

# Lesson Exemplar for PE and Health

Quarter 3

Lesson

4

**Lesson Exemplar for PE and Health Grade 4**  
**Quarter 3: Lesson 4 (for Week 5-8)**  
**SY 2024-2025**

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Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please write or call the Office of the Director of the Bureau of Learning Resources via telephone numbers (02) 8634-1072 and 8631-6922 or by email at [blr.od@deped.gov.ph](mailto:blr.od@deped.gov.ph).

## LESSON EXEMPLAR

### PE and Health / QUARTER 3 / GRADE 4

I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES	
<b>A. Content Standards</b>	The learners demonstrate understanding of healthy eating and rhythmic activities and dances in promoting community wellness for active and healthy living.
<b>B. Performance Standards</b>	The learners participate in rhythmic activities and dances in promoting community wellness for active and healthy living.
<b>C. Learning Competencies and Objectives</b>	<p><b>Learning Competency</b></p> <p>1. <i>Engage actively in different rhythmic activities and dances for improving one's movement competence and physical activity participation.</i></p> <p><b>The learners...</b></p> <ol style="list-style-type: none"> <li>1. Identify the dance elements.</li> <li>2. Identify non-locomotor movements.</li> <li>3. Apply the dance elements in performing movement skills and Philippine folk dance steps in 2 4 time signatures.</li> <li>4. Participate in rhythmic and physical activities for active and healthy living.</li> </ol>
<b>D. Content</b>	<p><b>Physical Activity Participation: Rhythmic Activities and Dances</b></p> <p><i>Suggested Activities: Dance Exercise</i> (i.e., DepEd Galaw Pilipinas), <b>Movement Exploration, Fundamental Dance Movements</b> (local context), <b>Fundamental Dance Steps</b> (2 4-time), and/or <b>Social Dance Mixers</b> (2 4-time)</p>
<b>E. Integration</b>	<p><b>Values:</b></p> <p>SDG 3: Good Health and Well-being - A balanced diet contributes to overall health and well-being by providing essential nutrients that support physical and mental health.</p>

II. LEARNING RESOURCES
<p>Anna Varron. (2020, November 9). Cut step [Video]. YouTube. <a href="https://www.youtube.com/watch?v=XMWPI91KLoY">https://www.youtube.com/watch?v=XMWPI91KLoY</a></p> <p>Aquino, F. R. (1960). Philippine Folk Dances (Vol. 2). Kayumanggi Press.</p> <p>Better Health. (2013). Dance - health benefits. Vic.gov.au. <a href="https://www.betterhealth.vic.gov.au/health/HealthyLiving/dance-health-benefits">https://www.betterhealth.vic.gov.au/health/HealthyLiving/dance-health-benefits</a></p>

Charellen Abulencia. (2020, October 14). Fundamental Positions of arms and Feet | Philippine folk dance [Video]. YouTube. <https://www.youtube.com/watch?v=DYe4kisejWs>

Christertainment. (2021, June 24). THREE STEP TURN/ DANCE STEP IN 2/4 TIME SIGNATURE [Video]. YouTube. <https://www.youtube.com/watch?v=HSvPJiRANGs>

G Videos. (2021, October 16). Heel toe change [Video]. YouTube. <https://www.youtube.com/watch?v=j6paQzmD-QY>

Hall, D., Berkeley, K., Spieth, D., & Kamath, L. (2022). Exploring the Arts. In louis.pressbooks.pub. LOUIS: The Louisiana Library Network. <https://louis.pressbooks.pub/exploringarts/>

Laurence and Precy Official. (2021, April 25). GALOP (1M) 2/4 or 6/8 TIME SIGNATURE FOLKDANCE STEP [Video]. YouTube. <https://www.youtube.com/watch?v=LCjhUQGIX7g>

Muyot, F. R., Zamora, C., Baarde, M. C. G., & San Jose-Mathews, J. (2017). Exploring the world of MAPEH 4. The Inteligente Publishing House.

Oxford Languages. (2024). Oxford languages. Oxford Languages; Oxford University Press. <https://languages.oup.com/google-dictionary-en/>

Titser Raymund Channel. (2021, March 22). Basic Folk Dance Steps PE-7 Quarter 3 Week 1 (Video lesson) [Video]. YouTube. <https://www.youtube.com/watch?v=e6QeUkfBvGs>

III. TEACHING AND LEARNING PROCEDURE		NOTES TO TEACHERS												
A. Activating Prior Knowledge	<p><b>WEEK 1: DAY 1</b></p> <p><b>1. Short Review</b></p> <p><b>Activity: Nutrition Body Spelling</b></p> <p>Procedure:</p> <ol style="list-style-type: none"><li>1. Divide the class into two groups with an equal number of members.</li><li>2. The teacher will give each group a flag to raise whenever they want to answer. The first group to raise their flag will make the first attempt to answer. The group will present their answer by correctly spelling the nutrient through any of their body parts – head, hands, buttocks, or feet). The other group may steal the chance if the first group does not spell the word correctly.</li><li>3. The teacher will first give an example before finally asking the class to do the activity. For example, the teacher will flash the word <b>NUTRIENT</b> and spell it correctly with her hands.</li></ol> <p>List of words to be spelled:</p> <table><tr><td>1.</td><td>Carbohydrates</td><td>6.</td><td>Legumes</td></tr><tr><td>2.</td><td>Vitamins</td><td>7.</td><td>Hydration</td></tr><tr><td>3.</td><td>Squash</td><td>8.</td><td>Minerals</td></tr></table>	1.	Carbohydrates	6.	Legumes	2.	Vitamins	7.	Hydration	3.	Squash	8.	Minerals	
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	<table><tr><td>4.</td><td>Proteins</td><td>9.</td><td>Cereal</td></tr><tr><td>5.</td><td>Fruits</td><td>10.</td><td>Carrots</td></tr></table> <p><b>2. Feedback (Optional)</b> After the activity, the teacher will ask the students the following:</p> <ol style="list-style-type: none"><li>1. Why is there a need to eat a balanced diet?</li><li>2. What are the benefits of eating a balanced diet in performing physical activities?</li></ol>	4.	Proteins	9.	Cereal	5.	Fruits	10.	Carrots																					
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<b>B. Establishing Lesson Purpose</b>	<p><b>1. Lesson Purpose</b></p> <ol style="list-style-type: none"><li>a. What are the dance elements?</li><li>b. What are non-locomotor movements?</li><li>c. What are examples of 2 4 time Philippine folk dance steps?</li></ol> <p><b>Activity: Word Completion</b> <b>Procedure:</b></p> <ol style="list-style-type: none"><li>1. Divide the class into two with an equal number of members.</li><li>2. Ask the students to be with their group mates and complete the words to be flashed or posted on the board.</li></ol> <p>Words to be completed:</p> <table><tr><td>1.</td><td>S P _ C _</td><td>8.</td><td>C R _ S S</td></tr><tr><td>2.</td><td>B _ D _</td><td>9.</td><td>H E E L and T O E C H _ N G E STEP</td></tr><tr><td>3.</td><td>_ C T I _ N</td><td>10.</td><td>T O _ C H STEP</td></tr><tr><td>4.</td><td>T _ M _</td><td>11.</td><td>C _ O S E STEP</td></tr><tr><td>5.</td><td>E N _ R G _</td><td>12.</td><td>C _ T STEP</td></tr><tr><td>6.</td><td>R _ I S E</td><td>13.</td><td>P O _ N T STEP</td></tr><tr><td>7.</td><td>C _ A P</td><td>14.</td><td>G _ L O P STEP</td></tr></table> <p>3. The group that will complete the greatest number of words will win the game.</p> <p><b>2. Unlocking Content Vocabulary</b></p> <p><b>Dance elements: B.A.S.T.E.</b> According to Hall et. al. (2022):</p> <ul style="list-style-type: none"><li>• <b>Body</b> - The body is the dancer’s instrument of expression. When an audience looks at dance, they see the dancer’s body and what is moving. The dance could be made up</li></ul>	1.	S P _ C _	8.	C R _ S S	2.	B _ D _	9.	H E E L and T O E C H _ N G E STEP	3.	_ C T I _ N	10.	T O _ C H STEP	4.	T _ M _	11.	C _ O S E STEP	5.	E N _ R G _	12.	C _ T STEP	6.	R _ I S E	13.	P O _ N T STEP	7.	C _ A P	14.	G _ L O P STEP	<p>The teacher may add other non-locomotor movements and Philippines folk dance steps to be identified by the students. The time for the activity will depend on the teacher’s assessment of the students’ capabilities.</p> <p>Answers key:</p> <ol style="list-style-type: none"><li>1. Space</li><li>2. Body</li><li>3. Action</li><li>4. Time</li><li>5. Energy</li><li>6. Raise</li><li>7. Clap</li><li>8. Cross</li><li>9. Heel and Toe Change Step</li><li>10. Touch Step</li><li>11. Close Step</li><li>12. Cut Step</li><li>13. Point Step</li><li>14. Galop Step</li></ol>
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	<p>of a variety of actions and still poses. It could use the whole body or emphasize one part of the body. Exploring body shapes and movement actions increases our awareness of movement possibilities.</p> <ul style="list-style-type: none"> <li>• <b>Action</b> -Dance movements or actions fall into two main categories: <ul style="list-style-type: none"> <li>▪ Locomotor: (traveling moves) walk, run, jump, hop, skip, leap, gallop, crawl, roll, etc.</li> <li>▪ Nonlocomotor: (moves that stay in place) melt, stretch, bend, twist, swing, turn, shake, stomp, etc.</li> </ul> </li> <li>• <b>Space</b> - This is where the dance takes place. Is the dance expansive, using lots of space, or is it more intimate, using primarily personal space? An exploration of space increases the awareness of the visual design aspects of movement.</li> <li>• <b>Time</b> - Dance is a time art; movement develops and reveals itself in Time. Adding a rhythmic sense to movement helps transform ordinary movement into dance and informs when the dancer moves.</li> <li>• <b>Energy</b> - An exploration of “how” a movement is done rather than “what” it is gives us a richer sense of dance as an expressive art. A dancer can walk, reach for an imaginary object, and turn, making these movements look completely different by changing the use of Energy. For example, anger could be shown with a loud quick walk, a sharp reach, and a strong twisting turn. Happiness could be depicted by using a delicate gliding walk, a gentle reach out, and a smooth, light turn. Energy is what brings the dancer’s intent or emotion to the audience. The element of Energy is sometimes called “efforts” or “movement qualities”.</li> <li>• <b>Non-Locomotor Movements</b> - movements that are done in place.</li> <li>• <b>2 4 Time Signature Dance Steps and Movements</b> - dance steps and movements that are done with 2 beats in every measure.</li> </ul> <p>To apply what the students learned during the lesson, an activity will be given. See the worksheet for the activity which students will accomplish. Kindly refer to Activity 1.</p>	
<b>3.Developing and Deepening Understanding</b>	<p><b>DAY 2</b></p> <p><b>SUB-TOPIC 1: Dance Elements</b></p> <ol style="list-style-type: none"> <li><b>1. Explication</b> <ol style="list-style-type: none"> <li>a. How to execute the Fundamental Dance Position of the Arms and Feet In Folk Dancing applying the dance elements?</li> </ol> </li> <li><b>2. Worked Example</b></li> </ol>	<p>The teacher may personally demonstrate the fundamental feet and arm position in folk dancing or may show the video to the students in the link below:</p>

- The teacher will give a short introduction about folk dance to the students. **Folk dancing** is an expression of culture. Folk dancing is an essential part of our culture and a way to pass down traditions from one generation to the next, so we should study and learn it. The ability to pick up the proper way of performing a folk dance is a clear sign that the culture is still alive and well. The learners need to start with this because It acts as a starting point for training. Because the exercise offers five different positions for you to practice and perform step-by-step, it helps improve memory. It also facilitates dancers' timing and coordination exercises.
- Demonstration of the proper execution of the fundamental folk dance arm and feet positions.

### Fundamental Arm and Feet Positions



Combination:

Charellen Abulencia. (2020, October 14). Fundamental Positions of arms and Feet | Philippine folk dance [Video]. YouTube.  
<https://www.youtube.com/watch?v=DYe4kisejWs>

The practice time of the students for the return demonstration of the fundamental arm and feet positions will be decided by the teacher based on the capability and readiness of the students.

The Teacher may use any 2 4 time signature folk dance music in this activity.



### 3. Lesson Activity

#### Activity A: Practice and Return Demonstration of the Fundamental Arm and Feet Positions

- Divide the class into five groups with an equal number of members.
- Give time to the students to practice the fundamental arm and feet positions and the combination of the arm and feet positions.
- With a 2 4-time signature folk dance music, let the students present the fundamental arm positions, feet positions, and the combination of the arm and feet positions.

The students will be graded using the following sample criteria:

Proper execution	10 pts
Gracefulness	5 pts
Timing	5 pts
<hr/>	
Total	20 pts

#### Activity B: 2-Minute Dance Craze

- Divide the class into five groups with an equal number of members.
- Applying the knowledge of the students on the elements of dance (energy, body, actions, space, and time), ask the students to create a dance using combinations of locomotor and non-locomotor steps and the fundamental arm and feet positions.



The students will be graded using the following sample criteria:

Application of the dance elements	10 pts
Gracefulness	5 pts
Timing	5 pts
Creativity	5 pts
<hr/>	
Total	15 pts

## **WEEK 2: DAY 1**

### **SUB-TOPIC 2: Health and Wellness Promotion Through Dance Activity**

#### **1. Explicitation**

- What is the history of “Tiklos”?
- What are the movements and steps used in “Tiklos”?
- How can dance activity promote health and wellness?

#### **2. Worked Example**

The teacher gives a brief background of the dance that will be performed in class. “Tiklos” (also called “pintakasi”) is the Waray equivalent to the “bayanihan”. Groups of people work for somebody without hoping for anything in return. They work odd jobs like clearing forests, digging the earth for wells, moving a nipa hut to a new location or even building a house! In all these for free. Of course, grateful benefactors would offer drinks and food; but it is not always expected. The peasants cooperate for the social and economic progress of their community.

“Tiklos” is a native peasant dance of Leyte. Very early in the morning, the leader of the *tiklos* beats the tambora, a kind of drum made from a hollow trunk of a tree with a carabao hide head. Next comes sounds of the subing (bamboo flutes) and the guimbal- a small snare drum with a head of a parchment made from the skin of a wildcat.

The peasants come out with grass hooks, bols and other garden tools and farm implements. Led by the band, they march together to work in the fields. During breaks the peasants enjoy themselves with tuba (a native wine) and the rest dance the tiklos

The teacher may use her method or technique how they will teach the topic with their students. The teacher may perform it together with a folk dance music, for example “Pandango sa Ilaw”.

	<p>accompanied by the subing (plawta), guimbal and tambora drums or when available, the “sista” played by the band. The <i>tiklos</i> music is also played to call them back to work.</p> <p>Demonstration of the dance movements and steps (<i>tiklos</i>).</p> <table><tr><th>Dance Movements</th><th>How to do it?</th></tr><tr><td>Clap</td><td>Strike the palms of (one's hands) together repeatedly, typically in order to applaud someone or something (Oxford Languages, 2024).</td></tr><tr><td>Raise</td><td>lift or move to a higher position or level (Oxford Languages, 2024).</td></tr><tr><td>Swing</td><td>move or cause to move back and forth or from side to side while suspended or on an axis (Oxford Languages, 2024).</td></tr><tr><td>Cross</td><td>go or extend across or to the other side of (a path, road, stretch of water, or area) (Oxford Languages, 2024).</td></tr><tr><td>Close</td><td>a short distance away or apart in space or time (Oxford Languages, 2024).</td></tr><tr><td>Step</td><td>an act or movement of putting one leg in front of the other in walking or running (Oxford Languages, 2024).</td></tr><tr><td>Point step</td><td>Step, point (Titser Raymund Channel, 2021) Titser Raymund Channel. (2021, March 22). Basic Folk Dance Steps PE-7 Quarter 3 Week 1 (Video lesson) [Video]. YouTube. <a href="https://www.youtube.com/watch?v=e6QeUkfBvGs">https://www.youtube.com/watch?v=e6QeUkfBvGs</a></td></tr><tr><td>Close step</td><td>Step, close (Titser Raymund Channel, 2021) Titser Raymund Channel. (2021, March 22). Basic Folk Dance Steps PE-7 Quarter 3 Week 1 (Video lesson) [Video]. YouTube. <a href="https://www.youtube.com/watch?v=e6QeUkfBvGs">https://www.youtube.com/watch?v=e6QeUkfBvGs</a></td></tr><tr><td>Touch Step</td><td>Point, close (Titser Raymund Channel, 2021) Titser Raymund Channel. (2021, March 22). Basic Folk Dance Steps PE-7 Quarter 3 Week 1 (Video lesson) [Video]. YouTube. <a href="https://www.youtube.com/watch?v=e6QeUkfBvGs">https://www.youtube.com/watch?v=e6QeUkfBvGs</a></td></tr></table>	Dance Movements	How to do it?	Clap	Strike the palms of (one's hands) together repeatedly, typically in order to applaud someone or something (Oxford Languages, 2024).	Raise	lift or move to a higher position or level (Oxford Languages, 2024).	Swing	move or cause to move back and forth or from side to side while suspended or on an axis (Oxford Languages, 2024).	Cross	go or extend across or to the other side of (a path, road, stretch of water, or area) (Oxford Languages, 2024).	Close	a short distance away or apart in space or time (Oxford Languages, 2024).	Step	an act or movement of putting one leg in front of the other in walking or running (Oxford Languages, 2024).	Point step	Step, point (Titser Raymund Channel, 2021) Titser Raymund Channel. (2021, March 22). Basic Folk Dance Steps PE-7 Quarter 3 Week 1 (Video lesson) [Video]. YouTube. <a href="https://www.youtube.com/watch?v=e6QeUkfBvGs">https://www.youtube.com/watch?v=e6QeUkfBvGs</a>	Close step	Step, close (Titser Raymund Channel, 2021) Titser Raymund Channel. (2021, March 22). Basic Folk Dance Steps PE-7 Quarter 3 Week 1 (Video lesson) [Video]. YouTube. <a href="https://www.youtube.com/watch?v=e6QeUkfBvGs">https://www.youtube.com/watch?v=e6QeUkfBvGs</a>	Touch Step	Point, close (Titser Raymund Channel, 2021) Titser Raymund Channel. (2021, March 22). Basic Folk Dance Steps PE-7 Quarter 3 Week 1 (Video lesson) [Video]. YouTube. <a href="https://www.youtube.com/watch?v=e6QeUkfBvGs">https://www.youtube.com/watch?v=e6QeUkfBvGs</a>	<p>The steps and movements that will be demonstrated will be those that will be used in the dance activity of the students.</p> <p>The teacher needs to demonstrate the dance if the video is not accessible.</p>
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	Change step	Step, close, step (Titser Raymund Channel, 2021) Titser Raymund Channel. (2021, March 22). Basic Folk Dance Steps PE-7 Quarter 3 Week 1 (Video lesson) [Video]. YouTube. <a href="https://www.youtube.com/watch?v=e6QeUkFBvGs">https://www.youtube.com/watch?v=e6QeUkFBvGs</a>	
	Heel and toe change step	Heel and toe, step, close, step (G Videos, 2021) G Videos. (2021, October 16). Heel toe change [Video]. YouTube. <a href="https://www.youtube.com/watch?v=j6paQzmD-QY">https://www.youtube.com/watch?v=j6paQzmD-QY</a>	
	Galop step	Step, cut, step, cut (Laurence and Precy Official, 2021) Laurence and Precy Official. (2021, April 25). GALOP (1M) 2/4 or 6/8 TIME SIGNATURE FOLKDANCE STEP [Video]. YouTube. <a href="https://www.youtube.com/watch?v=LCjhUQGIX7g">https://www.youtube.com/watch?v=LCjhUQGIX7g</a>	
	Cut step	Cut, step (Anna Varon, 2020) Anna Varron. (2020, November 9). Cut step [Video]. YouTube. <a href="https://www.youtube.com/watch?v=XMWPI91KLoY">https://www.youtube.com/watch?v=XMWPI91KLoY</a>	
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	<p>To apply what the students learned during the lesson, an activity will be given. See the worksheet for the activity which students will accomplish. Kindly refer to Activity 2.</p> <p><b>DAY 2</b></p> <p><b>1. Lesson Activity</b></p> <p><b>A. Folk Dance Demonstration</b></p> <p>Procedure:</p> <p>1. Ask the students to be with their partners.</p>		<p>The teacher needs to set a time for the practice.</p> <p>The teacher has to facilitate the discussion of the answers of the students to the questions:</p>

2. The teacher will demonstrate the dance to the students.

**Figure I. Heel-and-Toe-Change :**

Figure I. Heel-and-Toe-Change :  
 1-4 : Partners face front. Beginning R, dance 2 heel-and-toe-change steps forward.  
 5-6 : Dance 2 change steps in place, sideward R and sideward L.  
 7-8 : Beginning R, move backward 4 steps to original place.  
 9-16 : Repeat action of measures 1-8.

**Figure II. Rock and Galop :**

1 : Rock forward onto R raising L feet sharply behind calf R leg, knee bent and turned out slightly (ct.1), rock backward L (ct.2)  
 2 : Repeat action of measure 1. Keep body erect.  
 3-4 : Move sideward R with 3 galop steps (ct. 1,2,1), step R sideward (ct.2).  
 5-6 : Beginning L, repeat action of measures 1-2.  
 7-8 : Moving sideward L, repeat actions of measure 3-4.  
 9-16: Repeat actions of 1-8.


**Figure III. Clap, Change and Turn :**

( Face partner. Through out this figure clap hands in front of chest :  
 Clap 3x (ct. 1& 2), Clap 2x (ct. 1,2) .

1-2 : Beginning R, change step sideward (ct. 1&2), hop on R simultaneously raising L knee in front and swinging L ft. obliquely L backward across R knee (ct.1), hop on R and swing L ft. obliquely L forward, straightening L knee (ct.2).  
 3-4 : Beginning L, repeat action of measure 1-2.  
 5-6 : Beginning R do a 3-step turn in R in place (ct.1&2). Point L toe forward (ct.1), point L toe beside R toe (ct.2).  
 7-8 : Beginning L and turning L, repeat action of measures 5-6.  
 9-16 : Repeat actions of measures 1-8.

**Figure IV. Touch and Jump**

1-2 : Partners facing: same hand pos. as in Fig. I. Beginning R, touch R toe forward, knee straight (ct.1), step R L (ct.2). Repeat touch and step L.  
 3-4 : Jump unto both ft. crossing R in front of L (ct.1), jump crossing R in front of L (ct.1), jump closing R to L (ct. 2).  
 5-8 : Beginning L, repeat action of measures 1-4.  
 9-16 : Repeat action of measures 1-8.



The teacher may use other instructional materials or resources.

## B. Practice/ Drill: Dance Steps and Movements

### Procedure:

1. Divide the class into five groups with an equal number of members.
2. Ask the students to practice the dance in a group. The students shall ensure that they observe the dance elements as they perform the dance movements and steps.
3. The teacher moves around to check the performance of the different groups.
4. After the activity, ask the students the following questions:
  - What are the steps and movements that you did well?
  - How did you feel after the dance practice/ drill?
  - What is the importance of eating a balanced diet in performing dance activities?
  - How does participation in dance activities promote good health?

	<p><b>Importance of eating a balanced diet in performing dance activities</b></p> <p><b>Health benefits of dancing</b></p> <p><u>Dancing</u> can be a way to stay fit for people of all ages, shapes, and sizes. According to Better Health (2013), it has a wide range of physical and mental benefits including:</p> <ul style="list-style-type: none"> <li>● improved condition of your heart and lungs</li> <li>● increased muscular strength, endurance, and motor fitness</li> <li>● increased aerobic fitness</li> <li>● improved muscle tone and strength</li> <li>● weight management</li> <li>● stronger bones, and reduced risk of osteoporosis</li> <li>● better coordination, agility and flexibility</li> <li>● improved balance and spatial awareness</li> <li>● increased physical confidence</li> <li>● improved mental functioning</li> <li>● improved general and psychological wellbeing</li> <li>● greater self-confidence and self-esteem</li> <li>● better social skills</li> </ul>	
<p><b>4. Making Generalizations</b></p>	<p><b>1. Learners' Takeaways</b></p> <p><b>Infographics</b></p> <p>Create Infographics of the summary of what you learned in the Third Quarter. Students may use any kind of platform to create Infographics. For example (via online Canva, Powerpoint, or any) or students may draw. Students may start the infographics with the following topic:</p> <ol style="list-style-type: none"> <li>Fundamental Dance Position</li> <li>Tiklos</li> <li>Health Benefits</li> </ol> <p>The following rubrics will be used for grading:</p>	<p>The recommended rubrics may or may not be used by the Teacher. She is free to choose how to grade the students' output. This project might be in a group or individual.</p> <p>Below is the sample expected output of students:</p>

# **RUBRIC FOR INFOGRAPHIC PROJECT**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	Some graphics relate to the topic.	Graphics do not relate to the topic.
<b>Content - Accuracy</b>	At least 4 accurate facts are displayed on the infographic.	3 accurate facts are displayed on the infographic.	2 accurate facts are displayed on the infographic.	Less than 2 accurate facts are displayed on the infographic.
<b>Attractiveness</b>	The infographic is exceptionally attractive in terms of design, layout, and neatness.	The infographic is attractive in terms of design, layout and neatness.	The infographic is acceptably attractive though it may be a bit messy.	The infographic is distractingly messy or very poorly designed. It is not attractive.
<b>Mechanics</b>	Capitalization and punctuation are correct throughout the infographic.	There is 1 error in capitalization or punctuation.	There are 2 errors in capitalization or punctuation.	There are more than 2 errors in capitalization or punctuation.
<b>Grammar</b>	There are no grammatical mistakes on the infographic.	There is 1 grammatical mistake on the infographic.	There are 2 grammatical mistakes on the infographic.	There are more than 2 grammatical mistakes on the infographic.

## **2. Reflection on Learning**

Through this task, the students might be able to remember the activities that they learned for the Third Quarter. Also, they will showcase their Creativity and ability to plan. They can use both images and text in a visual format to explain concepts.



## **IV. EVALUATING LEARNING: FORMATIVE ASSESSMENT AND TEACHER'S REFLECTION**

## **NOTES TO TEACHERS**

### **A. Evaluating Learning**

#### **1. Formative Assessment Practical Test I**

Each Student will execute the Fundamental Dance Position of the arm and Feet accompanied by music. They will be graded with the following rubrics:

This activity may be done by group.

The recommended rubrics may or may not be used by the Teacher. She is free to choose how to grade the students' performance.

CRITERIA	EXCELLENT 15	VERY GOOD 13	GOOD 11	FAIR 8
Mastery	All of the movements are perfectly and thoroughly mastered.	Few movements are not perfectly and thoroughly mastered.	Many of the movements are not perfectly and thoroughly mastered.	All of the movements are not perfectly and thoroughly mastered.
Poise and Grace	Executing the dance with poise and grace	Needs improvement in executing the dance with a poise and grace	Lack of poise and grace while executing the dance	No poise and grace while executing the dance
Timing and Coordination of Body Movement	Executing rhythmically with poise and well-coordinated body movements	Improved sense of rhythm and body movement	The sense of rhythm and body movement is less accurate	The sense of rhythm and body movement is not accurate
Proper Execution	Execute the dance steps properly and perfectly	Needs improvement in executing the dance steps	Lack of proper execution of the dance steps	Poor execution of the dance steps

### Practical Test 2

Each Student will execute the 2 4 time signature dance steps accompanied by music.

1. Touch step
2. Point step
3. Close step
4. Cut step
5. Galop step
6. Heel and toe change step
7. Change step

They will be graded with the following rubrics:

CRITERIA	EXCELLENT 15	VERY GOOD 13	GOOD 11	FAIR 8
Mastery	All of the movements are perfectly and thoroughly mastered.	Few movements are not perfectly and thoroughly mastered.	Many of the movements are not perfectly and thoroughly mastered.	All of the movements are not perfectly and thoroughly mastered.
Poise and Grace	Executing the dance with poise and grace	Needs improvement in executing the dance with a poise and grace	Lack of poise and grace while executing the dance	No poise and grace while executing the dance
Timing and Coordination of Body Movement	Executing rhythmically with poise and well-coordinated body movements	Improved sense of rhythm and body movement	The sense of rhythm and body movement is less accurate	The sense of rhythm and body movement is not accurate
Proper Execution	Execute the dance steps properly and perfectly	Needs improvement in executing the dance steps	Lack of proper execution of the dance steps	Poor execution of the dance steps

This activity may be done by group.

The recommended rubrics may or may not be used by the teacher. She is free to choose how to grade the students' performance.

	<b>2. Homework (Optional)</b> <ul style="list-style-type: none"> <li>Ask the students to practice the dance (Tiklos).</li> </ul>			
<b>B. Teacher's Remarks</b>	<i>Note observations on any of the following areas:</i>	<b>Effective Practices</b>	<b>Problems Encountered</b>	<p>The teacher may take note of some observations related to the effective practices and problems encountered after utilizing the different strategies, materials used, learner engagement and other related stuff.</p> <p>Teachers may also suggest ways to improve the different activities explored.</p>
	<b>strategies explored</b>			
	<b>materials used</b>			
	<b>learner engagement/ interaction</b>			
	<b>others</b>			
<b>C. Teacher's Reflection</b>	<p><i>Reflection guide or prompt can be on:</i></p> <ul style="list-style-type: none"> <li><u>principles behind the teaching</u>  <i>What principles and beliefs informed my lesson?</i>  <i>Why did I teach the lesson the way I did?</i>  <i>Did I attain all my lesson objectives?</i>  <i>How did I encourage my students to participate in the class discussions and activities?</i></li> <li><u>students</u>  <i>What roles did my students play in my lesson?</i>  <i>What did my students learn? How did they learn?</i>  <i>Did my pupils actively participate in all the class activities that I prepared?</i>  <i>Were the instructions in the class activities clear to the pupils?</i></li> <li><u>ways forward</u>  <i>What could I have done differently?</i>  <i>What can I explore in the next lesson?</i>  <i>What challenges did I encounter in implementing the class activities?</i></li> </ul>			<p>Teacher's reflection in every lesson conducted/ facilitated is essential and necessary to improve practice. You may also consider this as an input for the LAC/Collab sessions.</p>