	PE4PF-IVb-h-18
			2. Observes safety precautions	This competency is already embedded in other LCs.	PE4RD-IVb-h-3
			3. Executes the different skills involved in the dance	Weeks 1 to 7/4 th	PE4RD-IVc-h-4

			4. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.	PE4PF-IVb-h-19
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Grade Level: Grade 5

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	<i>The learner demonstrates understanding of participation and assessment of physical activity and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> assesses physical fitness	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.	PE5PF-Ib-h-18
			2. Observes safety precautions	This competency is already embedded in other LCs.	PE5GS-Ib-h-3
			3. Executes the different skills involved in the game	Weeks 1 to 8	PE5GS-Ic-h-4
			4. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.	PE5PF-Ib-h-20

2	<i>The learner demonstrates understanding of participation in and assessment of physical activity and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> <i>assesses physical fitness</i>	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.	PE5PF-IIb-h-18
			2. Observes safety precautions	This competency is already embedded in other LCs.	PE5GS-IIb-h-3
			3. Executes the different skills involved in the game	Weeks 1 to 8	PE5GS-IIc-h-4
			4. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.	PE5PF-IIb-h-20
3	<i>The learner demonstrates understanding of participation and</i>	<i>The learner participates and assesses performance in</i>	1. Assesses regularly participation in physical activities based on the	This competency is already embedded in other LCs.	PE5PF-IIIb-h-18

	assessment of physical activity and physical fitness	physical activities. assesses physical fitness	Philippines physical activity pyramid		
			2. Observes safety precautions	This competency is already embedded in other LCs.	PE5RD-IIIb-h-3
			3. Executes the different skills involved in the dance	Weeks 1 to 8	PE5RD-IIIc-h-4
			4. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.	PE5PF-IIIb-h-19
4	<i>The learner demonstrates understanding of participation and</i>	<i>The learner participates and assesses performance in</i>	1. Assesses regularly participation in physical activities based on the	This competency is already embedded in other LCs.	PE5PF-IVb-h-18

	assessment of physical activity and physical fitness	physical activities. assesses physical fitness	Philippines physical activity pyramid		
			2. Executes the different skills involved in the dance	Weeks 1 to 8	PE5RD-IVc-h-4
			3. Recognizes the value of participation in physical activities	This competency is already embedded in other LCs.	PE5PF-IVb-h-19

Grade Level: Grade 6

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	<i>The learner demonstrates understanding of participation and assessment of</i>	<i>The learner participates and assesses performance in</i>	1. Assesses regularly participation in physical activities based on the	This competency is already embedded in other LCs.	PE6PF-Ib-h-18

	physical activity and physical fitness	physical activities. assesses physical fitness	Philippines physical activity pyramid		
			2. Observes safety precautions	This competency is already embedded in other LCs.	PE6GS-Ib-h-3
			3. Executes the different skills involved in the game	Weeks 1 to 8	PE6GS-Ic-h-4
			4. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.	PE6PF-Ib-h-20
2	<i>The learner demonstrates understanding of participation in and assessment of physical activities and physical fitness</i>	<i>The learner participates and assesses performance in physical activities. assesses physical fitness</i>	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.	PE6PF-IIb-h-18
			2. Observes safety precautions	This competency is already embedded in other LCs.	PE6GS-IIb-h-3

			3. Executes the different skills involved in the game	Weeks 1 to 8	PE6GS-IIc-h-4
			4. Displays joy of effort, respect for others and fair play during participation in physical activities	This competency is already embedded in other LCs.	PE6PF-IIb-h-20
3	<i>The learner demonstrates understanding of participation and assessment of physical activity and physical fitness</i>	<i>The learner participates and assesses performance in physical activities.</i> assesses physical fitness	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.	PE6PF-IIIb-h-18
			2. Observes safety precautions	This competency is already embedded in other LCs.	PE6RD-IIIb-h-3
			3. Executes the different skills involved in the dance	Weeks 1 to 8	PE6RD-IIIc-h-4
			4. Displays joy of effort, respect for others during participation in physical activities	This competency is already embedded in other LCs.	PE6PF-IIIb-h-20

4	<i>The learner . . .</i> demonstrates understanding of participation and assessment of physical activity and physical fitness	<i>The learner . . .</i> participates and assesses performance in physical activities. assesses physical fitness	1. Assesses regularly participation in physical activities based on the Philippines physical activity pyramid	This competency is already embedded in other LCs.	PE6PF-IVb-h-18
			2. Executes the different skills involved in the dance	Weeks 1 to 8	PE6RD-IVc-h-4
			3. Displays joy of effort, respect for others during participation in physical activities	This competency is already embedded in other LCs.	PE6PF-IVb-h-20

Grade Level: Grade 7
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	The learner demonstrates understanding	The learner designs an individualized	1. Undertakes physical activity and	This competency is already	PE7PF-Ia-h-23

	of guidelines and principles in exercise program design to achieve personal fitness	exercise program to achieve personal fitness	physical fitness assessments	embedded in other LCs.	
			2. Sets goals based on assessment results	Week 1	PE7PF- la-24
			3. Prepares an exercise program	Week 2	PE7PF- lc-27
			4. Describes the nature and background of the sport	Week 3	PE7GS- ld-5
			5. Executes the skills involved in the sport	Weeks 4 to 8	PE7GS- ld-h-4
			6. Monitors periodically one's progress towards the fitness goals	This competency is already embedded in other LCs.	PE7PF- ld-h-28

2	<i>The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</i>	<i>The learner modifies the individualized exercise program to achieve personal fitness</i>	1. Undertakes physical activity and physical fitness assessments	Week 1	PE7PF-Ila-h-23
			Reviews goals based on assessment results		PE7PF-Ila-24
			2. Describes the nature and background of the sport	Week 2	PE7GS-IId-5
			3. Executes the skills involved in the sport	Weeks 3 to 8	PE7GS-IId-h-4
3	The learner demonstrates understanding of guidelines and principles in exercise program	The learner demonstrates understanding of guidelines and principles in exercise program	1. Undertakes physical activity and physical fitness assessments	Week 1	PE7PF-IIIa-h-23

	design to achieve personal fitness	design to achieve personal fitness			
			2. Reviews goals based on assessment results		PE7PF-IIIa-34
			3. Describes the nature and background of the dance	Week 2	PE7RD-IIIId-1
			4. Executes the skills involved in the dance	Weeks 3 to 8	PE7RD-IIIId-h-4
4	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness	The learner modifies the individualized exercise program to achieve personal fitness	1. Undertakes physical activity and physical fitness assessments	Week 1	PE7PF-IVa-h-23
			2. Reviews goals based		PE7PF-IVa-34

			on assessment results		
			3. Describes the nature and background of the dance	Week 2	PE7RD- IVc-1
			4. Executes the skills involved in the dance	Weeks 3 to 8	PE7RD- IVd-h-4

Grade Level: Grade 8
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1	The learner demonstrates understanding of	The learner designs a physical activity	1. Undertakes physical activity and physical	Week 1	PE8PF-Ia- h-23

	guidelines and principles in exercise program design to achieve fitness	program for the family/school peers to achieve fitness	fitness assessments		
			Sets goals based on assessment results		PE8PF-Ia-24
			2. Conducts physical activity and physical fitness assessments of family/school peers	Week 2	PE8PF-Ib - 36
			3. Prepares a physical activity program	Week 3	PE8PF-Ic-27
			4. Describes the nature and background of the sport	Week 4	PE8GS-Id-1
			5. Executes the skills involved in the sport	Weeks 5 to 8	PE8GS-Id-h-4
			6. Monitors periodically progress towards the fitness goals	This competency is already embedded in other LCs.	PE8PF-Id-h-28
			7. Displays tolerance and acceptance of individuals with	This competency is already	PE8PF-Id-h-37

			varying skills and abilities	embedded in other LCs.	
2	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner modifies physical activity program for the family/school peers to achieve fitness	1. Undertakes physical activity and physical fitness assessments	This competency is already embedded in other LCs.	PE8PF-IIa-h-23
			2. Conducts physical activity and physical fitness assessments of family/school peers	Week 1	PE8PF-IIa-36
			3. Prepares a physical activity program	Week 2	PE8PF-IIc-27
			4. Executes the skills involved in the sport	Weeks 3 to 8	PE8GS-IIId-h-4
			5. Displays tolerance and acceptance of individuals with varying skills and abilities	This competency is already embedded in other LCs.	PE8PF-IIId-h-37
3	The learner demonstrates understanding of	The learner modifies a physical activity	1. Undertakes physical activity and physical	This competency is already	PE8PF-IIIa-h-23

	guidelines and principles in exercise program design to achieve fitness	program for the family/school peers to achieve fitness	fitness assessments	embedded in other LCs.	
			2. Reviews goals based on assessment results	Week 1	PE8PF-IIIa-34
			3. Executes the skills involved in the sport	Weeks 3 to 8	PE8GS-IIIId-h-4
			4. Displays tolerance and acceptance of individuals with varying skills and abilities	This competency is already embedded in other LCs.	PE8PF-IIIId-h-37
4	The learner demonstrates understanding of guidelines and principles in exercise program design to achieve fitness	The learner modifies a physical activity program for the family/school peers to achieve fitness	1. Undertakes physical activity and physical fitness assessments	This competency is already embedded in other LCs.	PE8PF-IVa-h-23
			2. Reviews goals based on assessment results	Week 1	PE8PF-IVa-34
			3. Describes the nature and	Week 2	PE8RD-IVc-1

			background of the dance		
			4. Executes the skills involved in the dance	Weeks 3 to 8	PE8RD-IVd-h-4
			5. Exerts best effort to achieve positive feeling about self and others	This competency is already embedded in other LCs.	PE8PF-IVd-h-38

Grade Level: Grade 9

Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
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1	The learner demonstrates understanding of lifestyle and weight management to promote community fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	1. Undertakes physical activity and physical fitness assessments	This competency is already embedded in other LCs.	PE9PF- la-h-23
			2. Performs appropriate first aid for injuries and emergency situations in physical activity and sports settings (e.g. cramps, sprain, heat exhaustion)	Weeks 1 & 2	PE9PF- lb-30
			3. Involves oneself in community service through sports officiating and physical activity programs	This competency is already embedded in other LCs.	PE9PF- le-h-41
			4. Officiates practice and	Weeks 3 & 8	PE9GS- lb-h-5

			competitive games		
2	The learner demonstrates understanding of lifestyle and weight management to promote community fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	1. Undertakes physical activity and physical fitness assessments	This competency is already embedded in other LCs.	PE9PF-IIa-h-23
			2. Executes the skills involved in the dance	Weeks 1 to 8	PE9RD-IIb-h-4
			3. Monitors periodically one's progress towards the fitness goals	This competency is already embedded in other LCs.	PE9PF-IIb-h-28
			4. Performs appropriate first aid for injuries and emergency situations in physical activity and dance settings	This competency is already embedded in other LCs.	PE9PF-IIb-h-30

			(cramps,sprain, heat exhaustion)		
			5. Involves oneself in community service through dance activities in the community	This competency is already embedded in other LCs.	PE9PF- IIg-h-41
3	The learner demonstrates understanding of lifestyle and weight management to promote community fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	1. undertakes physical activity and physical fitness assessments	This competency is already embedded in other LCs.	PE9PF- IIIa-h-23
			2. executes the skills involved in the dance	Weeks 1 to 8	PE9RD- IIIb-h-4
			3. performs appropriate first aid for injuries and emergency situations in physical activity and dance settings (cramps,	This competency is already embedded in other LCs.	PE9PF- IIIb-h-30

			sprain, heat exhaustion)		
			4. involves oneself in community service through dance activities in the community	This competency is already embedded in other LCs.	PE9PF-IIIg-h-41
4	The learner demonstrates understanding of lifestyle and weight management to promote community fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	1. Discusses the nature and background of indoor and outdoor recreational activities	Week 1	PE9GS-IVa-6
			2. Participates in active recreation	Weeks 2 to 8	PE9GS-IVb-h-7
			3. Advocates community efforts to increase participation in physical activities and improve	This competency is already embedded in other LCs.	PE9PF-IVb-h-43

			nutrition practices		
			4. Practices environmental ethics (e.g Leave No Trace) during participation in recreational activities of the community	This competency is already embedded in other LCs.	PE9PF-IVb-h-44

Grade Level: Grade 10
Subject: Physical Education

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
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1	The learner demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	1. Assesses physical activity, exercise and eating habits	This competency is already embedded in other LCs.	PE10PF-1a-h-39
			2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	Weeks 1 to 8	PE10PF-1b-h-45
			3. Expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs	This competency is already embedded in other LCs.	PE10PF-1b-h-48
2	The learner demonstrates	The learner maintains an	1. Assesses physical	This competency is	PE10PF-1la-h-39

	understanding of lifestyle and weight management to promote societal fitness	active lifestyle to influence the physical activity participation of the community and society practices healthy eating habits that support an active lifestyle	activities, exercises and eating habits	already embedded in other LCs.	
			2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	Weeks 1 to 8	PE10PF-IIc-h-45
3	The learner demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community and society	1. Assesses physical activities, exercises and eating habits	This competency is already embedded in other LCs.	PE10PF-IIIa-h-39

		practices healthy eating habits that support an active lifestyle			
			2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	Weeks 1 to 7	PE10PF-IIIc-h-45
			3. Expresses a sense of purpose and belongingness by participating in physical activity-related community services and programs	This competency is already embedded in other LCs.	PE10PF-IIIc-h-48
4	The learner ... demonstrates understanding of lifestyle and weight management to promote societal fitness	The learner ... maintains an active lifestyle to influence the physical activity participation of the community and society	1. Assesses physical activities, exercises and eating habits	This competency is already embedded in other LCs.	PE10PF-IVa-h-39

		practices healthy eating habits that support an active lifestyle			
			2. Engages in moderate to vigorous physical activities for at least 60 minutes a day in and out of school	Weeks 1 to 8	PE10PF-IVc-h-45



Department of Education



HEALTH

Grade Level: Grade 1

Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner... understands the importance of good eating habits and behavior	The learner... practices healthful eating habits daily	distinguishes healthful from less healthful foods	Week 1 to Week 2	H1N-Ia-b-1
			tells the consequences of eating less healthful foods	Week 3 to Week 4	H1N-Ic-d-2
			*practices good decision making exhibited in eating habits that can help one become healthy	Week 5 to Week 6	H1N-Ie-f-3 H1N-Ig-j-4
2nd Quarter	demonstrates understanding of the proper ways of taking care of one's health	practices good health habits and hygiene daily	identifies proper behavior during mealtime	Week 1 to Week 2	H1PH-IIa-b-1
			demonstrates proper hand washing	Week 3 to Week 4	H1PH-IIc-d-2
			realizes the importance of washing hands	Week 5	H1PH-IIe-3
			practices habits of keeping the body clean & healthy	Week 6 to Week 7	H1PH-IIf-i-4
			realizes the importance of practicing good health habits	Week 8	H1PH-IIj-5
3rd Quarter	understands the importance of keeping the	consistently demonstrates	describes the characteristics of a healthful home environment	Week 1	H1FH-IIIa-1

	home environment healthful.	healthful practices for a healthful home environment.	discusses the effect of clean water on one's health	Week 2	H1FH-IIIb-2
			discusses how to keep water at home clean	Week 3	H1FH-IIIc-3
			practices water conservation	Week 4	H1FH-IIIde-4
			explains the effect of indoor air on one's health	Week 5 to Week 6	H1FH-IIIfg-5
			identifies sources of indoor air pollution		H1FH-IIIfg-6
			practices ways to keep indoor air clean		H1FH-IIIfg-7
			explains the effect of a home environment to the health of the people living in it	Week 7	H1FH-IIIhi-8
			demonstrates how to keep the home environment healthful	Week 8	H1FH-IIIj-10
4th Quarter	demonstrates understanding of safe and responsible behavior to lessen risk and prevent injuries in day-to-day living	appropriately demonstrates safety behaviors in daily activities to prevent injuries	identifies situations when it is appropriate to ask for assistance from strangers	Week 1	H1IS-IVa-1
			gives personal information, such as name and address to appropriate persons	Week 2	H1IS-IVb-2
			identifies appropriate persons to ask for assistance	Week 3	H1IS-IVc-3

			demonstrates ways to ask for help		H1IS-IVc-4
			follows rules at home and in school.	Week 4	H1IS-IVd-5
			follows rules during fire and other disaster drills	Week 5	H1IS-IVe-6
			observes safety rules with stray or strange animals	Week 6	H1IS-IVf-7
			describes what may happen if safety rules are not followed	Week 7	H1IS-IVg-8
			describes ways people can be intentionally helpful or harmful to one another	Week 8	H1IS-IVh-9
			distinguishes between good and bad touch	Week 9	H1IS-IVi-10
			practices ways to protect oneself against violent or unwanted behaviors of others	Week 10	H1IS-IVj-11

* These learning competencies were rephrased and deemed essential in the achievement of content and performance standards.

Grade Level: Grade 2

Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner... understands the importance of eating a balanced diet.	The learner... 1. demonstrates good decision-making skills in choosing food to eat to have a balanced diet. 2. consistently practices good health habits and hygiene for the sense organs	states that children have the right to nutrition (Right of the child to nutrition Article 24 of the UN Rights of the Child)	Week 1	H2N-Ia-5
			*discusses the important function of food and a balanced meal	Week 2 to Week 3	H2N-Ib-6 H2N-Icd-7
			considers Food Pyramid and Food Plate in making food choices	Week 4 to Week 6	H2N-Ifh-9
			displays good decision-making skills in choosing the right kinds of food to eat	Week 7 to Week 8	H2N-Iij-10
2nd Quarter	demonstrates understanding of the proper ways of taking care of the sense organs	consistently practices good health habits and hygiene for the sense organs	describes ways of caring for the eyes, ears, nose, hair and skin in order to avoid common	Week 1 to Week 4	H2PH-Ila-e-6

3rd Quarter			childhood health conditions		
			describes ways of caring for the mouth/teeth	Week 5 to Week 6	H2PH-IIfh-7
			displays self-management skills in caring for the sense organs	Week 7	H2PH-IIIj-8
	1. demonstrates understanding of healthy family habits and practices 2. demonstrates an understanding of managing one's feelings and respecting differences	1. consistently adopts healthy family 2. demonstrates positive expression of feelings toward family members and ways of coping with negative feelings	describes healthy habits of the family	Week 1 to Week 2	2FH-IIIab-11
			demonstrates good family health habits and practices	Week 3 to Week 4	H2FH-IIIcd-12
			explains the benefits of healthy expressions of feelings	Week 5	H2FH-IIIef-13
			expresses positive feelings in appropriate ways	Week 6	H2FH-IIIgh-14
			demonstrates positive ways of expressing negative feelings, such as anger, fear, or disappointment	Week 7 to Week 8	H2FH-IIIij-15

			displays respect for the feelings of others		H2FH-IIIj-16
4 th	demonstrates an understanding of rules to ensure safety at home and in school	demonstrates consistency in following safety rules at home and in school.	discusses one's right and responsibilities for safety	Week 1	H2IS-IVa-12
			identifies hazardous areas at home	Week 2	H2IS-IVbc-13
			identifies hazardous household products that are harmful if ingested, or inhaled, and if touched especially electrical appliances	Week 3	H2IS-IVde-14
			recognizes warning labels that identify harmful things and substances	Week 4	H2IS-IVf-15
			explains rules for the safe use of household chemicals	Week 5	H2IS-IVg-16
			follows rules for home safety	Week 6	H2IS-IVh-17

			identifies safe and unsafe practices and conditions in the school	Week 7	H2IS-IVi-18
			practices safety rules during school activities	Week 8	H2IS-IVj-19

* These learning competencies were rephrased and deemed essential in the achievement of content and performance standards.

Grade Level: Grade 3

Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner... demonstrates understanding of the importance of nutritional guidelines and balanced diet in good nutrition and health	The learner... consistently demonstrates good decision-making skills in making food choices	describes a healthy person	Week 1 to Week 2	H3N-lab-11
			explains the concept of malnutrition		H3N-lab-12
			identifies nutritional problems	Week 3	H3N-lcd-13
			describes the characteristics, signs and symptoms, effect of the various forms of malnutrition	Week 4 to Week 5	H3N-lef-14
			discusses ways of preventing the various forms of malnutrition		H3N-lef-15

			*discusses the different nutritional guidelines <ul style="list-style-type: none"> nutritional guidelines for Filipino 	Week 6 to Week 7	H3N-lgh-16 H3N-li-17 H3N-lj-18
			describes ways of maintaining healthy lifestyle	Week 8	H3N-lj-19
			evaluates one's lifestyle		H3N-lj-20
			adopts habits for a healthier lifestyle		H3N-lj-21
	2nd Quarter	demonstrates an understanding of the nature of and the prevention of diseases	consistently practices healthy habits to prevent and control diseases	Week 1 to Week 3	H3DD-IIbcd-1
			identifies common childhood diseases		H3DD-IIbcd-2
			*discusses the different risk factors for diseases and example of health condition under each risk factor		H3DD-IIbcd-3 H3DD-IIbcd-4
			explains the effects of common diseases		H3DD-IIbcd-5
			explains measures to prevent common diseases	Week 4 to Week	H3DD-IIefg-6
			explains the importance of proper hygiene and building up one's body	Week 6	H3DD-IIh-7

			resistance in the prevention of diseases		
			demonstrates good self-management and good-decision making-skills to prevent common diseases	Week 7 to Week 8	H3DD-IIij-8
3rd Quarter	demonstrates understanding of factors that affect the choice of health information and products	demonstrates critical thinking skills as a wise consumer	defines a consumer	Week 1 to Week 2	H3CH-IIIab-1
			explain the components of consumer health		H3CH-IIIab-2
			discusses the different factors that influence choice of goods and services	Week 3 Week 4	H3CH-IIIbc-4
			describes the skills of a wise consumer	Week 5 to Week 6	H3CH-IIIde-5
			demonstrates consumer skills for given simple situations		H3CH-IIIde-6
			identifies basic consumer rights	Week 7 to Week 8	H3CH-IIIfg-7
			practices basic consumer rights when buying		H3CH-IIIfg-8
			discusses consumer responsibilities	Week 9	H3CH-IIIi-10
			identifies reliable sources of health information	Week 10	H3CH-IIIj-11

4th Quarter	demonstrates understanding of risks to ensure road safety and in the community.	demonstrates consistency in following safety rules to road safety and in the community.	explains road safety practices as a pedestrian	Week 1 to Week 2	H3IS-IVab-19
			explains basic road safety practices as a passenger	Week 3 to Week 4	H3IS-IVcd-21
			demonstrates road safety practices as a passenger		H3IS-IVcd-22
			explains the meaning of traffic signals and road signs	Week 5	H3IS-IVe-23
			describes dangerous, destructive, and disturbing road situations that need to be reported to authorities	Week 6	H3IS-IVf-24
			displays self-management skills for road safety.	Week 7	H3IS-IVg-25
			identifies hazards in the community	Week 8	H3IS-IVh-26
			follows safety rules to avoid accidents in the community	Week 9	H3IS-IVi-27

			recommends preventive action for a safe community	Week 10	H3IS-IVj-28
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* These learning competencies were rephrased and deemed essential in the achievement of content and performance standards.

Grade Level: Grade 4

Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner... 1. understands the importance of reading food labels in selecting healthier and safer food 2. understands the importance of following food safety principles in preventing	The learner... 1. Understands the significance of reading and interpreting food label in selecting healthier and safer food 2. practices daily appropriate food safety habits to prevent food-borne disease	explains the importance of reading food labels in selecting and purchasing foods to eat	Week 1 to Week 2	H4N-Ib-23
			analyzes the nutritional value of two or more food products by comparing the information in their food labels	Week 3 to Week 4	H4N-lfg-25
			describes ways to keep food clean and safe		H4N-lfg-26
			discusses the importance of keeping food clean	Week 5 to Week 6	H4N-lhi-27

	common food-borne diseases 3. understands the nature and prevention of food borne diseases		and safe to avoid disease		
			identifies common food-borne diseases	Week 7 to Week 8	H4N-Ij-26
			describes general signs and symptoms of food-borne diseases		H4N-Ij-27
2nd Quarter	understands the nature and prevention of common communicable diseases	consistently practices personal and environmental measures to prevent and control common communicable diseases	describes communicable diseases	Week 1	H4DD-IIa-7
			identifies the various disease agents of communicable diseases	Week 2 to Week 3	H4DD-IIb-9
			enumerates the different elements in the chain of infection	Week 4 to Week 5	H4DD-IIcd-10
			describes how communicable diseases can be transmitted from one person to another.	Week 6 to Week 7	H4DD-IIef-11
			demonstrates ways to stay healthy and prevent and control common	Week 8 to Week 9	H4DD-IIij-13

			communicable diseases		
			identifies ways to break the chain of infection at respective		H4DD-IIij-14
			practices personal habits and environmental sanitation to prevent and control common communicable diseases		H4DDIIij-15
3rd Quarter	Demonstrates understanding of the proper use of medicines to prevent misuse and harm to the body	Practices the proper use of medicines	Describes uses of medicines	Week 1	H4S-IIIa-1
			Differentiates prescription from non-prescription medicines	Week 2	H4S-IIIb-2
			describes the potential dangers associated with medicine misuse and abuse	Week 3 to Week 4	H4S-IIIde-4
			describes the proper use of medicines	Week 5 to Week 6	H4S-IIIfg-5
			explains the importance of reading drug information and labels, and other ways to ensure proper use of medicines	Week 7 to Week 8	H4S-IIIij-6

4th Quarter	demonstrates understanding of safety guidelines during disasters, emergency and other high-risk situations	practices safety measures during disasters and emergency situations.	recognizes disasters or emergency situations	Week 1	H4IS-IVa-28
			demonstrates proper response before, during, and after a disaster or an emergency situation	Week 2 to Week 3	H4IS-IVb-d-29
			relates disaster preparedness and proper response during emergency situations in preserving lives	Week 4	H4IS-IVe-30
			describes appropriate safety measures during special events or situations that may put people at risk	Week 5 to Week 6	H4IS-IVfg-31
			describes the dangers of engaging in risky behaviors such as use of firecrackers, guns, alcohol drinking	Week 7 to Week 8	H4IS-IVhij-32
			advocates the use of alternatives to firecrackers and alcohol in celebrating special events		H4IS-IVhij-33

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Grade Level: Grade 5
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner... demonstrates understanding of mental, emotional, and social health concerns	The learner... practices skills in managing mental, emotional and social health concerns	describes a mentally, emotionally and socially healthy person	Week 1 to Week 2	H5PH-lab-10
			suggests ways to develop and maintain one's mental and emotional health	Week 3	H5PH-lc-11
			recognizes signs of healthy and unhealthy relationships	Week 4	H5PH-ld-12
			explains how healthy relationships can positively impact health	Week 5	H5PH-le-13
			discusses ways of managing unhealthy relationships	Week 6	H5PH-lf-14
			discusses the effects of mental, emotional and social health concerns	Week 7	H5PH-lh-16

			on one's health and wellbeing		
			demonstrates skills in preventing or managing teasing, bullying, harassment or abuse	Week 8	H5PH-li-17
			identifies appropriate resources and people who can help in dealing with mental, emotional and social, health concerns	Week 9	H5PH-lj-18
2nd Quarter			*Recognizes the changes during Puberty as a normal part of growth and development <ul style="list-style-type: none"> - Physical Change - Emotional Change - Social Change 	Week 1 and Week 2	H5GD-lab-1 H5GD-lab-2
			*assesses common misconceptions related to puberty in terms of scientific basis and probable effects on health	Week 3 to Week 4	H5GD-lcd-3 H5GD-lcd-4
			describes the common health issues and concerns during puberty	Week 5 to Week 6	H5GD-lef-5

			accepts that most of these concerns are normal consequence of bodily changes during puberty but one can learn to manage them		H5GD-lcf-6
			discusses the negative health impact and ways of preventing major issues such as early and unwanted pregnancy	Week 7 to Week 8	H5GD-lgh-8
			demonstrates ways to manage puberty-related health issues and concerns	Week 9	H5GD-li-9
			practices proper self-care procedures		H5GD-li-10
			discusses the importance of seeking the advice of professionals/ trusted and reliable adults in managing puberty-related health issues and concerns		H5GD-li-11
			differentiates sex from gender	Week 10	H5GD-lj-12
			identifies factors that influence gender		H5GD-lj-13

			identity and gender roles		
			discusses how family, media, religion, school and society in general reinforce gender roles		H5GD-Ij-14
			gives examples of how male and female gender roles are changing		H5GD-Ij-15
3rd Quarter	understands the nature and effects of the use and abuse of caffeine, tobacco and alcohol	demonstrates the ability to protect one's health by refusing to use or abuse gateway drugs	explains the concept of gateway drugs	Week 1	H5SU-IIIa-7
			identifies products with caffeine	Week 2	H5SU-IIIb-8
			describes the general effects of the use and abuse of caffeine, tobacco and alcohol	Week 3 to Week 4	H5SU-IIIde-10
			analyzes how the use and abuse of caffeine, tobacco and alcohol can negatively impact the health of the individual, the family and the community	Week 5 to Week 6	H5SU-IIIfg-11
			demonstrates life skills in keeping healthy	Week 7	H5SU-IIIh-12

			through the non-use of gateway drugs		
			follows school policies and national laws related to the sale and use of tobacco and alcohol	Week 8 to Week 9	H5SU-IIIij-13
4th Quarter	demonstrates understanding of basic first aid principles and procedures for common injuries	practices appropriate first aid principles and procedures for common injuries	explains the nature and objectives of first aid	Week 1	H5IS-IVa-34
			discusses basic first aid principles	Week 2	H5IS-IVb-35
			demonstrates appropriate first aid for common injuries or conditions	Week 3 to Week 8	H5IS-IV-c-j-36

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Grade Level: Grade 6
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	Demonstrates understanding of personal health issues and concerns and the importance of health appraisal procedures and community resources in preventing or managing them	practices self-management skills to prevent and control personal health issues and concerns	describes personal health issues and concerns	Week 1 to Week 3	H6PH-lab-18
			demonstrates self-management skills		H6PH-lab-19
			explains the importance of undergoing health appraisal procedures	Week 4 to Week 5	H6PH-Id-f-21
			regularly undergoes health appraisal procedures		H6PH-Id-f-22
			identifies community health resources and facilities that may be utilized to address a variety of personal health issues and concerns	Week 6 to Week 8	H6PH-Igh-23
2nd Quarter	understands the importance of	demonstrates practices for building and	describes healthy school and community environments	Week 1	H6CMH-Ila-1

	keeping the school and community environments healthy.	maintaining healthy school and community environments	explains the effect of living in a healthful school and community	Week 2 to Week 3	H6CMH-IIb-2
			demonstrates ways to build and keep school and community environments healthy	Week 4 to Week 5	H6CMH-IIc-d-3
			practices proper waste management at home, in school, and in the community	Week 6	H6CMH-IIh-8
			advocates environmental protection through proper waste management	Week 7 to Week 8	H6CMH-IIij-9
3rd Quarter	demonstrates understanding of the health implications of poor environmental sanitation	consistently practices ways to maintain a healthy environment	explains how poor environmental sanitation can negatively impact the health of an individual	Week 1	H6EH-IIIb-2
			discusses ways to keep water and air clean and safe	Week 2	H6EH-IIIc-3
			explains the effect of a noisy environment	Week 3	H6EH-IIId-4
			suggests ways to control/manage noise pollution	Week 4 to Week 5	H6EH-IIIE-5

			practices ways to control/manage noise pollution	Week 6	H6EH-IIIfg-6
			explains the effect of pests and rodents to one's health	Week 7 to Week 8	H6EH-IIIhi-7
			practice ways to prevent and control pests and rodents		H6EH-IIIj-9
4th Quarter	understands the concepts and principles of selecting and using consumer health products.	consistently demonstrates critical thinking skills in the selection of health products.	explains the importance of consumer health	Week 1	H6CH-IVa-13
			*explains the different components of consumer health	Week 2	H6CH-IVbc-14 H6CH-IVcd-15
			differentiates over-the-counter from prescription medicines	Week 3 to week 4	H6CH-IVcd-16

			gives example of over the counter and prescription medicines		H6CH-IVe-17
			explains the uses of some over the counter and prescription medicines	Week 5	H6CH-IVf-18
			identifies the common propaganda techniques used in advertising	Week 6	H6CH-IVg-19
			analyzes packaging and labels of health products	Week 7	H6CH-IVh-21
			practices good decision making skills in the selection of health products	Week 8	H6CH-IVh-22
			discusses ways to protect oneself from fraudulent health products	Week 9 to Week 10	H6CH-IVij-23

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Grade Level: Grade 7

Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner... demonstrates understanding of holistic health and its management of health concerns, the growth and development of adolescents and how to manage its challenges.	The learner... appropriately manages concerns and challenges during adolescence to achieve holistic health.	explains the dimensions of holistic health (physical, mental/ intellectual, emotional, social, and moral-spiritual)	Week 1	H7GD-lb-13
			analyzes the interplay among the health dimensions in developing holistic health		H7GD-lb-14
			practices health habits to achieve holistic health	Week 2	H7GD-lc-15
			*Recognize changes in different aspects of growth that normally happen during adolescence years.	Week 3 to Week 4	H7GD-ld-e-16 H7GD-ld-e-17 H7GD-ld-e-18
			explains the proper health appraisal procedures	Week 7 to Week 8	H7GD-li-j-22
			demonstrates health appraisal procedures during adolescence in		H7GD-li-j-23

			order to achieve holistic health		
			avails of health services in the school and community in order to appraise one's health		H7GD-li-j-24
			applies coping skills in dealing with health concerns during adolescence		H7GD-li-j-25
2nd Quarter	demonstrates understanding of nutrition for a healthy life during adolescence	makes informed decisions in the choice of food to eat during adolescence	identifies the right foods during adolescence	Week 1	H7N-IIa-20
			follows the appropriate nutritional guidelines for adolescents for healthful eating <ul style="list-style-type: none"> explains the need to select food based on the nutritional needs during adolescence follows the Food Pyramid guide for adolescents and nutritional guidelines for Filipinos in choosing foods to eat 	Week 2 to Week 3	H7N-IIb-c-21

			describes the characteristics, signs and symptoms of malnutrition and micronutrient deficiencies	Week 4 to Week 6	H7N-IIId-f-23
			discusses ways of preventing and controlling malnutrition and micronutrient deficiencies		H7N-IIId-f-24
			explains the characteristics, signs and symptoms of eating disorders		H7N-IIId-f-25
			discusses ways of preventing and controlling eating disorders		H7N-IIId-f-26
			applies decision-making and critical thinking skills to prevent nutritional problems of adolescents	Week 7 to Week 8	H7N-IIg-h-27
3rd Quarter	demonstrates understanding of mental health as a dimension of holistic health for a healthy life	consistently demonstrates skills that promote mental health	explains the factors that affect the promotion of good mental health	Week 1 to Week 2	H7PH-IIIa-b-28
			explains that stress is normal and inevitable		H7PH-IIIa-b-29
			differentiates eustress from distress		H7PH-IIIa-b-30

			identifies situations that cause feelings of anxiety or stress		H7PH-IIIa-b-31
			identifies physical responses of the body to stress	Week 3	H7PH-IIIc-33
			identifies people who can provide support in stressful situations		H7PH-IIIc-34
			differentiates healthful from unhealthful strategies in coping with stress	Week 4 to Week 5	H7PH-IIId-e-35
			demonstrates various stress management techniques that one can use every day in dealing with stress		H7PH-IIId-e-36
			explains the importance of grieving		H7PH-IIId-e-37
			demonstrates coping skills in managing loss and grief		H7PH-IIId-e-38
			recognizes triggers and warning signs of common mental disorders	Week 6 to Week 8	H7PH-IIIf-h-39
			discusses the types, sign, symptoms, and prevention, treatment and professional care in		H7PH-IIIf-h-40

			managing common mental health disorders		
4th Quarter	demonstrates understanding of non-communicable diseases for a healthy life	consistently demonstrates personal responsibility and healthful practices in the prevention and control of non-communicable diseases	explains non-communicable diseases based on cause and effect, signs and symptoms, risk factors and protective factors and possible complications	Week 1 to Week 3	H7DD-IVb-d-25
			corrects myth and fallacies about non-communicable diseases	Week 4	H7DD-IVe-26
			practices ways to prevent and control non-communicable diseases	Week 5	H7DD-IVf-27
			demonstrates self-monitoring to prevent non-communicable diseases	Week 6 to Week 8	H7DD-IVg-h-28
			promotes programs and policies to prevent and control non-communicable and lifestyle diseases		H7DD-IVg-h-29
			identifies agencies responsible for non-communicable disease prevention and control		H7DD-IVg-h-30

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Grade Level: Grade 8
Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner demonstrates understanding of human sexuality and managing sexuality related issues for a healthy life	The learner appropriately manages sexually-related issues through responsible and informed decisions	*discusses basic terms in sexuality as an important component of one's personality	Week 1	H8FH-Ia-16
			explains the dimensions of human sexuality		H8FH-Ia-17
			analyzes the factors that affect one's attitudes and practices related to sexuality and sexual behaviors		H8FH-Ia-18
			assesses personal health attitudes that may influence sexual behavior	Week 2	H8FH-Ib-19
			relates the importance of sexuality to family health		H8FH-Ic-d-20
			identifies the different issues/concerns of teenagers (i.e., identity crisis) and the need for support and understanding of the family	Week 3 to Week 4	H8FH-Ic-d-21
					H8FH-Ie-g-22

			applies decision-making skills in managing sexuality-related issues	Week 8	H8FH-Ih-23
2nd Quarter	demonstrates an understanding of responsible parenthood for a healthy family life	makes informed and values-based decisions in preparation for responsible parenthood	*explains the definition and importance of courtship and dating in choosing a lifelong partner	Week 1	H8FH-IIa-24
			analyzes behaviors that promote healthy relationship in marriage and family life		H8FH-IIa-25
			describes the factors that contribute to a successful marriage	Week 2	H8FH-IIa-27
			discusses various maternal health concerns (pre-during-post pregnancy)	Week 3 to Week 4	H8FH-IIb-28
			explains the importance of maternal nutrition during pregnancy	Week 5 to Week 6	H8FH-IIc-d-29
			discusses the importance of newborn screening, and the APGAR scoring system for newborns		H8FH-IIe-f-31
					H8FH-IIe-f-32

			explains the importance of prenatal care and post-natal care		H8FH-Ile-f-33
			*discusses the essential newborn protocol (<i>Unang Yakap</i>) and advantages of breastfeeding for both mother and child		H8FH-Ile-f-34 H8FH-Ile-f-35
			recognizes the importance of immunization in protecting children's health		H8FH-Ile-f-36
			analyzes the importance of responsible parenthood		H8FH-Ilg-h-37
			*explains the effects of rapid population growth and family size on health of the nation		H8FH-Ilg-h-38 H8FH-Ilg-h-40
			examines the important roles and responsibilities of parents in child rearing and care	Week 7 to Week 8	H8FH-Ilg-h-39
			enumerates modern family planning methods (natural and artificial)		H8FH-Ilg-h-41

3rd Quarter	demonstrates understanding of principles in the prevention and control of communicable diseases for the attainment of individual wellness	consistently demonstrates personal responsibility and healthful practices in the prevention and control of communicable diseases	discusses the stages of infection	Week 1	H8DD-IIIa-15
			analyzes the leading causes of morbidity and mortality in the Philippines		H8DD-IIIa-16
			*discusses the most common communicable diseases <ul style="list-style-type: none"> • signs and symptoms of common communicable diseases • effects of common communicable diseases • misconceptions, myths, and beliefs about common communicable diseases • prevention and control of common communicable diseases 	Week 2 to Week 3	H8DD-IIIb-c-17 H8DD-IIIb-c-18 H8DD-IIIb-c-19
			analyzes the nature of emerging and re-emerging diseases	Week 4 to Week 5	H8DD-III d-e-20
			demonstrates self-monitoring skills to prevent communicable diseases	Week 6 to Week 8	H8DD-III f-h-21

			promotes programs and policies to prevent and control communicable diseases		H8DD-IIIIf-h-22
			identifies agencies responsible for communicable disease prevention and control		H8DD-IIIIf-h-23
4th Quarter	demonstrates understanding of factors that influence cigarette and alcohol use and strategies for prevention and control	demonstrates personal responsibility in the prevention of cigarette and alcohol use through the promotion of a healthy lifestyle	discusses gateway drugs	Week 1	H8S-IVa-27
			analyzes the negative health impact of cigarette smoking <ul style="list-style-type: none"> describes the harmful short- and long-term effects of cigarette smoking on the different parts of the body discusses the dangers of mainstream, second hand and third hand smoke; explain the impact of cigarette smoking on the 	Week 2 to Week 3	H8S-IVb-c-29

			family, environment, and community		
			<p>analyzes the negative health impact of drinking alcohol</p> <ul style="list-style-type: none"> describes the harmful short- and long-term effects of drinking alcohol interprets blood alcohol concentration (BAC) in terms of physiological changes in the body *explains the impact of drinking alcohol on the family, and community 	Week 4 to Week 5	<p>H8S-IVe-f-31</p> <p>H8S-IVg-h-32</p>
			<p>discusses strategies in the prevention and control of cigarette smoking and drinking alcoholic beverages</p> <ul style="list-style-type: none"> apply resistance skills in situations 	Week 6 to Week 8	H8S-IVg-h-33

			<p>related to cigarette and alcohol use</p> <ul style="list-style-type: none"> • follows policies and laws in the family, school and community related to cigarette and alcohol use 		
			<p>suggests healthy alternatives to cigarettes and alcohol to promote healthy lifestyle (self, family, community)</p>		<p>H8S-IVg-h-34</p>

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Grade Level: Grade 9

Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner... demonstrates understanding of the principles in protecting the environment for community wellness	The learner... consistently demonstrates healthful practices to protect the environment for community wellness	defines community and environmental health	Week 1	H9CE-Ia-8
			explains how a healthy environment positively impact the health of people and communities (less disease, less health care cost, etc.)	Week 2 to Week 4	H9CE-Ib-d-10
			discusses the nature of environmental issues		H9CE-Ib-d-11
			analyzes the effects of environmental issues on people's health		H9CE-Ib-d-12
			suggests ways to prevent and manage environmental health issues	Week 5 to Week 6	H9CE-Ie-f-13
			participates in implementing an environmental project such as building and maintaining a school garden or conducting a war on waste campaign (depends on feasibility)	Week 7 to Week 8	H9CE-Ig-h-14

2nd Quarter	demonstrates understanding of the dangers of substance use and abuse on the individual, family and community	shares responsibility with community members through participation in collective action to prevent and control substance use and abuse	describes the drug scenario in the Philippines	Week 1	H9S-IIa-14
			discusses risk and protective factors in substance use, and abuse	Week 2	H9S-IIb-16
			analyzes situations for the use and non-use of psychoactive substances		H9S-IIb-17
			identifies the types of drugs/substances of abuse	Week 3	H9S-IIc-18
			corrects myths and misconceptions about substance use and abuse	Week 4	H9S-IId-19
			recognizes warning signs of substance use and abuse		H9S-IId-20
			*discusses the harmful short- and long-term effects of substance use and abuse on the individual, family, school, and community	Week 5 to Week 6	H9S-IId-20 H9S-IIe-f-21
			explains the health, socio-cultural, psychological, legal, and economic dimensions of		H9S-IIe-f-22

			substance use and abuse		
			discusses strategies in the prevention and control of substance use and abuse		H9S-IIe-f-23
			applies decision-making and resistance skills to prevent substance use and abuse	Week 7 to Week 8	H9S-IIg-h-24
			suggests healthy alternatives to substance use and abuse		H9S-IIg-h-25
3rd Quarter	demonstrates understanding of first aid principles and procedures	performs first aid procedures with accuracy	demonstrates the conduct of primary and secondary survey of the victim (CAB)	Week 1	H9IS-IIIb-37
			assesses emergency situation for unintentional injuries		H9IS-IIIb-38
			explains the principles of wound dressing	Week 2 to Week 3	H9IS-IIIc.d-40
			demonstrates appropriate bandaging techniques for unintentional injuries		H9IS-IIIc.d-41
			demonstrates proper techniques in carrying and transporting the victim of unintentional injuries	Week 4 to Week 5	H9IS-IIIe.f-42

			demonstrates proper first aid procedures for common unintentional injuries	Week 6 to Week 8	H9IS-IIIg.h-43
4th Quarter	demonstrates understanding of the concepts and principles of safety education in the prevention of intentional injuries	consistently demonstrates resilience, vigilance and proactive behaviors to prevent intentional injuries	differentiates intentional injuries from unintentional injuries	Week 1 to Week 4	H9IS-IVa-d-31
			describes the types of intentional injuries		H9IS-IVa-d-32
			analyzes the risk factors related to intentional injuries	Week 5 to Week 8	H9IS-IVe-h-33
			identifies protective factors related to intentional injuries		H9IS-IVe-h-34
			demonstrates ways to prevent and control intentional injuries		H9IS-IVe-h-35

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Grade Level: Grade 10

Subject: Health

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K to 12 CG Code
1st Quarter	The learner... understands the guidelines and criteria in the selection and evaluation of health information, products, and services.	The learner... demonstrates critical thinking and decision-making skills in the selection, evaluation and utilization of health information, products and services.	explains the guidelines and criteria in the selection and evaluation of health information, products and services	Week 1 to Week 2	H10CH-Ia-b-20
			discusses the various forms of health service providers and healthcare plans		H10CH-Ia-b-21
			selects health professionals, specialists and health care services wisely	Week 3	H10CH-Ic-22
			reports fraudulent health services		H10CH-Ic-24
			explains the different kinds of complementary and alternative health care modalities	Week 4	H10CH-Id-25
			explains the importance of consumer laws to protect public health		H10CH-Id-26

			identifies national and international government agencies and private organizations that implement programs for consumer protection	Week 5 to Week 6	H10CH-Ie-f-27
			participates in programs for consumer welfare and protection	Week 7 to Week 8	H10CH-Ig-h-28
2nd Quarter	demonstrates understanding of current health trends, issues and concerns in the local, regional, and national, levels	consistently demonstrates critical thinking skills in exploring local, regional and national health trends, issues, and concerns	discusses the existing health related laws	Week 1	H10HC-IIa-1
			explains the significance of the existing health related laws in safeguarding people's health	Week 2 to Week 3	H10HC-IIb-2
			critically analyzes the impact of current health trends, issues, and concerns		H10HC-IIc-d-4
			recommends ways of managing health issues, trends and concerns	Week 4 to Week 5	H10HC-IIe-g-5
3rd Quarter	demonstrates awareness of global health initiatives	demonstrates competence in applying knowledge of global health to	discusses the significance of global health initiatives	Week 1	H10HC-IIIa-1
			describes how global health initiatives	Week 2 to Week 3	H10HC-IIIb-c-2

		local or national context global initiatives	positively impact people's health in various countries		
			analyzes the issues in the implementation of global health initiatives		H10HC-IIIb-c-3
			recommends ways of adopting global health initiatives to local or national context	Week 4 to Week 5	H10HC-III d-e-4
4th Quarter	demonstrates understanding of the concepts in planning a health career	prepares an appropriate plan of action in pursuing a health career	discusses the components and steps in making a personal health career plan	Week 1 to Week 2	H10PC-Iva-b-1
			prepares a personal health career following the prescribed components and steps		H10PC-Iva-b-2
			explores the various health career paths selects a particular health career pathway based on personal competence and interest; participates in a health career orientation program	Week 3 to Week 4	H10PC-IVc-d-3
			decides on an appropriate health career path		H10PC-IVc-d-4