

REX RESOURCE CURRICULUM GUIDE (RRCG)

EXPEDITIONS IN MAPEH 5

MUSIC AND ARTS

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CONTENT STANDARD	PERFORMANCE STANDARD	CONTENT	LEARNING COMPETENCIES	EXPEDITIONS IN MAPEH
The learners demonstrate understanding of the different functions of the early Philippine Music and Arts in relation to concepts, processes, and practices.	The learners produce early Philippine conventional and contemporary processes and practices in Music and Arts in their creative work.	<p>Theme: “Exploring Early Philippine Music and Arts according to Forms and Function in Music and Arts”</p> <p>Functions, Roles, and Representations of Early Philippine Music and Arts based on:</p> <p>Everyday Life; Concept of Birth to Death; Commemoration of Events; Simple; Readily</p> <p>Available Relevant Local Forms, Themes, Representations, Mediums, And Practices in</p> <p>I. PERFORMING ARTS</p> <p>A. Music</p> <ol style="list-style-type: none"> 1. Timbre <ul style="list-style-type: none"> • Classification of Instruments (Hornbostel-Sachs classification) • Vocal Quality 2. Dynamics <ul style="list-style-type: none"> • Dynamic Markings <p>Musical Behaviors: Exploring; Active Listening; Responding; Performing</p> <p>B. Theater, and Performances</p> <ol style="list-style-type: none"> 1. Relevant Theater Form <ul style="list-style-type: none"> • Subjects, Themes, Styles, Symbolisms, and Mediums 2. The Use of Body and Voice in Creating Silhouettes and Images in Theater 3. Relevant Principles of Theater Arts <p>C. Dance</p> <ol style="list-style-type: none"> 1. Relevant Dance Forms <ul style="list-style-type: none"> • Subjects, Themes, Styles, Symbolisms, and Mediums 2. Relevant Principles of Dance Focusing on its Functions and Roles <p>II. VISUAL ARTS</p> <ol style="list-style-type: none"> 1. Subjects, Themes, Form, Styles, Symbolisms, and Mediums 2. Relevant Principles of Visual Arts 	<ol style="list-style-type: none"> 1. differentiate evolving early Philippine conventional and contemporary performing and visual arts concepts, processes, and practices; 2. discuss the various forms and functions of the early Philippine performing and visual arts in their locality/province/region 3. adapt conventional processes and practices of the early Philippine performing and visual arts in their creative works; and 4. evaluate creative works based on identified conventions during the early Philippine performing and visual arts. 	<p>Lesson 1 Music and Arts of the Pre-Spanish Era: Gifts from Nature</p> <p>Indigenous Music</p> <p>Instruments</p> <p>Vocal Traditions</p> <p>Vocal Timbre or Quality</p> <p>Dynamics</p> <p>Precolonial Theater</p> <p>Philippine Indigenous Dance Traditions</p> <p>Pottery</p> <p>Textile Weaving</p>

CONTENT STANDARD	PERFORMANCE STANDARD	CONTENT	LEARNING COMPETENCIES	EXPEDITIONS IN MAPEH
The learners demonstrate understanding of the different mediums, patterns, and techniques of the early Philippine Music and Arts.	The learners produce creative works in Music and Arts using conventional and contemporary processes and practices inspired by the early Philippine Music and Arts.	<p>Theme: “Exploring the Mediums, Patterns and Practices of the Early Philippine Music and Arts.”</p> <p>Relevant Local Forms, Themes, Representations, Mediums, and Practices in Music and Arts</p> <p>I. PERFORMING ARTS</p> <p>A. Music</p> <p>1. Rhythm</p> <ul style="list-style-type: none"> Temporal Aspects Rhythmic Modes <p>2. Tempo</p> <ul style="list-style-type: none"> Speed of Music Pertaining to Styles and Forms <p>Musical Behaviors: Exploring; Active Listening; Responding; Performing</p> <p>B. Theater, and Performances</p> <p>1. Subjects, Themes, Form, Styles, Symbolisms, and Mediums (as seen in Pre- Colonial Performances Performance Venues, Dramatic Narratives)</p> <p>2. Relevant Principles of Theater Arts</p> <p>C. Dance</p> <p>1. Relevant Dance Forms</p> <ul style="list-style-type: none"> Subjects, Themes, Styles, Symbolisms, and Mediums <p>2. Relevant Choreographic Principles of Dance Focusing on Exploration of Precolonial Movement Vocabulary</p> <p>II. VISUAL ARTS</p> <p>1. Subjects, Themes, Form, Styles, Symbolisms, and Mediums</p> <p>2. Relevant Principles of Visual Arts</p>	<p>1. categorize relevant creative works based on the use of mediums, patterns, symbolisms, and other relevant practices (i.e. use of rhythm and tempo; choice of motifs/ symbols, materials, medium, etc.) in their region during the early Philippine period;</p> <p>2. apply mediums, patterns, symbolisms, and other relevant practices (i.e. use of rhythm and tempo; choice of motifs/ symbol, materials, medium, etc.) in performing and visual arts during the early Philippine period in the production of creative works;</p> <p>3. assess sample works based on the personal meanings derived from the early Philippine performing and visual arts; and</p> <p>4. adapt early Philippine conventional practices in performing and visual arts using mediums, patterns, symbolisms, and other relevant practices (i.e use of rhythm and tempo; choice of motifs/symbols, materials, medium, etc.) in the production of creative works.</p>	<p>Lesson 2 Indigenous Music and Arts: Philippine Pride</p> <p>Rhythm</p> <p>Measure</p> <p>Reference Material</p> <p>Time Signature</p> <p>Rhythm and Tempo</p> <p>Indigenous Theater and Performances</p> <p>Dance</p> <p>Visual Arts</p>

CONTENT STANDARD	PERFORMANCE STANDARD	CONTENT	LEARNING COMPETENCIES	EXPEDITIONS IN MAPEH
The learners demonstrate understanding of the changing styles, functions, and conventions in Philippine Music and Arts' processes and practices during the 16th – 17th Century (1521- 1600).	The learners analyze creative works according to the styles, functions, and conventional processes and practices in Philippine Music and Arts during the 16th – 17th Century (1521- 1600).	<p>Theme: “Exploring Philippine Music and Arts during the 16th – 17th Century (1521- 1600)”</p> <p>Relevant Local Forms, Themes, Representations, Mediums, and Practices in Music and Arts</p> <p>I. PERFORMING ARTS</p> <p>A. MUSIC</p> <p>1. Melody</p> <ul style="list-style-type: none"> • System of Writing • Melodic Direction <p>2. Form</p> <ul style="list-style-type: none"> • Strophic; Binary; Free-form • <p>Musical Behaviors: Listening; Evaluating; Creating; Performing</p> <p>B. Theater and Performances</p> <p>1. Subjects, Themes, Form, Styles, Symbolisms, and Mediums (as seen in rituals and performance practices during the early Spanish Colonial Period)</p> <p>2. Relevant Principles of Theater Arts</p> <p>C. Dance</p> <p>1. Relevant Dance Forms</p> <p>2. Relevant Choreographic Principles of Dance with Exploration of Movement Vocabulary</p> <p>II. VISUAL ARTS</p> <p>1. Subjects, Themes, Form, Styles, Symbolisms, and Mediums</p> <p>2. Relevant Principles of Visual Arts</p>	<p>1. differentiate the relevant changing styles, functions, and conventions in performing and visual arts processes and practices between the early Philippine and 16th – 17th Century;</p> <p>2. determine the styles, and functions of representative works based on the concepts, processes, and practices in performing and visual arts of the 16th – 17th Century;</p> <p>3. apply the mediums, patterns, forms, and relevant practices in performing and visual arts in the production of creative works inspired by their locality/province and regions during the 16th – 17th Century; and</p> <p>4. examine their creative works based on accepted conventional processes and practices in performing and visual arts during the 16th – 17th Century.</p>	<p>Lesson 3 The Birth of a Colony: The Arrival of Spanish</p> <p>Music and Art</p> <p>Melody and Pitch</p> <p>Accidentals</p> <p>Form</p> <p>Phrase</p> <p>Painting</p> <p>Sculpture</p> <p>Architecture</p>

CONTENT STANDARD	PERFORMANCE STANDARD	CONTENT	LEARNING COMPETENCIES	EXPEDITIONS IN MAPEH
The learners demonstrate understanding of the different styles and functions of Philippine Music and Arts in relation to the processes and practices during the 17th – 18th Century (1600-1800).	The learners produce creative works using contemporary processes and practices in Philippine Music and Arts inspired by the conventions of 17th – 18th Century.	<p>Theme: “Exploring Music and Arts as Influenced by Middle Spanish Colonial Period (1600-1800)”</p> <p>Relevant Local Forms, Themes, Representations, Mediums, and Practices in Music and Arts.</p> <p>I. PERFORMING ARTS</p> <p>A. Music</p> <p>1. Harmony</p> <ul style="list-style-type: none"> Interval (Melodic, Harmonic) <p>Musical Behaviors: Evaluating; Applying; Performing; Critiquing</p> <p>B. Theater and Performances</p> <p>1. Relevant Theater Forms, Acting Styles, Actors’ Stage Movements, and Symbolisms</p> <p>2. Relevant Principles of Theater Arts</p> <p>C. Dance</p> <p>1. Relevant Dance Forms</p> <ul style="list-style-type: none"> Subjects, Themes, Styles, Symbolisms, and Mediums <p>2. Relevant Choreographic Principles of Dance Focusing on Movement Combinations</p> <p>II. VISUAL ARTS</p> <p>1. Subjects, Themes, Form, Styles, Symbolisms, and Mediums</p> <p>2. Relevant Principles of Visual Arts</p>	<p>1. distinguish relevant concepts, processes, and practices applied in the different performing and visual arts during the 17th – 18th Century in their locality/ province/ region;</p> <p>2. discuss contemporary forms in performing and visual arts inspired by the conventions during 17th – 18th Century;</p> <p>3. evaluate creative works based on identified conventions during the 17th – 18th Century; and</p> <p>4. adapt conventional processes and practice in performing and visual arts during the 17th – 18th Century in their creative works..</p>	<p>Lesson 4 The Rise of the Ilustrados: A Flourishing of the Arts and Society</p> <p>Musical Genres of the Period</p> <p>Harmony</p> <p>Interval</p> <p>Visual Arts</p> <p>Painting</p> <p>Sculpture</p>

REX RESOURCE CURRICULUM GUIDE (RRCG)

EXPEDITIONS IN MAPEH 5

PHYSICAL EDUCATION AND HEALTH

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CONTENT STANDARD	PERFORMANCE STANDARD	CONTENT	LEARNING COMPETENCIES	EXPEDITIONS IN MAPEH
<p>The learners demonstrate understanding of stress, coping strategies, bullying effects, stress-reduction activities, and striking/fielding games in promoting personal wellness for active and healthy living.</p>	<p>The learners participate in stress-reduction activities and striking/fielding games in promoting personal wellness for active and healthy living.</p>	<p>Nature of Stress</p> <ul style="list-style-type: none"> Stress and Stressors Physical Responses of the Body to Stress <p>Importance of Coping Strategies</p> <ul style="list-style-type: none"> Examples of Unhealthy Coping Strategies to be Avoided (Use of Alcohol and Other Drugs, Comfort Eating, Avoidance, and Blame) Examples Of Recommended Healthful Coping Strategies (Visualization, Positive Self-Talk, Managing Time and Energy, Gratitude Journal, Talking to a Responsible Adult, Seeking Support and Professional Help, Nurturing Resiliency through Grounding Exercises and Other Mindfulness Activities) 	<p>1. apply various healthy coping strategies to manage stress;</p>	<p>Personal Wellness for Active and Healthy Living</p> <p>Lesson 1 Let Us Move to Have a Stress-Free Life!</p> <p>Nature of Stress</p> <p>Importance of Coping Strategies</p> <p>Bullying, Harassment, Discrimination, and Violence</p> <p>Stress-Reducing Benefits of Physical Activities</p> <p>Movement Concepts in Physical Activities</p> <p>Movement Skills</p> <p>Skill-Related Fitness Components Needed in Any Physical Activity</p> <p>Game Concept Skills</p> <p>Philippine Traditional Game: Kickball</p>
		<p>Bullying and Other Violent-Related Behaviors as Stressors</p> <ul style="list-style-type: none"> Negative Effects of Bullying, Harassment, Discrimination, and Other Violent Behaviors on Well-Being Life Skills and Assertive Behavior to Prevent and Deal with Bullying, Harassment, Discrimination, and Other Violent Behaviors 	<p>2. demonstrate assertive behavior to prevent and deal with bullying, harassment, discrimination, and violence;</p>	
		<p>Stress-reduction Activities</p> <ul style="list-style-type: none"> Stress-reducing Benefits of Physical Activity Various Physical Activities that can help in Reducing Stress (Exercise, Hobbies, and Indoor and Outdoor Activities) 	<p>3. analyze stress-reducing benefits of physical activities; and</p>	
		<p>Physical Activity Participation: Striking/Fielding Games</p> <ul style="list-style-type: none"> Focus Foundational Skills <p>1. Movement Concept</p> <ul style="list-style-type: none"> Relationship with People and Object <p>2. Movement Skills</p> <ul style="list-style-type: none"> Locomotor, Non-Locomotor Manipulative <p>3. Fitness Concepts</p> <ul style="list-style-type: none"> Agility, Balance, Coordination, Speed Intensity: Moderate to Vigorous Physical Activities (MVPA) <p>4. Game Concepts</p> <ul style="list-style-type: none"> Positioning (People and Location in Space) Relationship to Object: Sending Away (Throw and Strike) <p>Suggested Activities: Philippine Traditional Games (Kickball, Syato, Bati-Cobra, Tupa, and/or other variations of unpublished games in the locality)</p>	<p>4. performs physical activities using striking/fielding game concepts with agility, balance, coordination, and speed for active living:</p> <ul style="list-style-type: none"> a. locomotor skills by creating, moving, denying, and covering space: and b. manipulative skills by striking and sending an object to an intended area. 	

CONTENT STANDARD	PERFORMANCE STANDARD	CONTENT	LEARNING COMPETENCIES	EXPEDITIONS IN MAPEH
The learners demonstrate understanding of changes during puberty, family roles and dynamics, puberty-related myths and misconceptions, and net/wall games in promoting family wellness for active and healthy living.	The learners participate in net/wall games in promoting family wellness for active and healthy living.	Changes During Puberty <ul style="list-style-type: none"> Physical (Growth Spurt; Primary and Secondary Sexual Characteristics; Menstruation and Wet Dreams, Etc.) Social, Emotional, and Mental/Intellectual Changes Impact of Changes During Puberty Management of Changes During Puberty With Emphasis on Skin, Body, and Genital Care; Menstrual Hygiene Management and Sleep Hygiene 	The learners... 1. describe concepts, effects, and ways to manage changes during puberty;	Lesson 2 Self-Care during Puberty Changes during Puberty Management of Changes during Puberty Puberty-Related Myths and Misconceptions that Can Affect Physical Activity Participation Net/Wall Games: Movement Concepts and Skills Fitness Concepts Game Concepts and Skills in Net/Wall Games
		Family Roles in Managing Changes During Puberty <ul style="list-style-type: none"> Puberty-related Issues, Concerns, and the Need for Support and Understanding of the Family Different Roles to Support and Guide Children in Managing Changes During Puberty 	2. analyze various family roles in managing changes during puberty;	
		Puberty-related Myths and Misconceptions and Effects on Physical Activity Participations <ul style="list-style-type: none"> Common Puberty-Related Myths and Misconceptions Puberty-related Myths and Misconceptions That can Affect Physical Activity Participation 	3. discuss common puberty-related myths and misconceptions that can affect physical activity participation; and	
		Physical Activity Participation: Net/Wall Games <ul style="list-style-type: none"> Focus Foundational Skills 1. Movement Concept - Relationship with People and Object 2. Movement Skills - Locomotor, Non-Locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Speed - Intensity: Moderate to Vigorous Physical Activities (MVPA) 4. Game Concepts - Positioning (People and Location in Space) - Relationship to Objects: Striking (Attack), Blocking/ Receiving (Defend)	4. perform physical activities using net/wall game concepts with agility, balance, and coordination for active living: a. locomotor skill by attacking to create and move into space and denying and covering space; and b. manipulative skills by serving and striking the ball to an open space and by blocking and receiving the ball.	

CONTENT STANDARD	PERFORMANCE STANDARD	CONTENT	LEARNING COMPETENCIES	EXPEDITIONS IN MAPEH
The learners demonstrate understanding of medicines, gateway substances, and rhythmic activities and dances in promoting community wellness for active and healthy living.	The learners participate in rhythmic activities and dances in promoting community wellness for active and healthy living.	Medicines as Health Products <ul style="list-style-type: none"> • Uses of Medicines (Protection, Prevention, and Cure) • Types of Medicines (Over-The-Counter, Prescription, and Complementary Medicines) • Prevention of Medicine Misuse and Abuse • Proper Use of Medicines 	1. explain the proper use of medicines as health products to prevent misuse and harm to the body;	
		Dangers of Gateway Drugs <ul style="list-style-type: none"> • Concepts and Nature of Gateway Drugs (Caffeine, Tobacco, E-Cigarette, and Alcohol) • Negative Effects of Gateway Drugs (Individual, Family, and Community) • Prevention and Control of Use and Abuse of Gateway Drugs 	2. analyze the negative effects of gateway drugs on the individual, family, and the community;	Lesson 3 Let's Dance Our Way to Health and Fitness Medicines as Health Products: Uses, Types, Misuse, and Abuse Dangers of Gateway Drugs: Concepts, Nature, Negative Effects, Prevention of Use and Abuse
		Effects of Medicine Misuse and Use of Gateway Drugs to Physical Activity and Fitness <ul style="list-style-type: none"> • Negative Effects (Examples: Impaired Physical Performance, Increased Risk of Injuries, and Musculoskeletal Problems) • Physical Activity as a Valuable Preventive Measure for Medicine and Substance Misuse and Abuse 	3. determine the negative effects of medicine misuse and use of gateway drugs to physical activity and fitness; and	Effects of Medicine Misuse and Use of Gateway Drugs on Physical Activity Participation
		Physical Activity Participation: Rhythmic Activities and Dances <ul style="list-style-type: none"> • Focus Foundational Skills 1. Dance Elements - Body, Action, Space, Time, Energy 2. Movement Skills - Locomotor, Non-locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Cardiovascular Endurance - Intensity: Moderate to Vigorous Physical Activities (MVPA)	4. participate actively in different rhythmic activities and dances for maintaining their movement competence and physical activity participation.	Foundational Skills: Rhythmic Activities, Dance Elements, and Movement Skills Fitness Concepts Dance Exercises

CONTENT STANDARD	PERFORMANCE STANDARD	CONTENT	LEARNING COMPETENCIES	EXPEDITIONS IN MAPEH
The learners demonstrate understanding of home, school, community, and outdoor safety, road safety, injury prevention, and rhythmic activities and dances in promoting societal wellness for active and healthy living.	The learners participate in road safety and injury prevention practices and rhythmic activities and dances in promoting societal wellness for active and healthy living.	Home, School, Community, and Outdoor Safety <ul style="list-style-type: none"> Potential Hazards at Home, School, in the Community, and Outdoors (With Emphasis on Fire Hazard) Safety Guidelines at Home, School, in the Community, and Outdoors 	1. discuss potential hazards and safety guidelines at home, in school, in the community, and outdoors;	Lesson 4 Living in a Safe and Healthy Society Home, School, Community, and Outdoor Safety Road Safety: Pedestrians, Passengers, and Bicycle Safety Preventing Injuries during Physical Activity Participations Foundational Skills: Dance Elements and Movement Skills Fitness Concepts in Rhythmic Activities and Dances Dances: Dance Movements
		Road Safety <ul style="list-style-type: none"> Basic Road Signs and Traffic Signals (Rights and Responsibilities) Pedestrian Safety (Importance of Sidewalks, Crosswalks, Pedestrian Signals, Crossing the Streets Safely) Passenger Safety (Using the Designated Loading and Unloading Zones, Not Running into the Street) Bicycle Safety (Importance of Wearing Helmets and Using Bike Hand Signals) Self-Management Skills for Road Safety 	2. demonstrate self-management skills for road safety;	
		Preventing Injuries During Physical Activity Participations <ul style="list-style-type: none"> Sprains, Dislocation, Fracture, Concussions, Knee Injuries, Tendinitis, Shin Splint Injury Prevention Practices 	3. analyze ways to prevent injuries during physical activity participations; and	
		Physical Activity Participation: Rhythmic Activities and Dances <ul style="list-style-type: none"> Focus Foundational Skills 1. Dance Elements - Body, Action, Space, Time, Energy 2. Movement Skills - Locomotor, Non-locomotor, Manipulative 3. Fitness Concepts - Agility, Balance, Coordination, Cardiovascular Endurance - Intensity: Moderate to Vigorous Physical Activities (MVPA) Suggested Activities: Fundamental Dance Steps (3 4-time), and Social Dance Mixers (3 4-time)	4. participate actively in different rhythmic activities and dances in maintaining their movement competence and physical activity participation.	



PARA SA BATA
PARA SA MAMAMAYAN
PARA SA BAYAN