MAPEH
MUSIC, ARTS, PHYSICAL EDUCATION, AND HEALTH

Grade 4

Three-Term Budget Of Work (BOW)
for Learning Competencies

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Three-Term Budget Of Work
for Learning Competencies

First Term	
Week	**Learning Competency**
*	**Music and Arts** **My Cultural Identity and My Province** • Discuss the basic concepts and principles of sound, theater, dance and visual elements based on the representations in the creative works of their province. • Describe concepts and ideas about their cultural identity based on the representations in the creative works of their province. • Explain relevant and/or unique local processes and practices in producing/ performing creative works that reveal their cultural identity. • Use relevant, and appropriate local processes and practices in producing/ performing creative works that reveal their cultural identity.
*	**Physical Education and Health** • Explain the concept and importance of personal health for active living. • Demonstrate proper personal hygiene practices. • Relate current health status to body awareness. • Explain the characteristics and importance of promoting a healthy family. • Demonstrate one's roles and responsibilities in promoting family health. • Perform physical activities using target and or invasion game concepts with agility, balance, coordination, and speed for active and healthy living.
Suggested Activities	• Target Games: Tatsing, Calahoyo, Tumbang Preso, Tamaang-Tao, Batuhang Bola,

	Bati-Cobra, Pata, and/or Other Variations of Unpublished Games in the Locality • Invasion Games: Agawan Base, Agawan Sulok, Lawin at Sisiw, Ubusang Lahi, Agawan Panyo, Patintero, Langit-Lupa, Araw-Lilim, Kawat-Kawat, and/or other variations of unpublished games in the locality

** Teachers may assign learning competencies per week depending on the needs of the learners.*

Note: Two days per week are allocated to Music and Arts, and two days to Physical Education and Health. If the schedule provides 45 minutes daily for five days, the additional day may be utilized for the component that requires more instructional time to effectively implement the curriculum.

Second Term	
Week	**Learning Competency**
*	**Music and Arts** **Influences of Faiths, Beliefs, Legends, and/or Folklore of the Province on Music and Arts** • Discuss the concepts, properties, and principles of sound, theater, dance and visual elements based on the representations of local creative works. • Relate faiths, beliefs, and narrative/stories based on the representations of local creative works with basic concepts and principles of sound, theater, dance and visual elements. • Compare the musical, theatrical, dance, and visual arts representations of local concepts (i.e. use of range of dynamics, use of colors and symbols) in relevant creative works based on the faiths, and beliefs, and /or legends, and narrative/stories of the province. • Experiment with relevant, appropriate, and available local processes and musical/improvised instruments, theatrical, dance and art materials in producing/ performing creative works that reveal their faiths and beliefs, and /or legends and narratives. • Produce a creative work about their personal beliefs and faiths, and /or stories/ narratives in the community using appropriate local concepts, processes, and practices in the sound, theater, dance, and visual arts.
*	**Physical Education and Health** • Discuss the concept and importance of eating safe and healthy food. • Demonstrate healthy and balanced food choices to include essential nutrients. • Describe the benefits of eating a balanced meal when engaging in physical activities. • Engage actively in different rhythmic activities and dances for improving one's movement competence and physical activity participation.
Suggested Activities	• Dance Exercise, Movement Exploration, Fundamental Dance Movements (local context), Fundamental Dance Steps (2 4-time), and/or Social Dance Mixers (2

	4-time)

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Third Term	
Week	**Learning Competency**
*	**Music and Arts** **Celebrations in my Province and Region** • Examine the properties of sound, theatrical, dance, visual elements, and design principles observed in selected sample creative works from their province. • Distinguish the unique musical, visual, dance and theatrical concepts, processes, and practices in the creative works found in the cultural celebrations of their province/region. • Select appropriate practices, choice of themes, mediums, and concepts of celebrations found in their province/region for the production of their creative works. • Produce creative artworks based on the celebrations of their culture, province, region using available local concepts, processes and practices, and beliefs as the theme.
*	**Physical Education and Health** • Discuss child's basic health rights for active living. • Demonstrate ways to be an informed, critical, and responsible Filipino consumer. • Describe the effects of health and fitness facts and fads in physical activity participations. • Engage actively in different rhythmic activities and dances for improving their movement competence and physical activity participation.
Suggested Activities	• Dance Exercise (i.e., DepEd Galaw Pilipinas), Movement Exploration, Fundamental Dance Movements (local context), Fundamental Dance Steps (2 4-time), and/or Social Dance Mixers (2 4-time)

** Teachers may assign learning competencies per week depending on the needs of the learners.*

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