**LESSON PLAN**

Subject: PE101 Date Created: June 9, 2018

Schedule & Venue: 9:00 - 12:00 AM (MW) Gym Date of Plan: June 11, 2018

Instructor: Jane Manguiran Last Updated: June 10, 2018

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| **Lesson Outline** | **Objectives** | **Instruction/Procedure** | **Motivation** | **Materials Needed** |
| **The students can determine the importance of physical fitness and can also explain the different components of physical fitness.** | Students can explain the aspects of physical fitness, list and define factors that impact physical fitness, and create physical fitness personal plan. | Engage the students with topic by asking them what the term ‘Physical fitness’ is to them. Show a video clip about physical fitness. Then divide the class into 7 groups and give each group a marker. Let them write each physical fitness components and explain. Let them report their work in front of the class after 45 minutes. After each report they will prepare ¼ piece of paper and write their learnings about the lesson for today. | The group who receives the highest grade will be given plus points and a chocolate bar. | Manila Paper, Marker |

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| **Lesson Outline** | **Objectives** | **Instruction/Procedure** | **Motivation** | **Materials Needed** |
| **This lesson will allow students to determine different physical fitness test exercise and perform each test with the materials provided.** | Students will able to learn about the different physical fitness test exercise. Performing the test exercise can help keep student’s body at a healthy weight. This can also decrease a person’s risk of developing certain diseases like obesity, type 2 diabetes, and high blood pressure. | Divide the class into 7 groups, each member of the group must explain the different types of physical fitness test that they could remember. They will be given 20-30 minutes for this activity. After 30 minutes, they will report their ideas in front of the class. After each report of the group, the teacher will give a quick explanation regarding each test. After the report, Students will do a short exercise before performing the different types of physical fitness test provided by the teacher. The materials are scattered around the gym area in order for the students to freely perform the exercises. They will perform this activity for the entire encounter | Students with the highest number of physical fitness test that they could remember will be given plus points and a chocolate bar. | Chalk, measuring stick, small traffic cones, weight balance, tape measure, |

Prepared by: Approved by:

**Jane Manguiran Benedict Sanchez**

Physical Education Teacher MAPEH Section Coordinator

**LESSON PLAN**

Subject: Music101 Date Created: June 9, 2018

Schedule & Venue: 7:30 - 11:30 AM (TTH) Music Room 2 Date of Plan: June 12, 2018

Instructor: Devorah Narvaez Last Updated: June 10, 2018

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| **Lesson Outline** | **Objectives** | **Instruction/Procedure** | **Motivation** | **Materials Needed** |
| **The students will learn how to read musical notes.** | The learners will be able to know the names of each note and their corresponding measure.  Lecture will be followed by a test to measure student’s understanding about the lesson | Students will listen to a number of notes at a time with the aid of a metronome to help them to be familiar with the measures of notes.  The learners will be asked few questions related to the topic discussed. | The student/s who got the highest score will be asked about their favorite music as of the moment and it’ll be the piece the class will learn and play at the end of the 1st quarter. | Papers, pens, metronome, stereo, audio file. |

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| **Lesson Outline** | **Objectives** | **Instruction/Procedure** | **Motivation** | **Materials Needed** |
| **This lesson will allow students to make music sheets.** | Students will learn which part of the sheet a note should be placed based on the given letter in the music alphabet/note. | Students will be flashed a series of letters and will place a whole note on the sheet music basing from the letter given. | Student who got the highest remark will be able to choose his/her own piece to play at the end of the 1st quarter with an additional 10 points to his/her 1st quarter exam grade. | Paper, pen. |

Prepared by: Approved by:

**Devorah Narvaez Benedict Sanchez**

Music Teacher MAPEH Section Coordinator

**LESSON PLAN**

Subject: Arts101 Date Created: June 10, 2018

Schedule & Venue: 1:00-4:00 PM (MW) Quadrangle Date of Plan: June 11, 2018

Instructor: Krizia Lumapas Last Updated: June 10, 2018

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| **Lesson Outline** | **Objectives** | **Instruction/Procedure** | **Motivation** | **Materials Needed** |
| **This visual arts lesson will allow students to get creative while practicing with either photography or videography. Students will also have to consider perspective from things outside themselves. Rubric included.** | The learners will create a photo array with narrative or a short video with sound sharing the perspective of an inanimate object. Students will be expected to be creative in both the verbal and artistic areas of the assignment. | Students will choose an inanimate object in the building or at their home to photograph or use for the video project.  The first shot will be of the actual object, but all other photos or video shots will be from the perspective of the object.  Additionally, commentary will be offered about how the object may think about the world. | Ask students to think about the world from that perspective for a moment.  Now have students think about the world if they could only see from that position they are in, all day, every day, in the same spot.  The project will be done outside classroom walls.  Students with the best shot will be exhibited in the mural. | Cameras or video cameras for each student  Computers/printers for completion of the project (any appropriate video sharing platform or photo sharing program should work) |

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| **Lesson Outline** | **Objectives** | **Instruction/Procedure** | **Motivation** | **Materials Needed** |
| **This lesson will allow students to practice creating art from a unique perspective while learning about Michelangelo.** | Students should be able to create a unique drawing from a different perspective, just as when Michelangelo painted the Sistine Chapel ceiling. |  |  |  |

Prepared by: Approved by:

(sgd.)

**Krizia Lumapas Benedict Sanchez**

Arts Teacher MAPEH Section Coordinator