



Republic of the Philippines  
Department of Education  
DepEd Complex, Meralco Avenue  
Pasig City



# K to 12 Curriculum Guide

## ART

(Grade 1 to Grade 10)

May 2016

## K to 12 BASIC EDUCATION CURRICULUM

### CONCEPTUAL FRAMEWORK

Both the Music and the Arts curricula focus on the learner as recipient of the knowledge, skills, and values necessary for artistic expression and cultural literacy. The design of the curricula is student-centered, based on spiral progression of processes, concepts and skills and grounded in performance-based learning. Thus, the learner is empowered, through active involvement and participation, to effectively correlate music and art to the development of his/her own cultural identity and the expansion of his/her vision of the world.

As Music and Arts are performance-based disciplines, effective learning occurs through active experience, participation, and performance, creative expression, aesthetic valuation, critical response, and interpretation. The skills that are developed include reading/analyzing, listening/observing, performing, (singing, using musical instruments, movement, acting, and playing, using different art materials, techniques and processes, responding, composing, and creating. (See Figure 1 and Figure 2)

The philosophical foundations upon which standards and competencies are based include: A Process of Education by Jerome Bruner, Performance-Based Learning by Cleve Miller, Aesthetic Education by Bennett Reimer, Multiple Intelligences by Howard Gardner, A Structure for Music Education by Ronald Thomas, Gongs and Bamboo by Jose Maceda, Compendium on the Humanities: Musical Arts produced by the National Research Council of the Philippines, Cultural Dictionary for Filipinos by Thelma Kintanar and Associates, Creative and Mental Growth by Viktor Lowenfeld and W. Lambert Brittain, Discipline-Based Art Education by Elliot Eisner, Encyclopedia of Philippine Arts and Tuklas Sining, both produced by the Cultural Center of the Philippines.

## K to 12 BASIC EDUCATION CURRICULUM

### PHILOSOPHY AND RATIONALE FOR ARTS

The Arts has been present since the beginning of civilization as it is an essential means for man to live and communicate with others. It has been used to enhance man's life and surroundings, to express his thoughts, dreams, and spiritual beliefs, and to share his own and his community's aspirations, celebrations, and events. Arts records, reflects, and rearranges man's life and existence.

The Arts is a visualization of a people's history and uniqueness, a reflection of their creativity and accomplishments, and a visible expression of their distinct way of thinking, communicating, reasoning, and worshipping. It is expressed in a unique symbol system that is visual, kinetic and tactile. Howard Gardner, an educator and psychologist, affirms that the arts develop the child's "SPATIAL, INTRAPERSONAL, LINGUISTIC AND KINESTHETIC INTELLIGENCES" for the Arts develop a distinct way of seeing, thinking, communicating, and creating in a person. Furthermore, Art develops and increases a person's ability to apply creative and new solutions, for new problems in our world. Schools, therefore, need to develop the multiple intelligences of a student through the arts. The K-12 Arts Curriculum seeks to address these needs of our students for the 21<sup>st</sup> Century.

The 21<sup>st</sup> Century is a different world: it is highly visual, with a proliferation of images seen not only in static media like magazines, books, paintings and posters. Now images are kinetic and accessible in various media like television, outdoor advertisements, movies, cell phones, and new technologies like iPads, iPods, DVD players, personal computers, and tablets. Artists create, upload and share via the Internet, images, sounds, texts, films, videos, pictures, artworks and designs. These are readily available and interactive, involving the viewer to react, comment and utilize these visuals through the Internet. Teaching Art to students is one way for them to process and interpret the barrage of images and sounds, in a critical and intelligent manner.

The focus of the K-12 Art curriculum is PHILIPPINE ART, CULTURE and HERITAGE, appreciating the diversity of our local artists, our arts, crafts, and indigenous materials to strengthen the student's identity of being Filipino, before he/she is introduced to the art of other countries. The modules guide educators and provide our students with art experiences, concepts, and processes that are presented in a SPIRAL PROGRESSION of difficulty and depth from Kindergarten to Grade 12.

The approach is CHILD-CENTERED and HANDS-ON in creating art using locally available materials. It develops the student's imagination and individual expression, and his/her CRITICAL THINKING SKILLS through inquiry into the aesthetic qualities of his work, the work of others and of artists from the Philippines and other parts of the world. It culminates in connecting art to other subject areas and provides exposure and apprenticeship to professionals in various art-related fields so the student can discover and consider the different career opportunities in the arts.

## K to 12 BASIC EDUCATION CURRICULUM

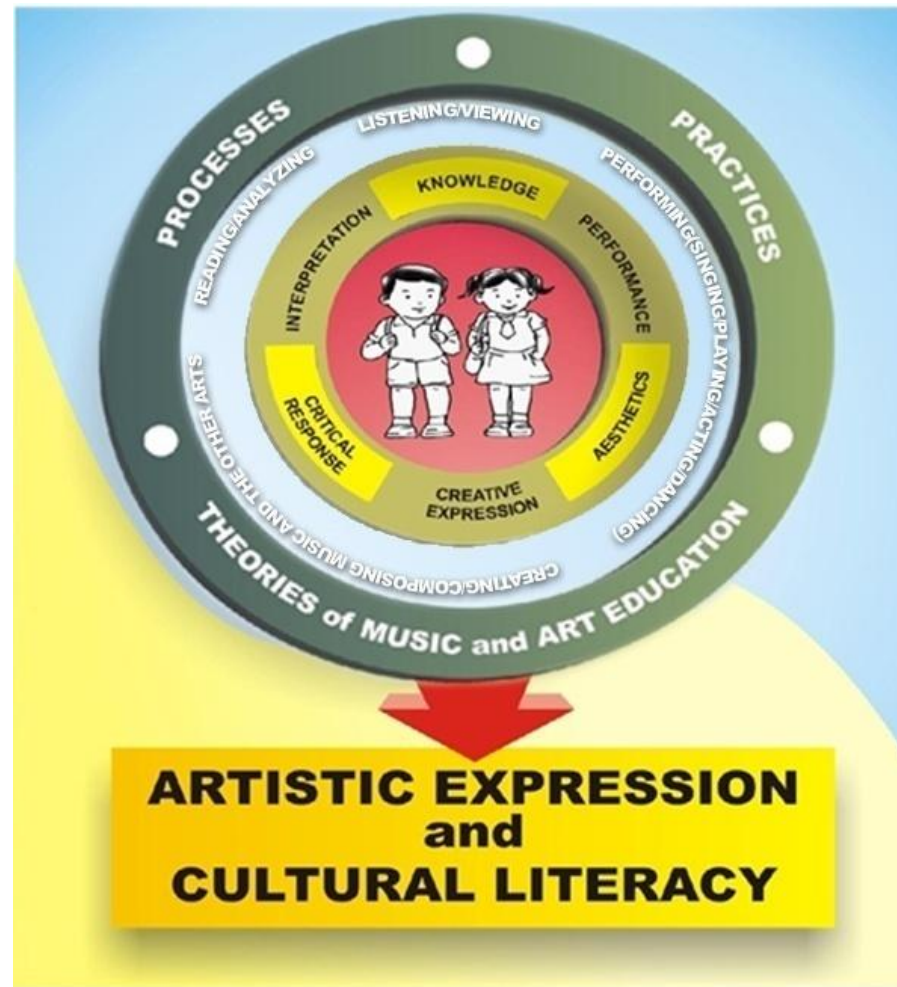
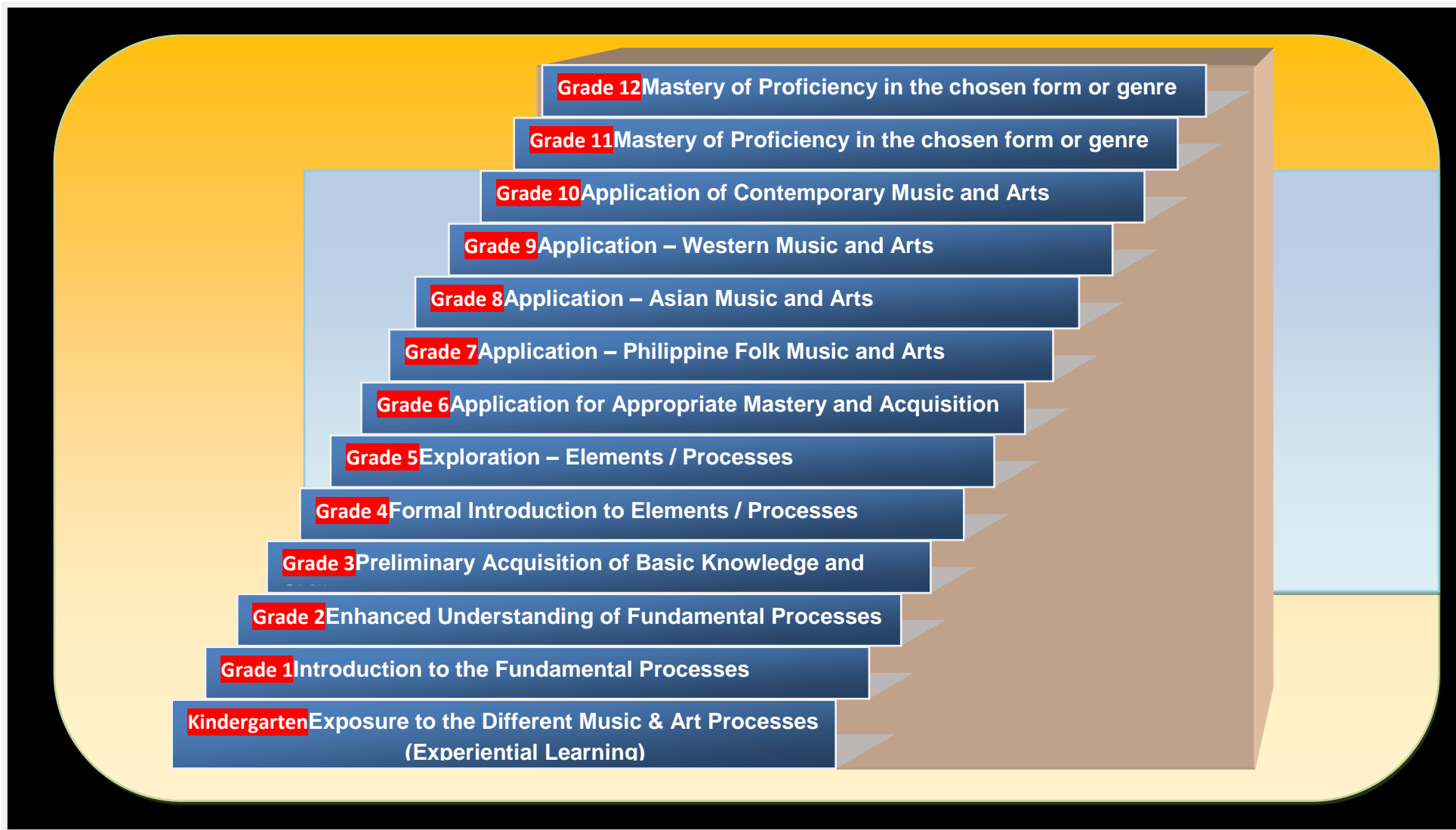


Figure 1. The Curriculum Framework of Music and Art

## K to 12 BASIC EDUCATION CURRICULUM



**Figure 2. Content of Music and Art per Grade Level**

## K to 12 BASIC EDUCATION CURRICULUM

**Table 1. Basic Reference for Music and Art Content**

Music Elements	Arts Elements and Principles	Music Processes	Art Processes
<ul style="list-style-type: none"> <li>▪ Rhythm</li> <li>▪ Melody</li> <li>▪ Form</li> <li>▪ Timbre</li> <li>▪ Dynamics</li> <li>▪ Tempo</li> <li>▪ Texture</li> <li>▪ Harmony *</li> </ul> <p>*No formal instruction in harmony from K to 3</p>	<ul style="list-style-type: none"> <li>▪ Listening</li> <li>▪ Shape/Form</li> <li>▪ Imitating (re-creating)</li> <li>▪ Responding</li> <li>▪ Creating</li> <li>▪ Performing (including movement)</li> <li>▪ Evaluating</li> <li>▪ Analyzing critically</li> <li>▪ Emphasis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Color</li> <li>▪ Line</li> <li>▪ Reading</li> <li>▪ Texture</li> <li>▪ Rhythm</li> <li>▪ Balance</li> <li>▪ Repetition* Contrast</li> <li>▪ Applying (transference)</li> <li>▪ Proportion</li> <li>▪ Harmony</li> </ul>	<ul style="list-style-type: none"> <li>▪ Seeing/Observing</li> <li>▪ Reading</li> <li>▪ Imitating (re-creating)</li> <li>▪ Responding</li> <li>▪ Creating (original works)</li> <li>▪ Performing(different art processes)</li> <li>▪ Evaluating</li> <li>▪ Analyzing critically</li> <li>▪ Applying (transference)</li> </ul>

## K to 12 BASIC EDUCATION CURRICULUM

### LEARNING AREA STANDARD:

The learner demonstrates an understanding of basic concepts and processes in music and art through appreciation, analysis and performance for his/her self-development, celebration of his/her Filipino cultural identity and diversity, and expansion of his/her world vision.

### KEY STAGE STANDARDS:

K - 3	4 - 6	7 - 10
<p>The learner demonstrates understanding of fundamental processes through performing, creating, and responding, aimed towards the development of appreciation of music and art, and acquisition of basic knowledge and skills.</p>	<p>The learner demonstrates understanding of basic elements and concepts through performing, creating, and responding, aimed towards the development of appreciation of music and art, and acquisition of basic knowledge and skills.</p>	<p>The learner demonstrates understanding of salient features of music and art of the Philippines and the world, through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.</p>

### GRADE LEVEL STANDARDS:

<i>Grade Level</i>	<i>Grade Level Standards</i>
<b>Grade 1</b>	The learner demonstrates basic understanding of the fundamental processes in music and art, through performing, creating, listening and observing, and responding.

## K to 12 BASIC EDUCATION CURRICULUM

<b>Grade 2</b>	The learner demonstrates basic and fundamental processes in music and art, through performing, creating, listening and observing, and responding.
<b>Grade 3</b>	The learner has acquired the basic and fundamental processes through performing, creating, listening and observing, and responding, towards the development of appreciation of music and art, and the acquisition of basic knowledge and skills.
<b>Grade 4</b>	Through the formal introduction of elements, the learner can identify the basic knowledge and skills in music and art, towards self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.
<b>Grade 5</b>	Through exploration, the learner demonstrates a deeper understanding of basic knowledge and skills in music and art, towards self-development, the celebration of Filipino cultural identity and diversity, and expansion of one's world vision.
<b>Grade 6</b>	Through application, the learner demonstrates understanding of the basic concepts of and processes in music and art, towards self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.
<b>Grade 7</b>	The learner demonstrates basic understanding of the fundamental processes in music and the arts through performing, creating, listening and observing, and responding towards appreciation of the cultural richness of the different provinces in the Philippines.
<b>Grade 8</b>	The learner demonstrates understanding of salient features of Asian music and the arts, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.
<b>Grade 9</b>	The learner demonstrates understanding of salient features of Western music and the arts from different historical periods, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.
<b>Grade 10</b>	The learner demonstrates understanding of salient features of contemporary music and the arts, through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.

### GRADE 1

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 1- FIRST QUARTER</b>					
<b>I. Elements:</b> 1. Lines 2. Shapes 3. Color	<b>The learner...</b>  demonstrates understanding of lines,	<b>The learner...</b>  creates a portrait of himself and his family which shows	<b>The learner</b>  1. tells that ART is all around and is created by different	<b>A1EL-Ia</b>	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.143



## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	
<p>4. Texture</p> <p><b>II. Principles:</b></p> <p>5. Balance</p> <p>6. Proportion</p> <p>7. variety</p>	<p>shapes, colors and texture, and principles of balance, proportion and variety through drawing</p>	<p>the elements and principles of art by drawing</p>	<p>people</p>		<p>*Tunog, Tinig, Tugtog at likhang sining 3. Nera, Fe Capile et al, 2000. pp.102</p>	
<p><b>III. Process:</b></p> <p>8. DRAWING</p> <p>8.1 Portraits</p> <p>8.2 family portraits</p> <p>8.3 persons</p> <p>8.4 school, furniture</p> <p>8.5 animals/ plants</p>			<p>2. distinguishes and identifies the different kinds of drawings:</p> <p>2.1 portraits</p> <p>2.2 family portraits</p> <p>2.3 school ground</p> <p>2.4 on-the-spot</p> <p>2.5 drawings of home/school surroundings</p>	<b>A1EL-Ib-1</b>		
				<p>3. observes and sees the details in a person's face/body, in a view, to be able to show its shape and texture</p>	<b>A1EL-Ib-2</b>	<p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.169</p>
<p><b>I. Elements:</b></p> <p>1. Lines</p> <p>2. Shapes</p> <p>3. Color</p> <p>4. Texture</p> <p><b>II. Principles:</b></p>			<p>demonstrates understanding of lines, shapes, colors and texture, and principles of balance, proportion and variety through drawing</p>	<p>creates a portrait of himself and his family which shows the elements and principles of art by drawing</p>	<p>4. identifies different lines, shapes, texture used by artists in drawing</p>	<b>A1EL-Ic</b>

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
5. Balance 6. Proportion 7. variety  <b>III. Process:</b> 8. DRAWING 8.1 Portraits 8.2 family portraits 8.3 persons 8.4 school, furniture 8.5 animals/ plants			5. uses different drawing tools or materials - pencil, crayons, piece of charcoal, a stick on different papers, <i>sinamay</i> , leaves, tree bark, and other local materials to create his drawing	<b>A1EL-Id</b>	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.184-185
			6. creates a drawing to express one's ideas about oneself, one's family , home and school	<b>A1PR-Ie-1</b>	*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.86
			7. shares stories related to their drawing	<b>A1PR-Ie-2</b>	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.153
			8. draws different animals (pets) showing different shapes and textures	<b>A1PR-If</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.214-215
			9. creates a view-finder to help him/her select a particular view to draw	<b>A1PR-Ig</b>	
			10. draws different kinds of plants showing a variety of shapes, lines and color	<b>A1PR-Ih</b>	*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.111
<b>GRADE 1- SECOND QUARTER</b>					
<b>I. Elements:</b> 1. Colors 1.1 natural colors 1.2 primary colors	<b>The learner...</b>  demonstrates understanding of colors and shapes, and the	<b>The learner</b>  creates a harmonious design of natural and man-made objects to express ideas using	<b>The learner</b> 1. identifies colors, both in natural and man-made objects, seen in the surrounding	<b>A1EL-IIa</b>	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.155-156

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>1.3 secondary colors</p> <p>2. Shapes</p> <p>2.1 geometric shapes</p> <p>2.2 organic shapes</p> <p><b>II. Principles:</b></p> <p>3. Harmony</p> <p>4. rhythm</p> <p>5. balance</p> <p><b>III. Process:</b></p> <p>6. PAINTING</p> <p>Creating colors from natural</p> <p><b>I. Elements:</b></p> <p>1. Colors</p> <p>1.1 natural colors</p> <p>1.2 primary colors</p> <p>1.3 secondary colors</p>	<p>principles of harmony, rhythm and balance through painting</p> <p>demonstrates understanding of colors and shapes, and the principles of harmony, rhythm and balance through painting</p>	<p>colors and shapes, and harmony</p> <p>creates a harmonious design of natural and man-made objects to express ideas using colors and shapes, and harmony</p>	2. expresses that colors have names, can be grouped as primary, secondary and tertiary	<b>A1EL-IIb</b>	MISOSA4-module3  *Tunog, Tinig, Tugtug at likhang sining 3. Nera, Fe Capile et al, 2000. pp.128-130
			3. experiments on painting using different painting tools and paints	<b>A1EL-IIc</b>	
			4. paints a design based on the Philippine jeepney <i>or</i> <i>fiesta</i> décor and shapes using primary colors arranged in balanced pattern	<b>A1PL-IIid-1</b>	
			5. relates personal observations on jeepney designs and fiesta decorations	<b>A1PL-IIid-2</b>	
			6. draws a design out of repeated abstract and geometric shapes like in a <i>parol</i> and paints it in primary and secondary colors	<b>A1PL-IIe</b>	
			7. uses his creativity to create paints from nature and found materials, and brushes from twigs, cloth and other materials	<b>A1PL-IIf</b>	*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.186-188  *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.114-117, 125-

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
2. Shapes 2.1 geometric shapes 2.2 organic shapes  <b>II. Principles:</b> 3. Harmony 4. rhythm 5. balance  <b>III. Process:</b> 6. PAINTING Creating colors from natural					126, 153
			8. creates a design inspired by Philippine flowers or objects found in school	<b>A1PR-IIg</b>	
			9. paints a home/school landscape or design choosing specific colors to create a certain feeling or mood	<b>A1PR-IIh-1</b>	*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.152-153
			10. appreciates and talks about the landscape he painted and the landscapes of others	<b>A1PR-IIh-2</b>	
<b>GRADE 1- THIRD QUARTER</b>					
<b>I. Elements:</b> 1. Shape 2. Texture  <b>II. Principles:</b> 3. Prints can be 3.1 Repeated 3.2 Alternated 3.3 emphasized  <b>III. Process:</b> 4. PRINTMAKING 4.1 This process allows the pupil to copy the image from nature and environment  5. Kinds of prints: 5.1 Nature print 5.2 Object prints 5.3 Stencil prints	<b>The learner...</b>  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 through printmaking	<b>The learner</b>  creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school  creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school	<b>The learner</b>  1. distinguishes between a print and a drawing or painting	<b>A1EL-IIIa</b>	MISOSA4-module8
			2. identifies the shape and texture of prints made from objects found in nature and man-made objects	<b>A1EL-IIIb</b>	MISOSA4-module7  *Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.151-153
			3. identifies artistically designed prints in his artworks and in the artworks of others	<b>A1EL-IIIc</b>	MISOSA4-module8  *Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.178-181
			4. creates a print by applying dyes on his finger or palm or any part of the body and pressing it to the paper,	<b>A1EL-IIId</b>	MISOSA4-module8  *Tunog, Tinig, Tugtog at likhang

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. Shape</li> <li>2. Texture</li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>3. Prints can be                             <ol style="list-style-type: none"> <li>3.1 Repeated</li> <li>3.2 Alternated</li> <li>3.3 emphasized</li> </ol> </li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>4. PRINTMAKING                             <ol style="list-style-type: none"> <li>4.1 This process allows the pupil to copy the image from nature and</li> </ol> </li> </ol>	<p>demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking</p>	<p>creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school</p>	<p>cloth, wall, etc. to create impression</p>		<p>sining 3. Nera, Fe Capile et al, 2000. pp.151-153</p> <p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.253-255</p> <p>*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.112-113</p>
			<p>5. creates a print by rubbing pencil or crayon on paper placed on top of a textured objects from nature and found objects</p>	<b>A1PL-IIIe</b>	<p>MISOSA4-module8</p> <p>*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.196-198</p> <p>*Tunog, Tinig, Tugtog at likhang sining 3. Nera, Fe Capile et al, 2000. pp. 168-171</p> <p>*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.122-124</p>
			<p>6. repeats a design by the use of stencil (recycled paper, plastic, cardboard, leaves, and other materials) and</p>	<b>A1PR-IIIf</b>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
environment  5. Kinds of prints: 5.1 Nature print 5.2 Object prints 5.3 Stencil prints			prints on paper, cloth, sinamay, bark, or a wall		
			7. shares experiences in experimenting different art materials	<b>A1PR-IIIg</b>	*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.125-126
			8. school/district exhibit and culminating activity in celebration of the National Arts Month (February)	<b>A1PR-IIIh</b>	
<b>GRADE 1- FOURTH QUARTER</b>					
<b>I. Elements:</b> 1. shape (3-dimension it has height, depth and width) 2. texture - feel of the surface  <b>II. Principles:</b> 3. Proportion - parts are of the proper size and weight so that the sculpture is balanced. 4. Emphasis is created by using unusual decorative materials that are big, or colorful, or unusual.  <b>III. Process:</b> 5. 3 - Dimension works and sculpture	<b>The learner...</b>  demonstrates understanding of texture and 3-D shapes, and principle of proportion and emphasis through 3-D works and sculpture	<b>The learner</b>  creates a useful 3-Dimensional object/sculpture using found objects and recycled materials	<b>The learner</b>  1. distinguishes between 2-dimensional and 3-dimensional artwork and states the difference	<b>A1EL-IVa</b>	MISOSA4-module9
			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, <i>bahay kubo</i> ) 2.3 softwood ( <i>trumpo</i> ) 2.4 paper, cardboard, (masks) 2.5 found material ( <i>parol, sarangola</i> )	<b>A1EL-IVb</b>	MISOSA4-module9  Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.258

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. shape (3-dimension it has height, depth and width)</li> <li>2. texture - feel of the surface</li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>3. Proportion - parts are of the proper size and weight so that the sculpture is balanced.</li> <li>4. Emphasis is created by using unusual decorative materials that are big, or colorful, or unusual.</li> </ol>	<p>demonstrates understanding of texture and 3-D shapes, and principle of proportion and emphasis through 3-D works and sculpture</p>	<p>creates a useful 3-Dimensional object/sculpture using found objects and recycled materials</p>	3. selects 3D objects that are well proportioned, balanced and show emphasis in design	<b>A1PL-IVc</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.259
			4. appreciates the creativity of local and indigenous craftsmen and women who created artistic and useful things out of recycled materials like the <i>parol</i> , <i>maskara</i> , local toys, masks	<b>A1PL-IVd</b>	
			5. creates a useful 3D object: a pencil holder, bowl, container, using recycled materials like plastic bottles	<b>A1PR-IVe</b>	
			6. constructs a mask out of cardboard, glue, found materials, <i>bilao</i> , paper plate, string, seeds and other found materials for a celebration like the Maskara Festival of Bacolod	<b>A1PR-IVf-1</b>	
			7. utilizes masks in simple role play or skit	<b>A1PR-IVf-2</b>	
			8. creates mobiles out of recyclable materials such as cardboards, papers, baskets, leaves, strings and other found materials	<b>A1PR-IVg</b>	
			9. creates human figures out of clay, flour-salt mixture, or paper-mache using different techniques	<b>A1PR-IVh</b>	MISOSA4-module9

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>III. Process:</b> 5. 3 - Dimension works and sculpture					

### GRADE 2

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 2- FIRST QUARTER</b>					
<b>I. Elements:</b> 1. LINES different lines 2. SHAPES natural shapes 3. COLORS contrasting  <b>II. Principles:</b> 4. variety of lines, shapes 5. proportion of body parts, fruits 6. contrast of shapes  <b>III. Process:</b> 7. DRAWING 7.1 portrait of two or more people in a composition 7.2 body in motion still life (fruits/ plants) and drawing of imaginary landscape	<b>The learner...</b>  demonstrates understanding on lines, shapes and colors as elements of art, and variety, proportion and contrast as principles of art through drawing	<b>The learner</b>  creates a composition/design by translating one's imagination or ideas that others can see and appreciates	<b>The learner</b>  1. identifies and appreciates the different styles of Filipino artists when they create portraits and still life (different lines and colors)	<b>A2EL-Ia</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 190-193  *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.144-145
			2. points out the contrast between shapes and colors of different fruits or plants and flowers in one's work and in the work of others	<b>A2EL-Ib</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.174-176, 178-179, 181-182, 222-223
			3. composes the different fruits or plants to show overlapping of shapes and the contrast of colors and shapes in his colored drawing	<b>A2EL-Ic</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.174-176, 181-182



## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. LINES different lines</li> <li>2. SHAPES natural shapes</li> <li>3. COLORS contrasting</li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>4. variety of lines, shapes</li> <li>5. proportion of body parts, fruits</li> <li>6. contrast of shapes</li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>7. DRAWING               <ol style="list-style-type: none"> <li>7.1 portrait of two or more people in a composition</li> <li>7.2 body in motion still life (fruits/ plants) and drawing of imaginary landscape</li> </ol> </li> </ol>	<p>demonstrates understanding on lines, shapes and colors as elements of art, and variety, proportion and contrast as principles of art through drawing</p>	<p>creates a composition/design by translating one's imagination or ideas that others can see and appreciates</p>	4. draws from an actual still life arrangement	<b>A2EL-Id</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.183-184
			5. portraits of persons to capture their likeness and character	<b>A2EL-Ie</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 194-197
			6. 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	<b>A2EL-If</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.194-197
			7. shows motion or action in the drawing of human bodies	<b>A2EL-Ih-1</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.172-173
			8. creates an imaginary landscape or world from a dream or a story	<b>A2EL-Ih-2</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 186-189  *Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.171-172
			9. shares stories related to the output	<b>A2EL-Ih-3</b>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>Grade 2- SECOND QUARTER</b>					
<b>I. Elements:</b> 1. Colors 1.1 Primary 1.2 Secondary 2. Shapes 2.1 organic 2.2 geometric 3. Textures 3.1 spotted 3.2 furry 3.3 shiny, slimy  <b>II. Principles:</b> 4. Contrast 5. Rhythm  <b>III. Process:</b> 6. PAINTING 6.1 fishes and sea creatures or wild forest animals designs: lines, shapes, tricycles, jeepneys	<b>The learner...</b>  demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm	<b>The learner...</b>  creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors	<b>The learner...</b>  1. describes the lines, shapes and textures seen in skin coverings of animals in the community using visual art words and actions	<b>A2EL-IIa</b>	MISOSA4-module7  Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 205-207  *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.100
			2. describes the unique shapes, colors, texture and design of the skin coverings of different fishes and sea creatures or of wild forest animals from images	<b>A2EL-IIb</b>	MISOSA4-module7  Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 208-213
			3. points out the contrasts in the colors, shapes, textures between two or more animals	<b>A2EL-IIc</b>	MISOSA4-module7  Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.214-215

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. Colors                             <ol style="list-style-type: none"> <li>1.1 Primary</li> <li>1.2 Secondary</li> </ol> </li> <li>2. Shapes                             <ol style="list-style-type: none"> <li>2.1 organic</li> <li>2.2 geometric</li> </ol> </li> <li>3. Textures                             <ol style="list-style-type: none"> <li>3.1 spotted</li> <li>3.2 furry</li> <li>3.3 shiny, slimy</li> </ol> </li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>4. Contrast</li> <li>5. Rhythm</li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>6. PAINTING                             <ol style="list-style-type: none"> <li>6.1 fishes and sea creatures or wild forest animals designs: lines, shapes, tricycles, jeepneys</li> </ol> </li> </ol>	<p>demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm</p>	<p>creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors</p>	<p>4. draws, with the use of pencil or crayon, the sea or forest animals in their habitat showing their unique shapes and features</p>	<b>A2EL-II d</b>	<p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.199-203</p> <p>*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.174-175</p>
			<p>5. paints the illustration of animals to show variety of colors and textures in their skin</p>	<b>A2EL-II e</b>	<p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.208-209</p>
			<p>6. creates designs by using two or more kinds of lines, colors and shapes by repeating or contrasting them, to show rhythm</p>	<b>A2PL-II f</b>	<p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.216-224</p>
			<p>7. uses control of the painting tools and materials to paint the different lines, shapes and colors in his work or in a group work</p>	<b>A2PR-II g-1</b>	<p>MISOSA4-module6</p> <p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.225-228</p> <p>*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.103-106</p> <p>*Umawit at Gumuhit 4.</p>

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. Colors                             <ol style="list-style-type: none"> <li>1.1 Primary</li> <li>1.2 Secondary</li> </ol> </li> <li>2. Shapes                             <ol style="list-style-type: none"> <li>2.1 Organic</li> <li>2.2 geometric</li> </ol> </li> <li>3. Textures                             <ol style="list-style-type: none"> <li>3.1 spotted</li> <li>3.2 furry</li> <li>3.3 shiny, slimy</li> </ol> </li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>4. Contrast</li> <li>5. Rhythm</li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>6. PAINTING                             <ol style="list-style-type: none"> <li>6.1 fishes and sea creatures or wild forest animals designs: lines, shapes, tricycles, jeepneys</li> </ol> </li> </ol>	<p>demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm</p>	<p>creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors</p>			<p>Valdecantos, Emelita C. 1999. pp.83-84</p>
			<p>8. draws the outline of a tricycle or jeepney on a big paper, and paints the design with lines and shapes that show repetition, contrast and rhythm</p>	<p><b>A2PR-IIg-2</b></p>	<p>Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.222-223</p>
<b>GRADE 2- THIRD QUARTER</b>					
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. shapes</li> <li>2. colors</li> <li>3. textures</li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>4. repetition of motif</li> <li>5. contrast of motif &amp; color</li> </ol>	<p><b>The learner...</b></p> <p>demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects</p>	<p><b>The learner...</b></p> <p>creates prints from natural and man-made objects that can be repeated or alternated in shape or color.</p> <p>creates prints with repeating, alternating or contrasting</p>	<p><b>The learner...</b></p> <p>1. identify natural and man-made objects with repeated or alternated shapes and colors and materials that can be used in print making</p>	<p><b>A2EL-IIIa</b></p>	<p>MISOSA4-module8</p>

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>III. Process:</b> 6. PRINTMAKING 3.1 banana trunk prints 3.2 fern prints 3.3 eraser prints 3.4 found object prints 3.5 cut out designs 6.6 card making	demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects	color or size or texture  shows skills in making a clear print from natural and man-made objects	2. creates a consistent pattern by making two or three prints that are repeated or alternated in shape or color	<b>A2PL-IIIb</b>	MISOSA4-module8
			3. create a print on paper or cloth showing repeated motif using man-made objects with flat surface	<b>A2PL-IIIc</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.235-236
			4. experiments with natural objects (leaves, twig, bark of trees, etc.) by dabbing dyes or paints on the surface and presses this on paper or cloth, <i>sinamay</i> and any other material to create a prints	<b>A2PR-IIId</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp. 238-239
			5. experiments with natural objects (banana stalks, gabi stalks, etc.) by dabbing dyes or paints on the surface and presses this on paper or cloth, <i>sinamay</i> and any other material to create prints	<b>A2PR-IIIE</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.231-232, 246-249
			6. carves a shape or letter on an eraser or <i>kamote</i> which can be painted and printed several times	<b>A2PR-IIIf</b>	MISOSA4-module9  Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.246-249
			7. create a print on paper or cloth using cut-out designs	<b>A2PR-IIIg</b>	*Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999.

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>I. Elements:</b> 1. shapes 2. colors 3. textures  <b>II. Principles:</b> 4. repetition of motif 5. contrast of motif & color  <b>III. Process:</b> 6. PRINTMAKING 6.1 banana trunk prints 6.2 fern prints 6.3 eraser prints 6.4 found object prints 6.5 cut out designs 6.6 card making	demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects	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			pp.120-121
			8. creates prints for a card and makes several copies or editions of the print so that cards can be exchanged with other persons	<b>A2PR-IIIh-1</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.241-243
			9. share your card with your love ones	<b>A2PR-IIIh-2</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.241-243
			10. school/district exhibit and culminating activity in celebration of the National Arts Month (February)	<b>A2PR-IIIh-3</b>	
<b>Grade 2- FOURTH QUARTER</b>					
<b>I. Elements:</b> 1. natural shapes 2. geometric shapes 3. texture  <b>II. Principles:</b> 4. proportion 5. balance	<b>The learner...</b>  demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts	<b>The learner</b>  creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)	<b>The learner...</b>  1. identifies the artistry of different local craftsmen in creating: 1.1 taka of different animals and figures in Paete, Laguna 1.2 <i>sarangola</i> , or kites 1.3 <i>banca</i> , native boats from Cavite, and coastal towns	<b>A2EL-IVa-1</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.264

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>III. Process:</b> 6. SCULPTURE and 3-D CRAFTS 6.1 box figure sculpture 6.2 kites and boats 6.3 paper mache animals 6.4 clay figures  <b>I. Elements:</b> 1. natural shapes 2. geometric shapes	demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts          demonstrates understanding of shapes, texture,	creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)          creates a 3-dimensional free-standing, balanced figure using different materials	2. gives value and importance to the craftsmanship of the local artists	<b>A2EL-IVa-2</b>	*Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.140
			3. sites examples of 3-dimensional crafts found in the locality giving emphasis on their shapes, textures, proportion and balance	<b>A2EL-IVb</b>	*Umawit at Gumuhit 4. Valdecantos, Emelita C. 1999. pp.141-142
			4. constructs a native kite from bamboo sticks, <i>papel de japon</i> glue, string, and fly the kite to tests its design (proportion and balance)	<b>A2EL-IVc</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.267-269
			5. learns the steps in making a paper mache with focus on proportion and balance	<b>A2PR-IVd</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.274-279
			6. shows the beginning skill in the method of creating 3-dimensional free standing figures out of different materials clay, wood, found materials, recycled objects, wire, metal, bamboo	<b>A2PR-IVe</b>	MISOSA4-module9  Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.280-282
			7. creates an imaginary robot or creature using different sizes of boxes, coils, wires, bottle caps and other found material	<b>A2PR-IVf</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.262

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
3. texture <b>II. Principles:</b> 4. proportion 5. balance  <b>III. Process:</b> 6. SCULPTURE and 3-D CRAFTS 6.1 box figure sculpture 6.2 kites and boats 6.3 paper mache animals 6.4 clay figures	proportion and balance through sculpture and 3-dimensional crafts	(found materials, recycled, local or manufactured)	8. molds an animal shape on wire or bamboo armature or framework, showing the animal in action	<b>A2PR-IVg</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.274-279
			9. creates a clay human figure that is balanced and can stand on its own	<b>A2PR-IVh</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.283-287

### GRADE 3

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 3- FIRST QUARTER</b>					
<b>I. Elements:</b> 1. Lines 1.1 lines can show movement 2. texture is created by using different lines	<b>The learner...</b>  demonstrates understanding of lines, texture, shapes and depth, contrast (size,	<b>The learner...</b>  creates an artwork of people in the province/region. On-the-spot sketching of plants trees, or buildings and	<b>The learner...</b>  1. distinguishes the size of persons in the drawing, to indicate its distance from the viewer	<b>A3EL-Ia</b>	PILOT SCHOOL – MTB MLE Lesson 1



**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>3. shape of natural objects</p> <p><b>II. Principles:</b></p> <p>4. Depth 4.1 balance of size</p> <p>5. Contrast 5.1 contrast of picture</p> <p><b>III. Process:</b></p> <p>6. DRAWING 6.1 people in the province/region on-the-spot sketching of plants, trees or building geometric line designs.</p> <p><b>I. Elements:</b></p> <p>1. Lines 1.1 lines can show movement</p> <p>2. texture is created by using different lines</p> <p>3. shape of natural objects</p> <p><b>II. Principles:</b></p> <p>4. Depth 4.1 balance of size</p>	<p>texture) through drawing</p>	<p>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</p>	<p>2. shows the illusion of space in drawing the objects and persons in different sizes</p>	<p><b>A3EL-Ib</b></p>	<p>PILOT SCHOOL – MTB MLE Lesson 2</p>
			<p>3. appreciates that artist create visual textures by using a variety of lines and colors</p>	<p><b>A3PL-Ic</b></p>	<p>PILOT SCHOOL – MTB MLE Lesson 6</p>
			<p>4. tells that in a landscape, the nearest object drawn is the foreground; the objects behind the foreground are the middle ground, while the objects farthest away are the background, and by doing this there is balance</p>	<p><b>A3PL –Id</b></p>	<p>PILOT SCHOOL – MTB MLE Lesson 4</p>
			<p>5. describes the way of life of people in the cultural community</p>	<p><b>A3PL-Ie</b></p>	<p>PILOT SCHOOL – MTB MLE Lesson 3</p> <p>*Musika at Sining 3. Sunico, Raul M. et al, 2000. pp.224-227</p>
	<p>demonstrates understanding of lines, texture, shapes and depth, contrast (size, texture) through drawing</p>	<p>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</p>	<p>6. create a geometric design by contrasting two kind of lines in terms of type or size</p>	<p><b>A3PR-If</b></p>	<p>PILOT SCHOOL – MTB MLE Lesson 6</p>
			<p>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</p>	<p><b>A3PR-Ig</b></p>	<p>PILOT SCHOOL – MTB MLE Lesson 5</p>
			<p>8. creates a pencil or pen drawing of scene in daily</p>	<p><b>A3PR-Ih</b></p>	<p>PILOT SCHOOL – MTB MLE Lesson 3</p>

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
5. Contrast 5.1 contrast of picture  <b>III. Process:</b> 6. DRAWING 6.1 people in the province/region on-the-spot sketching of plants, trees or building geometric line designs.			life, where people in the province/region show their occupation by the action they are doing	<b>A3PR-Ii</b>	PILOT SCHOOL – MTB MLE Lesson 3,4
			9. sketches and colors and view of the province/region with houses and buildings indicating the foreground middle ground and background by the size of the objects		
<b>Grade 3- SECOND QUARTER</b>					
<b>I. Elements:</b> 1. Color 1.1 mix colors to create tints, shades and neutral color 2. Shape 2.1 animals have shapes 2.2 adapted to their needs 3. Texture 3.1 is created by variety of lines  <b>II. Principles:</b> 4. Harmony 4.1 colors, shapes and lines that complement each other create harmony and a mood of the painting  <b>III. Process:</b> 5. PAINTING fruits and plants (still life) scene at the a time of day wild animal (close-up)	<b>The learner...</b>  demonstrates understanding of lines, textures, shapes and balance of size, contrast of texture through drawing	<b>The learner...</b>  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	<b>The learner...</b> 1. sees 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	<b>A3EL-IIa</b>	PILOT SCHOOL – MTB MLE Lesson 8  Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.190-192
			2. appreciates that nature is so rich for no two animals have the same shape, skin covering and color	<b>A3EL-IIb</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.214-215
			3. perceives how harmony is created in an artwork because of complementary colors and shapes	<b>A3PL-IIc</b>	PILOT SCHOOL – MTB MLE Lesson 8

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. Color                             <ol style="list-style-type: none"> <li>1.1 mix colors to create tints, shades and neutral color</li> </ol> </li> <li>2. Shape                             <ol style="list-style-type: none"> <li>2.1 animals have shapes</li> <li>2.2 adapted to their needs</li> </ol> </li> <li>3. Texture                             <ol style="list-style-type: none"> <li>3.1 is created by variety of lines</li> </ol> </li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>4. Harmony                             <ol style="list-style-type: none"> <li>4.1 Colors, shapes and lines that complement each other create harmony and a mood of the painting</li> </ol> </li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>5. PAINTING                             <ol style="list-style-type: none"> <li>fruits and plants (still life)</li> <li>scene at the a time of day</li> <li>wild animal (close-up)</li> </ol> </li> </ol>	<p>demonstrates understanding of lines, textures, shapes and balance of size, contrast of texture through drawing</p>	<p>creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs</p> <p>applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape</p>	<p>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</p>	<b>A3PR-IIId</b>	PILOT SCHOOL – MTB MLE Lesson 7
			<p>5. creates new tints and shades of colors by mixing two or more colors</p>	<b>A3PR-IIe</b>	PILOT SCHOOL – MTB MLE Lesson 7
			<p>6. paints a landscape at a particular time of the day and selects colors that complement each other to create a mood</p>	<b>A3PR-IIIf</b>	PILOT SCHOOL – MTB MLE Lesson 8
			<p>7. observes the characteristics of a wild animal by making several pencil sketches and painting it later, adding texture of its skin covering</p>	<b>A3PR-IIg</b>	PILOT SCHOOL – MTB MLE Lesson 9
			<p>8. appreciates the Filipino artists painted landscapes in their own particular style and can identify what makes each artist unique in his use of colors to create harmony</p>	<b>A3PR-IIh</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.190-192

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>Grade 3- THIRD QUARTER</b>					
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. Shape                             <ol style="list-style-type: none"> <li>1.1 letter stencils</li> <li>1.2 logo designs</li> <li>1.3 abstract shapes</li> </ol> </li> <li>2. Color                             <ol style="list-style-type: none"> <li>2.1 Complementary colors</li> </ol> </li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>3. Repetition                             <ol style="list-style-type: none"> <li>3.1 of letters and logos and shapes</li> </ol> </li> <li>4. Emphasis                             <ol style="list-style-type: none"> <li>4.1 of shapes by contrast</li> </ol> </li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>5. PRINTMAKING (stencils)                             <ol style="list-style-type: none"> <li>5.1 T-shirt/cloth pin</li> <li>5.2 poster prints</li> <li>5.3 duffel bag print</li> </ol> </li> </ol>	<p><b>The learner...</b></p> <p>demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils)</p>	<p><b>The learner...</b></p> <p>exhibits basic skills in making a design for a print and producing several clean copies of the prints</p> <p>manipulates a stencil with an adequate skill to produce a clean print for a message, slogan or logo for a T-shirt, poster bag</p> <p>produces at least 3 good copies of print using complementary colors and contrasting shapes</p>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>1. tells that a print made from objects found in nature can be realistic or abstract</li> <li>2. appreciates the importance and variety of materials used for printing</li> <li>3. observes that a print design may use repetition of shapes or lines and emphasis on contrast of shapes and lines</li> <li>4. realizes that a print design can be duplicated many times by hand or by machine and can be shared with others</li> <li>5. explain the meaning of the design created</li> <li>6. designs an attractive logo with slogan about the environment to be used for printing</li> <li>7. creates and cuts a stencil from paper or plastic sheets to be used for multiple prints on cloth or hard paper</li> </ol>	<b>A3EL-IIIa</b>	PILOT SCHOOL – MTB MLE Lesson 10
				<b>A3PL-IIIb</b>	PILOT SCHOOL – MTB MLE Lesson 10
				<b>A3PL-IIIc</b>	PILOT SCHOOL – MTB MLE Lesson 12
				<b>A3PL-IIId</b>	PILOT SCHOOL – MTB MLE Lesson 12
				<b>A3PR-IIIE</b>	PILOT SCHOOL – MTB MLE Lesson 12
				<b>A3PR-IIIf</b>	PILOT SCHOOL – MTB MLE Lesson 12
				<b>A3PR-IIIG</b>	PILOT SCHOOL – MTB MLE Lesson 12

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>I. Elements:</b> 1. Shape 1.1 letter stencils 1.2 logo designs 1.3 abstract shapes 2. Color 2.1 Complementary colors  <b>II. Principles:</b> 3. Repetition 3.1 of letters and logos and shapes 4. Emphasis 4.1 of shapes by contrast  <b>III. Process:</b> 5. PRINTMAKING (stencils) 5.1 T-shirt/cloth pin 5.2 poster prints 5.3 duffel bag print	demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils)	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	8. creates a print for a shirt, bag or a poster using stencils with abstract designs that conveys a message and can be replicated	<b>A3PR-IIIh</b>	PILOT SCHOOL – MTB MLE Lesson 12
			9. writes a slogan about the environment that correlates messages to be printed on T-shirts, posters, banners or bags	<b>A3PR-IIIg</b>	PILOT SCHOOL – MTB MLE Lesson 11
			10. school/district exhibit and culminating activity in celebration of the National Arts Month (February)	<b>A3PR-IIIh</b>	
<b>GRADE 3- FOURTH QUARTER</b>					
<b>I. Elements:</b> 1. SHAPES 1.1 human and animals 2. COLORS 2.1 primary 2.2 secondary 2.3 tertiary 3. TEXTURES 3.1 visual and actual  <b>II. Principles:</b> 4. Emphasis	<b>The learner...</b>  demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts	<b>The learner...</b>  creates a single puppet based on character in 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	1. identifies different styles of puppets made in the Philippines (form Teatro Mulat and Anino Theater Group)	<b>A3EL-IVa</b>	PILOT SCHOOL – MTB MLE Lesson 13
			2. appreciates variations of puppets in terms of material, structure, shapes, colors and intricacy of textural details	<b>A3PL-IVb</b>	PILOT SCHOOL – MTB MLE Lesson 13

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4.1 by Variation of shapes and textures</p> <p>5. CONTRAST of colors</p> <p><b>III. Process:</b></p> <p>6. SCULPTURE and CRAFTS</p> <p>6.1 puppets on a stick</p> <p>6.2 hand puppet imaginary masks</p>		<p>from a hard and stick, which can be manipulated</p>	3. creates a puppet designs that would give a specific and unique character	<b>A3PR-IVc</b>	PILOT SCHOOL – MTB MLE Lesson 13
			4. applies designs of varied shapes and colors on puppets to show the unique character of the puppet	<b>A3PR-IVd</b>	PILOT SCHOOL – MTB MLE Lesson 13
			5. constructs a simple puppet based on a character in a legend, myth or story using recyclable materials and bamboo sticks or twigs	<b>A3PR-IVe</b>	PILOT SCHOOL – MTB MLE Lesson 13
			6. manipulates a puppet to act out a character in a story together with the puppets	<b>A3PR-IVf</b>	PILOT SCHOOL – MTB MLE Lesson 13
			7. performs as puppeteer together with others, in a puppet show to tell a story using the puppet he/she created	<b>A3PR-IVg</b>	PILOT SCHOOL – MTB MLE Lesson 13
<p><b>I. Elements:</b></p> <p>1. SHAPES</p> <p>1.1 human and animals</p>	demonstrates	creates a single puppet based on character in legends,			

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
2. COLORS 2.1 primary 2.2 secondary 2.3 tertiary 3. TEXTURES 3.1 visual and actual  <b>II. Principles:</b> 4. Emphasis 4.1 by Variation of shapes and textures 5. CONTRAST of colors  <b>III. Process:</b> 6. SCULPTURE and CRAFTS 6.1 puppets on a stick 6.2 hand puppet 6.3 imaginary masks	understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts	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	8. designs and creates mask or headdress with the use of recycled or natural objects inspired by best festivals	<b>A3PR-IVh</b>	PILOT SCHOOL – MTB MLE Lesson 14
			9. creates a mask or headdress that is imaginary in design using found and recycled material, inspired by local Festivals	<b>A3PR-IVi</b>	PILOT SCHOOL – MTB MLE Lesson 14

### GRADE 4

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 4- FIRST QUARTER</b>					
<b>I. Elements:</b> 1. LINES 1.1 organic and inorganic 2. COLORS 2.1 primary and secondary 3. SHAPES 3.1 stylized based on nature  <b>II. Principles:</b> 4. REPETITION	<b>The learner...</b>  demonstrates understanding of lines, texture, and shapes; and balance of size and repetition of motifs/patterns through drawing	<b>The learner...</b>  practices variety of culture in the community by way of attire, body accessories, religious practices and lifestyle.  creates a unique design of houses, and other household	<b>The learner...</b>  1. appreciates the rich variety of cultural communities in the Philippines and their uniqueness 1.1 LUZON- Ivatan, Ifugao, Kalkminga, Bontok, Gaddang,	<b>A4EL-Ia</b>	*Manwal ng Guro Musika at Sining 4. Valdecantos, Emelita C. 1999. pp.113-114  *Manwal ng Guro Musika at Sining 3. Valdecantos, Emelita C. 1997.

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4.1 motifs</p> <p><b>III. Process:</b></p> <p>5. DRAWING</p> <p>5.1 drawing of figures of different cultural communities</p> <p>5.2 crayon etching of ethnic designs</p> <p>crayon resist of scenes from different cultural groups in the Philippines</p>		<p>objects used by the cultural groups.</p> <p>writes a comparative description of houses and utensils used by selected cultural groups from different provinces.</p>	<p>Agta</p> <p>1.2 VISAYAS – Ati</p> <p>1.3 MINDANAO-Badjao, Mangyan, Samal, Yakan, Ubanon, Manobo, Higaonon, Talaandig, Matigsalog, Bilaan, T’boli, Tiruray, Mansaka, Tausug</p>		<p>pp.123-126</p> <p>*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.136-138</p>
<p><b>I. Elements:</b></p> <p>1. LINES</p> <p>1.1 organic and inorganic</p> <p>2. COLORS</p> <p>2.1 primary and secondary</p> <p>3. SHAPES</p> <p>3.1 stylized based on nature</p> <p><b>II. Principles:</b></p> <p>4. REPETITION</p> <p>4.1 motifs</p>	<p>demonstrates understanding of lines, texture, and shapes; and balance of size and repetition of motifs/patterns through drawing</p>	<p>practices variety of culture in the community by way of attire, body accessories, religious practices and lifestyle.</p> <p>creates a unique design of houses, and other household objects used by the cultural groups.</p> <p>writes a comparative</p>	<p>2. distinguishes distinctive characteristics of several cultural communities in terms of attire, body accessories, religious practices, and lifestyles.</p>	<p><b>A4EL-Ib</b></p>	<p>*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.130-131</p> <p>*Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.134-136</p>



### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>III. Process:</b> 5. DRAWING 5.1 drawing of figures of different cultural communities 5.2 crayon etching of ethnic designs crayon resist of scenes from different cultural groups in the Philippines		description of houses and utensils used by selected cultural groups from different provinces.	3. adapts an indigenous cultural motif into a contemporary design through crayon etching technique.	<b>A4EL-Ic</b>	*Manwal ng Guro Musika at Sining 3. Valdecantos, Emelita C. 1997. pp.117-118
			4. identifies specific clothing, objects, and designs of the cultural communities and applies it to a drawing of the attire and accessories of one of these cultural groups.	<b>A4PL-Id</b>	*Manwal ng Guro Musika at Sining 3. Valdecantos, Emelita C. 1997. pp.128-129
			5. shares ideas about the practices of the different cultural communities.	<b>A4PR-Ie</b>	
			6. translates research of the artistic designs of the cultural communities into a contemporary design.	<b>A4PR-If</b>	
			7. creates a drawing after close study and observation of one of the cultural communities' way of dressing and accessories.	<b>A4PR-Ig</b>	
			8. 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.	<b>A4PR-Ih</b>	MISOSA5-module7  *Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.114-115

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			9. uses crayon resist technique in showing different ethnic designs or patterns.	<b>A4PR-II</b>	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.114-115
<b>GRADE 4- SECOND QUARTER</b>					
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. SHAPES                             <ol style="list-style-type: none"> <li>1.1 overlapping of shapes</li> </ol> </li> <li>2. COLOR                             <ol style="list-style-type: none"> <li>2.1 to show mood and atmosphere</li> </ol> </li> <li>3. SPACE                             <ol style="list-style-type: none"> <li>3.1 showing foreground, middle ground and background</li> </ol> </li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>4. PROPORTION of houses, buildings, fields, mountains, sky in a landscape</li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>5. PAINTING                             <ol style="list-style-type: none"> <li>5.1 important landscape/famous landmark in a province</li> <li>5.2 (indigenous houses)</li> <li>5.3 mural painting</li> </ol> </li> </ol>	<p><b>The learner...</b></p> <p>demonstrates understanding of lines, color, shapes, space, and proportion through drawing.</p>	<p><b>The learner...</b></p> <p>sketches and paints a landscape or mural using shapes and colors appropriate to the way of life of the cultural community.</p> <p>realizes that the choice of colors to use in a landscape gives the mood or feeling of a painting.</p>	1. discusses pictures of localities where different cultural communities live and understands that each group has distinct houses and practices.	<b>A4EL-IIa</b>	
			2. distinguishes the attire and accessories of selected cultural communities in the country in terms of colors and shapes.	<b>A4EL-IIb</b>	*Musika at Sining 5. Sunico, Raul M. et al, 2000. pp.130-131
			3. appreciates the importance of communities and their culture.	<b>A4EL-IIc</b>	
			4. compares the geographical location, practices, and festivals of the different cultural groups in the country.	<b>A4EL-IId</b>	
			5. sketches a landscape of a cultural community based on researches and observations made.	<b>A4EL-IIe</b>	
			6. paints the sketched landscape using colors appropriate to the cultural community's ways of life.	<b>A4EL-IIf</b>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>I. Elements:</b> 1. SHAPES 1.1 overlapping of shapes 2. COLOR 2.1 to show mood and atmosphere 3. SPACE 3.1 showing foreground, middle ground and background  <b>II. Principles:</b> 4. PROPORTION of houses, buildings, fields, mountains, sky in a landscape  <b>III. Process:</b> 5. PAINTING 3.2 important landscape/famous landmark in a province 3.3 (indigenous houses) 3.4 mural painting	demonstrates understanding of lines, color, shapes, space, and proportion through drawing.	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.	7. exhibits painted landscapes to create a mural for the class and the school to appreciate.	<b>A4EL-IIg</b>	
			8. tells a story or relates experiences about cultural communities seen in the landscape.	<b>A4EL-IIh</b>	
<b>GRADE 4- THIRD QUARTER</b>					
<b>I. Elements:</b> 1. LINES 1.1 organic, inorganic (mechanical) 2. COLORS 2.1 earth or natural colors 3. TEXTURE 3.2 from a variety of materials 4. SHAPES	<b>The learner...</b>  demonstrates understanding of shapes and colors and the principles of repetition, contrast, and emphasis through printmaking (stencils)	<b>The learner...</b>  creates relief and found objects prints using ethnic designs.  presents research on relief prints created by other cultural communities in the country.	<b>The learner...</b>  1. explores the texture of each material and describes its characteristic.  2. analyzes how existing ethnic motif designs are repeated and alternated.	<b>A4EL-IIIa</b>	*Manwal ng Guro Musika at Sining 4. Valdecantos, Emelita C. 1999. pp.77-80
				<b>A4PL-IIIb</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4.1 geometric/2-dimensional Shapes</p> <p><b>II. Principles:</b></p> <p>5. CONTRAST</p> <p>5.1 smooth vs. rough</p> <p>5.2 curves vs. straight lines</p> <p>5.3 small shapes vs. big shapes</p> <p>6. HARMONY</p> <p><b>III. Process:</b></p> <p>7. PRINTMAKING</p> <p>7.1 relief print</p> <p>7.2 glue print</p> <p>7.3 cardboard print found objects print</p>		<p>produces multiple copies of a relief print using industrial paint/natural dyes to create decorative borders for boards, panels etc.</p>	<p>3. discovers the process of creating relief prints and appreciates how relief prints makes the work more interesting and harmonious in terms of the elements involved.</p>	<p align="center"><b>A4PL-IIIc</b></p>	
			<p>4. draws ethnic motifs and create a design by repeating, alternating, or by radial arrangement.</p>	<p align="center"><b>A4PR-IIIId</b></p>	
			<p>5. creates a relief master or mold using additive and subtractive processes.</p>	<p align="center"><b>A4PR-IIIE</b></p>	
			<p>6. creates simple, interesting, and harmoniously arranged relief prints from a clay design.</p>	<p align="center"><b>A4PR-IIIIf</b></p>	

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <p>1. LINES 1.1 organic, inorganic (mechanical)</p> <p>2. COLORS 2.1 earth or natural colors</p> <p>3. TEXTURE 3.1 from a variety of materials</p> <p>4. SHAPES 4.1 geometric/2-dimensional Shapes</p> <p><b>II. Principles:</b></p> <p>5. CONTRAST 5.1 smooth vs. rough 5.2 curves vs. straight lines 5.3 small shapes vs. big shapes</p> <p>6. HARMONY</p> <p><b>III. Process:</b></p> <p>7. PRINTMAKING 7.1 relief print 7.2 glue print 7.3 cardboard print found objects print</p>	<p>understanding of shapes and colors and the principles of repetition, contrast, and emphasis through printmaking (stencils)</p>	<p>creates relief and found objects prints using ethnic designs.</p> <p>presents research on relief prints created by other cultural communities in the country.</p> <p>produces multiple copies of a relief print using industrial paint/natural dyes to create decorative borders for boards, panels etc.</p>	7. prints reliefs with adequate skill to produce clean prints with a particular design motif (repeated or alternated).	<b>A4PR-IIIg</b>	
			8. prints reliefs using found materials and discusses the finished artwork.	<b>A4PR-IIIh</b>	
			9. 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.	<b>A4PR-IIIi</b>	
			10. displays the finished artwork for others to critique and discuss.	<b>A4PR-IIIj-1</b>	
			11. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February).	<b>A4PR-IIIj-2</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 4- FOURTH QUARTER</b>					
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. COLOR               <ol style="list-style-type: none"> <li>1.1 dyes can be combined to create new colors</li> </ol> </li> <li>2. VALUE/TONE               <ol style="list-style-type: none"> <li>light and dark</li> </ol> </li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>3. REPETITION               <ol style="list-style-type: none"> <li>3.1 motifs, colors</li> </ol> </li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>4. SCULPTURE and 3-dimensional crafts</li> <li>5. Textile craft:               <ol style="list-style-type: none"> <li>5.1 tie-dye (one color; 2 colors)</li> <li>5.2 Mat weaving (<i>buri</i>)</li> </ol> </li> </ol>	<p><b>The learner...</b></p> <p>demonstrates understanding on color (dyes), values, and repetition of motifs through sculpture and 3-D crafts</p>	<p><b>The learner...</b></p> <p>applies individually the intricate procedures in tie-dyeing in clothes or t-shirts and compares them with one another.</p> <p>replicates traditional skills in mat weaving from indigenous material like abaca tapestries.</p> <p>researches on tie-dyed crafts of the T’boli and presents designs made by them;presents research on tie-dyed products of other cultural communities to compare their designs and colors.</p>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>1. researches and differentiates textile traditions, e.g. tie-dye done in other countries like China, India, Japan, and Indonesia in the olden times and presently,as well as in the Philippines, e.g. theTinalak made by the T’bolis.</li> <li>2. presents pictures or actual samples of different kinds of mat weaving traditions in the Philippines.</li> <li>3. discusses the intricate designs of mats woven in the Philippines:               <ol style="list-style-type: none"> <li>3.1 Basey, Samar buri mats</li> <li>3.2 Iloilo bamban mats</li> <li>3.3 Badjao&amp;Samal mats</li> <li>3.4 Tawi-tawilaminusa mats</li> <li>3.5 Romblon buri mats</li> </ol> </li> </ol>	<p><b>A4EL-Iva</b></p> <p><b>A4EL-Ivb</b></p> <p><b>A4EL-IVc</b></p>	<p></p> <p>MISOSA5-module13</p> <p>MISOSA5-module13</p>

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>I. Elements:</b> 1. COLOR 1.1 dyes can be combined to create new colors 2. VALUE/TONE light and dark  <b>II. Principles:</b> 3. REPETITION 3.2 motifs, colors  <b>III. Process:</b> 4. SCULPTURE and 3-dimensional crafts 5. Textile craft: 5.1 tie-dye (one color; 2 colors) 5.2 Mat weaving ( <i>huri</i> )	demonstrates understanding on color (dyes), values, and repetition of motifs through sculpture and 3-D crafts	applies individually the intricate procedures in tie-dyeing in clothes or t-shirts and compares them with one another.  replicates traditional skills in mat weaving from indigenous material like abaca tapestries.  researches on tie-dyed crafts of the T'boli and presents designs made by them; presents research on tie-dyed products of other cultural communities to compare their designs and colors.	4. emphasizes textile crafts like tie-dyeing which demands careful practices and faithful repetition of the steps to produce good designs.	<b>A4PL-Ivd</b>	
			5. gives meaning to the designs, colors, patterns used in the artworks.	<b>A4PL-Ive</b>	
			6. creates a small mat using colored <i>huri</i> strips or any material that can be woven, showing different designs: squares, checks zigzags, and stripes.	<b>A4PR-IVf</b>	MISOSA5-module13
			7. weaves own design similar to the style made by a local ethnic group.	<b>A4PR-IVg</b>	MISOSA5-module13
			8. creates original tie-dyed textile design by following the traditional steps in tie-dyeing using one or two colors.	<b>A4PR-IVh</b>	

#### GRADE 5

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>Grade 5- FIRST QUARTER</b>					
<b>I. Elements:</b> 1. LINES 1.1 crosshatching technique to simulate 3-dimensional effect and visual texture	<b>The learner...</b> demonstrates understanding of lines, shapes, and space; and the principles of rhythm	<b>The learner...</b> creates different artifacts and architectural buildings in the Philippines and in the locality using crosshatching	<b>The learner...</b> 1. identifies events, practices, and culture influenced by colonizers who have come to our	<b>A5EL-Ia</b>	MISOSA5-module4

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>2. SHAPES/FORMS 2.1 geometric 3-dimensional forms</p> <p>3. SPACE 3.1 distance or area</p> <p><b>II. Principles:</b></p> <p>4. RHYTHM 4.1 repeated motifs</p> <p>5. BALANCE 5.1 symmetrical and asymmetrical</p> <p><b>III. Process:</b></p> <p>6. DRAWING 6.1 drawing of archeological artifacts 6.2 drawing of Philippine houses, buildings, and churches from different historical periods (on-the-spot)</p> <p><b>I. Elements:</b></p> <p>1. LINES 1.1 crosshatching technique to simulate 3-dimensional effect and visual texture</p> <p>2. SHAPES/FORMS 2.1 geometric 3-dimensional forms</p> <p>3. SPACE 3.1 distance or area</p>	<p>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.</p> <p>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-</p>	<p>technique, geometric shapes, and space, with rhythm and balance as principles of design.</p> <p>puts up an exhibit on Philippine artifacts and houses from different historical periods (miniature or replica).</p> <p>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.</p> <p>puts up an exhibit on</p>	country by way of trading.		
			2. gives the illusion of depth/distance to simulate a 3-dimensional effect by using crosshatching and shading techniques in drawings (old pottery, boats, jars, musical instruments).	<b>A5EL-Ib</b>	*Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.137-138
			3. shows, describes, and names significant parts of the different architectural designs and artifacts found in the locality. e.g. bahaykubo, torogan, bahaynabato, simbahan, carcel, etc.	<b>A5EL-Ic</b>	*Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.139-140  *Umawit at Gumuhit 3. Valdecantos, Emelita C. 1997. pp.138-140
			4. realizes that our archipelago is strategically located and made us part of a vibrant trading tradition (Chinese merchants, Galleon Trade, silk traders)	<b>A5PL-Id</b>	MISOSA5-module4
			5. appreciates the importance of artifacts, houses, clothes, language, lifestyle - utensils, food, pottery, furniture - influenced by colonizers who have come to our country (Manunggul jar, balanghai,	<b>A5PL-Ie</b>	*Musika at Sining 6. Sunico, Raul M. et al, 2000. pp.139-140  *Manwal ng Guro Umawit at Gumuhit 6. Valdecantos,





## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>II. Principles:</b></p> <p>4. RHYTHM 4.1 repeated motifs</p> <p>5. BALANCE 5.1 symmetrical and asymmetrical</p> <p><b>III. Process:</b></p> <p>6. DRAWING 6.1 drawing of archeological artifacts 6.2 drawing of Philippine houses, buildings, and churches from different historical periods (on-the-spot)</p>	dimensional and geometric effects of an artwork.	Philippine artifacts and houses from different historical periods (miniature or replica).			
<b>Grade 5- SECOND QUARTER</b>					
<p><b>I. Elements:</b></p> <p>1. LINE 1.1 straight and curved</p> <p>2. COLOR 2.1 complementary</p> <p>3. SPACE 3.1 one-point perspective In landscape drawing</p> <p><b>II. Principles:</b></p> <p>4. HARMONY 4.1 created through the right proportions of parts</p> <p><b>III. Process:</b></p>	<p><b>The learner...</b></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</p>	<p><b>The learner...</b></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>	<p><b>The learner...</b></p> <p>1. identifies 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 inVigan, Ilocos Norte; and the torogan in Marawi)</p>	<b>A5EL-IIa</b>	<p>*Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.176-180</p>

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>5. PAINTING</p> <p>5.1 landscapes of important places in the community (natural or man-made)</p> <p><b>I. Elements:</b></p> <p>1. LINE</p> <p>1.1 straight and curved</p> <p>2. COLOR</p> <p>2.1 complementary</p> <p>3. SPACE</p> <p>3.1 one-point perspective In landscape drawing</p> <p><b>II. Principles:</b></p> <p>4. HARMONY</p> <p>4.1 created through the right proportions of parts</p> <p><b>III. Process:</b></p>	<p>proportions of parts.</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>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>	2. identifies and describes the architectural or natural features of the places visited or seen on pictures.	<b>A5EL-IIb</b>	*Umawit at Gumuhit 6. Valdecantos, Emelita C. 1999. pp.150-156
			3. realizes 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, VictorioEdades, Juan Arellano, PrudencioLamarroza, and Manuel Baldemor)	<b>A5EL-IIc</b>	MISOSA5-module5
			4. appreciates the artistry of famous Filipino artists in painting different landscapes and is able to describe what makes each artist’s masterpiece unique from others.	<b>A5PL-IId</b>	MISOSA5-module5
			5. sketches and uses complementary colors in painting a landscape.	<b>A5PL-IIe</b>	
			6. utilizes skills and knowledge about foreground, middle ground, and background to emphasize depth in painting a landscape.	<b>A5PR-IIf</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
5. PAINTING 5.1 landscapes of important places in the community (natural or man-made)			7. identifies and discusses details of the landscape significant to the history of the country.	<b>A5PR-IIg</b>	
<b>Grade 5- THIRD QUARTER</b>					
<b>I. Elements:</b> 1. LINE 1.1 thick and thin 1.2 straight, curved, and jagged 2.TEXTURE 2.1 ribbed, fluted, woven, carved <b>II. Principles:</b> 3. CONTRAST 3.1 carved, textured areas and solid areas 3.2 thick, textured lines and fine lines <b>III. Process:</b> 4. PRINTMAKING 4.1 linoleum or rubber print or wood print of a Philippine mythological creature	<b>The learner...</b>  demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths.  demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths.	<b>The learner...</b>  creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.  creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.	<b>The learner...</b>  1. discusses the richness of Philippine myths and legends (MariangMakiling, Bernardo Carpio, <i>dwende</i> , <i>capre</i> , <i>sirena</i> , Darna, <i>diwata</i> , DalagangMagayon, etc.) from the local community and other parts of the country.	<b>A5EL-IIIa</b>	
			2. explores 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.	<b>A5EL-IIIb</b>	
			3. identifies possible uses of the printed artwork	<b>A5EL-IIIc</b>	
			4. shows skills in creating a linoleum, rubber or wood cut print with the proper use of carving tools.	<b>A5PL-IIId</b>	
			5. creates variations of the same print by using different colors of ink in printing the master plate.	<b>A5PR-IIIE</b>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <p>1. LINE</p> <p>1.2 thick and thin</p> <p>1.2 straight, curved, and jagged</p> <p>2.TEXTURE</p> <p>2.1 ribbed, fluted, woven, carved</p> <p><b>II. Principles:</b></p> <p>3. CONTRAST</p> <p>carved, textured areas and solid areas</p> <p>3.1thick, textured lines and fine lines</p> <p><b>III. Process:</b></p> <p>4. PRINTMAKING</p> <p>4.1 linoleum or rubber print or wood print of a</p>	<p>demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths.</p>	<p>creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.</p>	<p>6. follows the step-by-step process of creating a print :</p> <p>6.1 sketching the areas to be carved out and areas that will remain</p> <p>6.2 carving the image on the rubber or wood using sharp cutting tools</p> <p>6.3 preliminary rubbing</p> <p>6.4 final inking of the plate with printing ink</p> <p>6.5 placing paper over the plate, rubbing the back of the paper</p> <p>6.6 impressing the print</p> <p>6.7 repeating the process to get several editions of the print</p>	<b>A5PR-III f</b>	
			<p>7. 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.</p>	<b>A5PR-III g</b>	
			<p>8. utilizes contrast in a carved or textured area in an artwork.</p>	<b>A5PR-III h-1</b>	
			<p>9. produces several editions of the same print that are well-inked and evenly printed.</p>	<b>A5PR-III h-2</b>	
			<p>10. participates in a school/district exhibit and culminating activity in</p>		

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Philippine mythological creature			celebration of the National Arts Month (February)	<b>A5PR-IIIh-3</b>	
<b>GRADE 5- FOURTH QUARTER</b>					
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. COLOR                             <ol style="list-style-type: none"> <li>1.1 primary</li> <li>1.2 secondary</li> </ol> </li> <li>2. SHAPE                             <ol style="list-style-type: none"> <li>2.1 geometric</li> <li>2.2 organic</li> </ol> </li> <li>3. SPACE                             <ol style="list-style-type: none"> <li>3.1 distance</li> <li>3.2 area</li> </ol> </li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>4. REPETITION                             <ol style="list-style-type: none"> <li>4.1 colors, shapes</li> </ol> </li> <li>5. BALANCE                             <ol style="list-style-type: none"> <li>5.1 structure and shape</li> </ol> </li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>6. SCULPTURE AND 3-D CRAFTS                             <ol style="list-style-type: none"> <li>6.1 mobile</li> <li>6.2 papier-mâché or clay jar with geometric patterns</li> <li>6.3 paper beads (bracelet, necklace, earring, ID lanyard, etc.</li> </ol> </li> </ol>	<p><b>The learner...</b></p> <p>demonstrates understanding of colors, shapes, space, repetition, and balance through sculpture and 3-dimensional crafts.</p>	<p><b>The learner...</b></p> <p>demonstrates fundamental construction skills in making a 3-dimensional craft that expresses balance, artistic design, and repeated variation of decorations and colors</p> <ol style="list-style-type: none"> <li>1. papier-mâché jars with patterns</li> <li>2. paper beads</li> </ol> <p>constructs 3-D craft using primary and secondary colors, geometric shapes, space, and repetition of colors to show balance of the structure and shape</p> <ol style="list-style-type: none"> <li>3. mobile</li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>1. identifies the materials used in making 3-dimensional crafts which express balance and repeated variation of shapes and colors                             <ol style="list-style-type: none"> <li>1.1 mobile</li> <li>1.2 papier-mâché jar</li> <li>1.3 paper beads</li> </ol> </li> </ol>	<b>A5EL-IVa</b>	
			<ol style="list-style-type: none"> <li>2. identifies the different techniques in making 3-dimensional crafts                             <ol style="list-style-type: none"> <li>2.1 mobile</li> <li>2.2 papier-mâché jar</li> <li>2.3 paper beads</li> </ol> </li> </ol>	<b>A5EL-IVb</b>	
			<ol style="list-style-type: none"> <li>3. explores possibilities on the use of created 3-D crafts.</li> </ol>	<b>A5EL-IVc</b>	
			<ol style="list-style-type: none"> <li>4. applies knowledge of colors, shapes, and balance in creating mobiles, papier-mâché jars, and paper beads.</li> </ol>	<b>A5PL-IVd</b>	
			<ol style="list-style-type: none"> <li>5. displays artistry in making mobiles with varied colors and shapes.</li> </ol>	<b>A5PL-IVe</b>	
			<ol style="list-style-type: none"> <li>6. creates designs for making 3-dimensional crafts                             <ol style="list-style-type: none"> <li>6.1 mobile</li> </ol> </li> </ol>	<b>A5PR-IVf</b>	

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			6.2 papier-mâché jar 6.3 paper beads		
			7. shows skills in making a papier-mâché jar	<b>A5PR-IVg</b>	
			8. creates paper beads with artistic designs and varied colors out of old magazines and colored papers for necklace, bracelet, ID lanyard.	<b>A5PR-IVh</b>	

### GRADE 6

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 6 - FIRST QUARTER</b>					
<b>I. Elements:</b> 1. LINE 2. SHAPE 3. COLOR 4. TEXTURE 5. producing these using technology  <b>II. Principles:</b> 6. CONTRAST 7. EMPHASIS  <b>III. Process:</b> 8. DRAWING – NEW TECHNOLOGIES 8.1 logo 8.2 cartoon character	<b>The learner...</b>  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.	<b>The learner...</b>  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.	<b>LOGO DESIGN</b> Software: Inkscape (Open Source) for Laptop/Desktop PC  <b>The learner...</b> 1. realizes that art processes, elements and principles still apply even with the use of new technologies.	<b>A6EL-Ia</b>	
			2. appreciates the elements and principles applied in commercial art.	<b>A6PL-Ia</b>	
			3. applies concepts on the use of the software (commands, menu, etc.).	<b>A6PR-Ib</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. LINE</li> <li>2. SHAPE</li> <li>3. COLOR</li> <li>4. TEXTURE</li> <li>5. producing these using technology</li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>6. CONTRAST</li> <li>7. EMPHASIS</li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>8. DRAWING – NEW TECHNOLOGIES               <ol style="list-style-type: none"> <li>8.1 logo</li> <li>8.2 cartoon character</li> </ol> </li> </ol>	<p>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.</p>	<p>creates concepts through art processes, elements, and principles using new technologies (hardware and software) to create personal or class logo.</p> <p>designs cartoon character on-the spot using new technologies.</p>	<p>4. utilizes art skills in using new technologies (hardware and software).</p>	<p><b>A6PR-Ic</b></p>	
			<p>5. creates personal or class logo as visual representation that can be used as a product, brand, or trademark</p>	<p><b>A6PR-Id</b></p>	
			<p>6. explains ideas about the logo</p>	<p><b>A6PR-Id</b></p>	
			<p><b>CARTOON CHARACTER Making</b>            Software: Inkscape (Open Source) for Laptop/Desktop PC            Software: Sketch n’ Draw (Open Source) for Tablet PC</p> <p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>1. realizes that art processes, elements, and principles still apply even with the use of technologies.</li> </ol>	<p><b>A6EL-Ie</b></p>	
			<ol style="list-style-type: none"> <li>2. appreciates the elements and principles applied in comic art.</li> </ol>	<p><b>A6PL-Ie</b></p>	
			<ol style="list-style-type: none"> <li>3. applies concepts on the steps/procedures in cartoon character making.</li> </ol>	<p><b>A6PR-If</b></p>	
			<ol style="list-style-type: none"> <li>4. utilizes art skills in using new technologies (hardware and software) in cartoon character making.</li> </ol>	<p><b>A6PR-Ig</b></p>	
			<ol style="list-style-type: none"> <li>5. creates own cartoon character to entertain, express opinions, ideas, etc</li> </ol>	<p><b>A6PR-Ih</b></p>	



**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			6. explains ideas about the cartoon character	<b>A6PR-Ih</b>	
<b>GRADE 6- SECOND QUARTER</b>					
<b>I. Elements:</b> 1. SHAPES 2. SPACE 3. COLOR 4. primary, secondary, and intermediate  <b>II. Principles:</b> 5. EMPHASIS 6. HARMONY 7. CONTRAST 8. lines, shapes  <b>III. Process:</b> 9. PAINTING – NEW TECHNOLOGIES 9.1 digital painting graphic design (poster)	<b>The learner...</b>  demonstrates understanding of shapes, space, colors, and the principles of emphasis, harmony and contrast in digital painting and poster design using new technologies.	<b>The learner...</b>  applies concepts on the use of software in creating digital paintings and graphic designs.	<b>DIGITAL PAINTING</b> Software: Gimp (Open Source) for Laptop/Desktop PC Software: Paint (Windows) for Laptop/Desktop PC Software: Photo Editor (Open Source) for Tablet PC  <b>The learner...</b>  1. realizes that art processes, elements and principles still apply even with the use of technologies.	<b>A6EL-IIa</b>	
			2. appreciates the elements and principles applied in digital art.	<b>A6PL-IIa</b>	
			3. applies concepts on the use of the software (commands, menu, etc.)	<b>A6PR-IIb</b>	
			4. utilizes art skills using new technologies (hardware and software) in digital painting.	<b>A6PR-IId</b>	
			5. creates a digital painting similar with the Masters' (e.g., Van Gogh, Amorsolo, etc.) in terms of style, theme, etc.	<b>A6PR-IIc</b>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. SHAPES</li> <li>2. SPACE</li> <li>3. COLOR</li> <li>4. primary, secondary, and intermediate</li> </ol> <p><b>II. Principles:</b></p> <ol style="list-style-type: none"> <li>5. EMPHASIS</li> <li>6. HARMONY</li> <li>7. CONTRAST</li> <li>8. lines, shapes</li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>9. PAINTING – NEW TECHNOLOGIES</li> <li>9.1 digital painting graphic design (poster)</li> </ol>	<p>demonstrates understanding of shapes, space, colors, and the principles of emphasis, harmony and contrast in digital painting and poster design using new technologies</p>	<p>applies concepts on the use of software in creating digital paintings and graphic designs.</p>	<p><b>GRAPHIC DESIGN (Poster Layout)</b>                      Software: Gimp (Open Source) for Laptop/Desktop PC                      Software: MS Publisher (Windows) for Laptop/Desktop PC  <b>The learner...</b></p> <p>6. realizes that art processes, elements and principles still apply even with the use of technologies.</p>	<b>A6EL-IIe</b>	
			<p>7. appreciates the elements and principles applied in layouting.</p>	<b>A6PL-IIf</b>	
			<p>8. applies skills in layouting and photo editing using new technologies (hardware and software) in making a poster.</p>	<b>A6PR-IIg</b>	
			<p>9. creates an advertisement/commercial or announcement poster.</p>	<b>A6PR-IIh</b>	
<b>Grade 6- THIRD QUARTER</b>					
<p><b>I. Elements:</b></p> <ol style="list-style-type: none"> <li>1. COLORS                             <ol style="list-style-type: none"> <li>1.1 primary blended with secondary and intermediate colors</li> </ol> </li> <li>2. SHAPES                             <ol style="list-style-type: none"> <li>2.1 letters and geometric shapes</li> </ol> </li> <li>3. VALUES/TONES</li> </ol>	<p><b>The learner...</b></p> <p>demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using</p>	<p><b>The learner...</b></p> <p>creates simple printmaking (silkscreen) designs on t-shirts and posters.</p> <p>describes the basic concepts and principles of basic photography.</p>	<p><b>PRINTMAKING (Silk-screen Printing)</b>  <b>The learner...</b></p> <p>1. knows that design principles still apply for any new design (contrast of colors, shapes, and lines</p>	<b>A6EL-IIIa</b>	

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>3.1 lightness and darkness</p> <p><b>II. Principles:</b></p> <p>4. EMPHASIS</p> <p>5. CONTRAST</p> <p>5.1 shapes and colors</p> <p>6. HARMONY</p> <p>6.1 letters, shapes, colors</p> <p><b>III. Process:</b></p> <p>7. PRINTMAKING (silkscreen printing)</p> <p>8. BASIC PHOTOGRAPHY</p>	<p>new technologies.</p> <p>demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using new technologies.</p>	<p>creates simple printmaking (silkscreen) designs on t-shirts and posters.</p> <p>describes the basic concepts and principles of basic photography.</p>	<p>produces harmony) whether done by hand or machine (computer).</p>		
			<p>2. understands 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.</p>	<b>A6PL-IIIb</b>	
			<p>3. applies concepts on the steps/procedure in silkscreen printing.</p>	<b>A6PR-IIIc</b>	
			<p>4. produces own prints from original design to silkscreen printing to convey a message or statement.</p>	<b>A6PR-IIId</b>	
			<p><b>BASIC PHOTOGRAPHY</b></p> <p>A. Phone Camera</p> <p>B. Point and Shoot Digital Camera</p>	<b>A6EL-IIIE</b>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>I. Elements:</b> 1. COLORS 1.1 primary blended with secondary and intermediate colors 2. SHAPES 2.1 letters and geometric shapes 3. VALUES/TONES lightness and darkness <b>II. Principles:</b> 4. EMPHASIS 5. CONTRAST 5.1 shapes and colors 6. HARMONY 6.1 letters, shapes, colors <b>III. Process:</b> 7. PRINTMAKING (silkscreen printing) 8. BASIC PHOTOGRAPHY	demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using new technologies.	creates simple printmaking (silkscreen) designs on t-shirts and posters.  describes the basic concepts and principles of basic photography.	<b>The learner...</b>  5. realizes that art processes, elements, and principles still apply even with the use of technologies.		
			6. understands concepts and principles of photography.	<b>A6PL-IIIIf</b>	
			7. identifies the parts and functions of the camera (point and shoot or phone camera).	<b>A6PR-IIIg</b>	
			8. applies composition skills to produce a printed photograph for a simple photo essay.	<b>A6PR-IIIh</b>	
			9. participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February)		
<b>GRADE 6- FOURTH QUARTER</b>					
<b>I. Elements:</b> 1. SHAPES 1.1 letters and geometric shapes 2. COLORS 2.1 primary blended with secondary and intermediate colors <b>II. Principles:</b> 3. CONTRAST 3.1 of shapes and colors	<b>The learner...</b>  demonstrates understanding of shapes, colors, and the principles of contrast and harmony through the use of new media in creating audio-video art and product or package design.	<b>The learner...</b>  creates an actual 3-D digitally-enhanced paper bag for a product or brand.  applies concepts on the use of new technologies (hardware and software) in creating an audio-video art/animation.	<b>SCULPTURE – PACKAGE/PRODUCT DESIGN (Paper Bag)</b>  <b>The learner...</b>  1. knows that design principles and elements relates to everyday objects.	<b>A6EL-IVa</b>	
			2. appreciates the elements and principles applied in product design.	<b>A6PL-IVa</b>	

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
4. HARMONY 4.1 of letters, shapes, colors  <b>III. Process:</b> 5. SCULPTURE – PACKAGE/PRODUCT DESIGN (paper bag) 6. NEW MEDIA – AUDIO-VIDEO ART or ANIMATION (electronic collage)	demonstrates understanding of shapes, colors, and the principles of contrast and harmony through the use of new media in creating audio-video art and product or package design.	creates an actual 3-D digitally-enhanced paper bag 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.)	<b>A6PR-IVb</b>	
			4. utilizes art skills in using new technologies (hardware and software) in package design.	<b>A6PR-IVc</b>	
			5. creates an actual 3-D digitally-enhanced product design for a paper bag.	<b>A6PR-IVd</b>	
			<b>NEW MEDIA – AUDIO-VIDEO ART or ANIMATION (Electronic Collage)</b>  Software: Synfic Studio for 2D Animation (Open Source) for Laptop/Desktop PC Software: Blender for 3D Animation (Open Source) for Laptop/Desktop PC Software: MS Movie Maker (Windows) for Laptop/Desktop PC	<b>A6EL-IVe</b>	

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>I. Elements:</b> 1. SHAPES 1.1 letters and geometric shapes 2. COLORS 2. 1 primary blended with secondary and intermediate colors  <b>II. Principles:</b> 3. CONTRAST 3.1 of shapes and colors 4. HARMONY 4.1 of letters, shapes, colors  <b>III. Process:</b> 5. SCULPTURE – PACKAGE/PRODUCT DESIGN (paper bag) 6. NEW MEDIA – AUDIO-VIDEO ART or ANIMATION (electronic collage)	demonstrates understanding of shapes, colors, and the principles of contrast and harmony through the use of new media in creating audio-video art and product or package design.	creates an actual 3-D digitally-enhanced paper bag for a product or brand.  applies concepts on the use of new technologies (hardware and software) in creating an audio-video art/animation.	<b>The learner...</b>  6. realizes that art processes, elements and principles still apply even with the use of technologies.		
			7. appreciates the elements and principles applied in audio-video art.	<b>A6PL-IVe</b>	
			8. applies concepts on the use of the software (commands, menu, etc.)	<b>A6PR-IVf</b>	
			9. utilizes art skills in using new technologies (hardware and software)	<b>A6PR-IVg</b>	
			10. creates an audio-video art /animation promoting a product.	<b>A6PR-IVh</b>	

### GRADE 7

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 7- FIRST QUARTER</b>					
<b>Arts and Crafts of Luzon (Highlands and Lowlands)</b> 1. Attire, Fabrics, and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures	<b>The learner...</b> 1. art elements and processes by synthesizing and applying prior	<b>The learner...</b> 1. create artworks showing the characteristic elements of the arts of Luzon (highlands and lowlands)	<b>The learner...</b> 1. analyze elements and principles of art in the production of one's arts and crafts inspired by the	<b>A7EL-1b-1</b>	OHSP Arts Module Q1 – Lesson 3,4

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4. Sculptures (gods/rituals) 5. Everyday objects</p> <p><b>I. Elements of Art</b></p> <p>6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space</p> <p><b>II. Principles of Art</b></p> <p>12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion</p> <p><b>III. Process</b></p> <p>17. Drawing and Painting 18. Sculpture and Assemblage 19. Mounting an exhibit: 19.1 Concept 19.2 Content / labels 19.3 Physical layout</p> <p><b>Arts and Crafts of Luzon (Highlands and Lowlands)</b></p> <p>1. Attire, Fabrics, and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects</p>	<p>knowledge and skills</p> <p>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</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p> <p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>2. the salient features of the arts of Luzon (highlands and lowlands) by showing</p>	<p>2. exhibit completed artworks for appreciation and critiquing</p> <p>1. create artworks showing the characteristic elements of the arts of Luzon (highlands and lowlands)</p> <p>2. exhibit completed</p>	<p>arts of Luzon (highlands and lowlands)</p>		
			<p>2. identify 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.)</p>	<b>A7EL-Ia-2</b>	MISOSA5-module4  OHSP Arts Module Q1- Lesson 2
			<p>3. reflect on and derive the mood, idea, or message emanating from selected artifacts and art objects</p>	<b>A7PL-Ih-1</b>	
			<p>4. appreciate the artifacts and art objects in terms of their uses and their distinct use of art elements and principles</p>	<b>A7PL-Ih-2</b>	OHSP Arts Module Q1
			<p>5. incorporate the design, form, and spirit of the highland/lowland artifact and object in one's creation</p>	<b>A7PL-Ih-3</b>	
			<p>6. trace the external (foreign) and internal (indigenous) influences reflected in the design of an artwork and in the making of a craft or artifact</p>	<b>A7PL-Ih-4</b>	OHSP Arts Module Q1

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements of Art</b></p> <p>6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space</p> <p><b>II. Principles of Art</b></p> <p>12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion</p> <p><b>III. Process</b></p> <p>17. Drawing and Painting 18. Sculpture and Assemblage 19. Mounting an exhibit: 19.1 Concept 19.2 Content / labels 19.3 Physical layout</p> <p><b>Arts and Crafts of Luzon (Highlands and Lowlands)</b></p> <p>1. Attire, Fabrics, and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures</p>	<p>the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p> <p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>2. the salient features of the arts of Luzon</p>	<p>artworks for appreciation and critiquing</p> <p>1. create artworks showing the characteristic elements of the arts of Luzon (highlands and lowlands)</p>	7. create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	<b>A7PR-Ic-e-1</b>	OHSP Arts Module Q1
			8. derive elements from traditions/history of a community for one's artwork	<b>A7PR-If-2</b>	
			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)	<b>A7PR-If-3</b>	OHSP Arts Module Q1
			10. show 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)	<b>A7PR-Ih-4</b>	



**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4. Sculptures (gods/rituals) 5. Everyday objects</p> <p><b>II. Elements of Art</b> 6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space</p> <p><b>II. Principles of Art</b> 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion</p> <p><b>III. Process</b> 17. Drawing and Painting 18. Sculpture and Assemblage 19. Mounting an exhibit: 19.1 Concept 19.2 Content / labels 19.3 Physical layout</p>	<p>(highlands and lowlands) by showing the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p>	<p>2. exhibit completed artworks for appreciation and critiquing</p>	<p>11. mount an exhibit using completed Luzon (highlands and lowlands)-inspired arts and crafts in an organized manner</p>	<p><b>A7PR-Ig-5</b></p>	
<b>GRADE 7- SECOND QUARTER</b>					
<p><b>Arts and Crafts of MIMAROPA (Mindoro, Marinduque, Romblon, and Palawan) and the Visayas</b> 1. Attire, Fabrics, and Tapestries</p>	<p><b>The learner...</b> 1. art elements and processes by synthesizing and</p>	<p><b>The learner...</b> create artwork showing the characteristic elements of the arts of MIMAROPA and the</p>	<p><b>The learner...</b> 1. analyze elements and principles of art in the production one's arts and</p>	<p><b>A7EL-IIb-1</b></p>	<p>OHSP Arts Module Q1</p>

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>2. Crafts and Accessories, and Body Ornamentation</p> <p>3. Architectures</p> <p>4. Sculptures (gods/rituals)</p> <p>5. Everyday objects</p> <p><b>I. Elements of Art</b></p> <p>6. Line</p> <p>7. Shape and Form</p> <p>8. Value</p> <p>9. Color</p> <p>10. Texture</p> <p>11. Space</p> <p><b>II. Principles of Art</b></p> <p>12. Rhythm, Movement</p> <p>13. Balance</p> <p>14. Emphasis</p> <p>15. Harmony, Unity, Variety Proportion</p> <p><b>III. Process</b></p> <p>16. Drawing and Painting</p> <p>17. Sculpture and Assemblage</p> <p>18. Mounting an exhibit:</p> <p>18.1 Concept</p> <p>18.2 Content / labels</p> <p>18.3 Physical layout</p> <p><b>Arts and Crafts of MIMAROPA (Mindoro, Marinduque, Romblon, and Palawan) and the Visayas</b></p> <p>1. Attire, Fabrics, and Tapestries</p>	<p>applying prior knowledge and skills</p> <p>2. the salient features of the arts of MIMAROPA and the Visayan Islands by showing the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p> <p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p>	<p>Visayas</p> <p>create artwork showing the characteristic elements of the arts of MIMAROPA and the Visayas</p>	<p>crafts inspired by the arts of MIMAROPA and the Visayas</p>		
			<p>2. identify 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.</p>	<b>A7EL-IIa-2</b>	
			<p>3. reflect on and derive the mood, idea or message emanating from selected artifacts and art objects</p>	<b>A7PL-IIh-1</b>	
			<p>4. appreciate the artifacts and art objects in terms of its utilization and its distinct use of art elements and principles</p>	<b>A7PL-IIh-2</b>	
			<p>5. incorporate the design, form and spirit of artifacts and art objects from MIMAROPA and the Visayas</p>	<b>A7PL-IIh-3</b>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>2.Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects</p> <p><b>I. Elements of Art</b> 6. Line 7. Shape and Form 8. Value 9.Color 10. Texture 11. Space</p> <p><b>II. Principles of Art</b> 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety Proportion</p> <p><b>III. Process</b> 16. Drawing and Painting 17.Sculpture and Assemblage 18. Mounting an exhibit: 18.1 Concept 18.2 Content / labels 18.3 Physical layout</p> <p><b>Arts and Crafts of MIMAROPA (Mindoro, Marinduque, Romblon, and Palawan) and the Visayas</b>  1. Attire, Fabrics, and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures</p>	<p>2. the salient features of the arts of MIMAROPA and the Visayan Islands by showing the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p> <p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>2. the salient features of the arts of</p>	<p>create artwork showing the characteristic elements of the arts of MIMAROPA and the Visayas</p>	6. trace 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	<b>A7PL-IIh-4</b>	OHSP Arts Module Q1
			7. create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	<b>A7PR-IIc-e-1</b>	
			8. derive elements from traditions/history of a community for one's artwork	<b>A7PR-IIf-2</b>	
			9. correlate 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)	<b>A7PR-IIf-3</b>	OHSP Arts Module Q1
			10. show the relationship of MIMAROPA and Visayas arts and crafts to Philippine culture, traditions, and history (Islamic influences, Spanish heritage, and American legacies in education, business,	<b>A7PR-IIh-4</b>	OHSP Arts Module Q1

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
4. Sculptures (gods/rituals) 5. Everyday objects  <b>I. Elements of Art</b> 6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space  <b>II. Principles of Art</b> 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety Proportion  <b>III. Process</b> 16. Drawing and Painting 17. Sculpture and Assemblage 18. Mounting an exhibit: 18.1 Concept 18.2 Content / labels 18.3 Physical layout	MIMAROPA and the Visayan Islands 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 artistic and cultural tradition from precolonial to present times		modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices)	<b>A7PR-IIg-5</b>	
			11. mount an exhibit using completed MIMAROPA-Visayan-inspired arts and crafts in an organized manner		
<b>GRADE 7- THIRD QUARTER</b>					
<b>Arts and Crafts of Mindanao</b> 1. Attire, Fabrics and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects	<b>The learner...</b> 1. art elements and processes by synthesizing and applying prior knowledge and skills	<b>The learner...</b> 1. create artworks showing the characteristic elements of the arts of Mindanao  2. exhibit completed artworks	<b>The learner...</b> 1. analyze elements and principles of art in the production one's arts and crafts inspired by the arts of Mindanao	<b>A7EL-IIIb-1</b>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements of Art</b></p> <p>6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space</p> <p><b>II. Principles of Art</b></p> <p>12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion</p> <p><b>III. Process</b></p> <p>17. Drawing and Painting 18. Sculpture and Assemblage 19. Mounting an exhibit: 19.1 Concept 19.2 Content / labels 19.3 Physical layout</p> <p><b>Arts and Crafts of Mindanao</b></p> <p>1. Attire, Fabrics and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects</p>	<p>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</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p>	<p>for appreciation and critiquing</p>			
			2. identify 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.	<b>A7EL-IIIa-2</b>	OHSP Arts Module Q1
			3. reflect on and derive the mood, idea, or message emanating from selected artifacts and art objects	<b>A7PL-IIIh-1</b>	
			4. appreciate the artifacts and art objects in terms of its utilization and their distinct use of art elements and principles	<b>A7PL-IIIh-2</b>	
			5. incorporate the design, form, and spirit of artifacts and objects from Mindanao to one's creation	<b>A7PL-IIIh-3</b>	
	<p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>2. the salient features of the arts of</p>	<p>1. create artworks showing the characteristic elements of the arts of Mindanao</p> <p>2. exhibit completed artworks for appreciation and critiquing</p>			

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements of Art</b></p> <p>6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space</p> <p><b>II. Principles of Art</b></p> <p>12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion</p> <p><b>III. Process</b></p> <p>17. Drawing and Painting 18. Sculpture and Assemblage 19. Mounting an exhibit: 19.1 Concept 19.2 Content / labels 19.3 Physical layout</p> <p><b>Arts and Crafts of Mindanao</b></p> <p>1. Attire, Fabrics and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects</p>	<p>Mindanao by showing the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p>		6. trace 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	<b>A7PL-IIIh-4</b>	OHSP Arts Module Q1
			7. create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).	<b>A7PR-IIIc-e-1</b>	
			8. derive elements from traditions/history of a community for one's artwork	<b>A7PR-IIIf-2</b>	
			9. show 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)	<b>A7PR-IIIf-3</b>	OHSP Arts Module Q1
			10. show the relationship of Mindanao's arts and crafts to Philippine culture, traditions, and history, particularly with Islamic influences and indigenous (Lumad) practices	<b>A7PR-IIIh-4</b>	
	<p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>2. the salient features</p>	<p>1. create artworks showing the characteristic elements of the arts of Mindanao</p> <p>2. exhibit completed artworks for appreciation and critiquing</p>			

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Elements of Art</b></p> <ol style="list-style-type: none"> <li>6. Line</li> <li>7. Shape and Form</li> <li>8. Value</li> <li>9. Color</li> <li>10. Texture</li> <li>11. Space</li> </ol> <p><b>II. Principles of Art</b></p> <ol style="list-style-type: none"> <li>12. Rhythm, Movement</li> <li>13. Balance</li> <li>14. Emphasis</li> <li>15. Harmony, Unity, Variety</li> <li>16. Proportion</li> </ol> <p><b>III. Process</b></p> <ol style="list-style-type: none"> <li>17. Drawing and Painting</li> <li>18. Sculpture and Assemblage</li> <li>19. Mounting an exhibit:               <ol style="list-style-type: none"> <li>19.1 Concept</li> <li>19.2 Content / labels</li> <li>19.3 Physical layout</li> </ol> </li> </ol>	<p>of the arts of Mindanao by showing the relationship of the elements of art and processes among culturally diverse communities in the country</p> <p>3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times</p>		<ol style="list-style-type: none"> <li>11. mount exhibit using completed Mindanao-inspired arts and crafts in an organized manner</li> </ol>	<b>A7PR-IIIg-5</b>	
<b>GRADE 7- FOURTH QUARTER</b>					
<p><b>Festivals and Theatrical Forms Religious:</b></p> <ol style="list-style-type: none"> <li>1. Lucban, Quezon – Pahiyas</li> <li>2. Obando, Bulacan – Fertility Dance</li> <li>3. Marinduque- Moriones</li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>1. how theatrical elements (sound, music, gesture, movement ,and</li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>1. create appropriate festival attire with accessories based on authentic festival costumes</li> </ol>	<p><b>The learners:</b></p> <ol style="list-style-type: none"> <li>1. identify the festivals and theatrical forms celebrated all over the country throughout the year</li> </ol>	<b>A7EL-IVa-1</b>	OHSP Arts Module Q1

**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
<p>4. Aklan – Ati-atihan 5. Cebu – Sinulog 6. Iloilo – Dinagyang 7. Santacruznan</p> <p><b>Nonreligious / Regional Festivals</b></p> <p>8. Baguio- Panagbenga 9. Bacolod – Maskara 10. Bukidnon – Kaamulan 11. Davao – Kadayawan</p> <p><b>Representative Philippine Theatrical Forms</b></p> <p>12. Shadow Puppet Play 13. Dance Drama 14. Moro-moro 15. Sarswela 16. Senakulo</p> <p><b>I. Elements of Art as Applied to Philippine Theater and Festivals:</b></p> <p>17. Sound and Music 18. Gesture, Movement and Dance 19. Costume, Mask, Makeup and Accessories 20. Spectacle</p> <p><b>II. Principles of Arts</b></p> <p>21. Rhythm, Movement 22. Balance 23. Emphasis 24. Harmony, Unity, Variety</p>	<p>costume) affect the creation and 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>	<p>2. research on the history of the festival and theatrical composition and its evolution, and describe how the townspeople participate and contribute to the event</p>	<b>A7EL-IVb-2</b>	OHSP Arts Module Q1
			<p>3. identify the elements and principles of arts as seen in Philippine Festivals</p>	<b>A7EL-IVc-3</b>	OHSP Arts Module Q1
			<p>4. defines what makes each of the Philippine festivals unique through a visual presentation</p>	<b>A7PL-IVh-1</b>	OHSP Arts Module Q1
			<p>5. design the visual elements and components of the selected festival or theatrical form through costumes, props, etc.</p>	<b>A7PR-IVd-1</b>	OHSP Arts Module Q1
			<p>6. analyze the uniqueness of each group’s performance of their selected festival or theatrical form</p>	<b>A7PR-IVh-2</b>	
			<p>1. create appropriate festival attire with accessories based on authentic festival costumes</p>	<p>1. how theatrical elements (sound, music, gesture, movement ,and costume) affect the</p>	



**K to 12 BASIC EDUCATION CURRICULUM**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
25. Proportion  <b>III. Process</b> 26. Designing for stage, costume, and props for a theatrical play or festival 27. Choreographing movement patterns and figures 28. Recreating a Philippine festival or staging a theatrical form	creation and communication of meaning in Philippine 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 Philippine communities	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	7. choreograph the movements and gestures reflecting the mood of the selected Philippine festival/theatrical form	<b>A7PR-IVe-f-3</b>	
			8. improvise accompanying sound and rhythm of the Philippine festival/theatrical form	<b>A7PR-IVe-f-4</b>	
			9. perform in a group showcase of the selected Philippine festival/theatrical form	<b>A7PR-IVg-5</b>	

**GRADE 8**

<b>CONTENT</b>	<b>CONTENT STANDARDS</b>	<b>PERFORMANCE STANDARDS</b>	<b>LEARNING COMPETENCY</b>	<b>CODE</b>	<b>LEARNING MATERIALS</b>
----------------	--------------------------	------------------------------	----------------------------	-------------	---------------------------

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 8- FIRST QUARTER</b>					
<p><b>ARTS OF SOUTHEAST ASIA</b>  <b>Indonesia, Malaysia, Thailand, Cambodia, Myanmar, Vietnam, Lao PDR, Brunei , and Singapore</b></p> <ol style="list-style-type: none"> <li>Attire, Fabrics and Tapestries</li> <li>Crafts and Accessories, and Body Ornamentation</li> <li>Architectures</li> <li>Sculptures (gods/rituals)</li> <li>Everyday objects</li> </ol> <p><b>I. Elements of Art</b></p> <ol style="list-style-type: none"> <li>Line</li> <li>Shape and Form</li> <li>Value</li> <li>Color</li> <li>Texture</li> <li>Space</li> </ol> <p><b>II. Principles of Art</b></p> <ol style="list-style-type: none"> <li>Rhythm, Movement</li> <li>Balance</li> <li>Emphasis</li> <li>Harmony, Unity, and Variety</li> <li>Proportion</li> </ol> <p><b>III. Process</b></p> <ol style="list-style-type: none"> <li>Drawing and Painting</li> <li>Sculpture and Assemblage</li> <li>Batik processes</li> <li>Mounting an exhibit:                             <ol style="list-style-type: none"> <li>Concept</li> <li>Content / labels</li> </ol> </li> <li>Physical layout</li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>art elements and processes by synthesizing and applying prior knowledge and skills</li> <li>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</li> <li>Southeast Asian countries as having a rich artistic and cultural tradition from prehistoric to present times</li> </ol> <p>1. art elements and processes by</p>	<p><b>The learners...</b></p> <ol style="list-style-type: none"> <li>create artworks showing the characteristic elements of the arts of Southeast Asia</li> <li>exhibit completed artworks for appreciation and critiquing</li> </ol> <p>1. create artworks showing the characteristic elements of</p>	<p><i>The learners:</i></p> <ol style="list-style-type: none"> <li>analyze elements and principles of art in the production of arts and crafts inspired by the cultures of Southeast Asia</li> </ol>	<b>A8EL-Ib-1</b>	OHSP Arts Module Q2 pp.14-16
			<ol style="list-style-type: none"> <li>identify characteristics of arts and crafts in specific countries in Southeast Asia: Indonesia (batik, <i>Wayang</i> puppetry); Malaysia (modern batik, <i>wau</i>, and objects made from pewter); Thailand (silk fabrics and Loi Kratong Lantern Festival); Cambodia (AngkorWat and ancient temples); Singapore (Merlion), etc.</li> </ol>	<b>A8EL-Ia-2</b>	OHSP Arts Module Q2 – Lesson 5
			<ol style="list-style-type: none"> <li>reflect on and derive the mood, idea, or message from selected artifacts and art objects</li> </ol>	<b>A8PL-Ih-1</b>	
			<ol style="list-style-type: none"> <li>appreciate the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles</li> </ol>	<b>A8PL-Ih-2</b>	OHSP Arts Module Q2 pp.14-16
			<ol style="list-style-type: none"> <li>incorporate the design,</li> </ol>	<b>A8PL-Ih-3</b>	

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
	synthesizing and applying prior knowledge and skills	the arts of Southeast Asia	form, and spirit of Southeast Asian artifacts and objects in one's creation		
	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	2. exhibit completed artworks for appreciation and critiquing	6. trace 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	<b>A8PL-Ih-4</b>	OHSP Arts Module Q2
	3. Southeast Asian countries as having a rich artistic and cultural tradition from prehistoric to present times		7. create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., batik, silk weaving, etc.)	<b>A8PR-Ic-e-1</b>	OHSP Arts Module Q2 pp.17-23
			8. derive elements from traditions/history of a community for one's artwork	<b>A8PR-If-2</b>	
			9. show 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)	<b>A8PR-If-3</b>	OHSP Arts Module Q2

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>ARTS OF SOUTHEAST ASIA</b>  <b>Indonesia, Malaysia, Thailand, Cambodia, Myanmar, Vietnam, Lao PDR, Brunei , and Singapore</b></p> <ol style="list-style-type: none"> <li>1. Attire, Fabrics and Tapestries</li> <li>2. Crafts and Accessories, and Body Ormentation</li> <li>3. Architectures</li> <li>4. Sculptures (gods/rituals)</li> <li>5. Everyday objects</li> </ol> <p><b>I. Elements of Art</b></p> <ol style="list-style-type: none"> <li>6. Line</li> <li>7. Shape and Form</li> <li>8. Value</li> <li>9. Color</li> <li>10. Texture</li> <li>11. Space</li> </ol> <p><b>II. Principles of Art</b></p> <ol style="list-style-type: none"> <li>12. Rhythm, Movement</li> <li>13. Balance</li> <li>14. Emphasis</li> <li>15. Harmony, Unity, and Variety</li> <li>16. Proportion</li> </ol> <p><b>III. Process</b></p> <ol style="list-style-type: none"> <li>17. Drawing and Painting</li> <li>18. Sculpture and Assemblage</li> <li>19. Batik processes</li> <li>20. Mounting an exhibit:               <ol style="list-style-type: none"> <li>20.1 Concept</li> <li>20.3Content / labels</li> </ol> </li> <li>21. Physical layout</li> </ol>	<ol style="list-style-type: none"> <li>1. art elements and processes by synthesizing and applying prior knowledge and skills</li> <li>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</li> <li>3. Southeast Asian countries as having a rich artistic and cultural tradition from prehistoric to present times</li> </ol>	<ol style="list-style-type: none"> <li>1. create artworks showing the characteristic elements of the arts of Southeast Asia</li> <li>2. exhibit completed artworks for appreciation and critiquing</li> </ol>	<ol style="list-style-type: none"> <li>10. show the commonalities and differences of the culture of the Southeast Asian countries in relation to Philippine culture</li> </ol>	<b>A8PR-Ih-4</b>	
			<ol style="list-style-type: none"> <li>11. mount an exhibit using completed Southeast Asian-inspired arts and crafts in an organized manner</li> </ol>	<b>A8PR-Ig-5</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 8- SECOND QUARTER</b>					
<p><b>ARTS OF EAST ASIA</b></p> <p><b>China, Japan, and Korea</b></p> <ol style="list-style-type: none"> <li>Attire, Fabrics, and Tapestries</li> <li>Crafts and Accessories, and Body Ornamentation</li> <li>Architectures</li> <li>Sculptures (gods/rituals)</li> <li>Everyday objects</li> </ol> <p><b>I. Elements of Art</b></p> <ol style="list-style-type: none"> <li>Line</li> <li>Shape and Form</li> <li>Value</li> <li>Color</li> <li>Texture</li> <li>Space</li> </ol> <p><b>II. Principles of Art</b></p> <ol style="list-style-type: none"> <li>Rhythm, Movement</li> <li>Balance</li> <li>Emphasis</li> <li>Harmony, Unity, Variety</li> <li>Proportion</li> </ol> <p><b>Process</b></p> <ol style="list-style-type: none"> <li>Drawing and Painting</li> <li>Sculpture and Assemblage</li> <li>Printing</li> <li>Mounting an exhibit:               <ol style="list-style-type: none"> <li>Concept</li> <li>Content / Labels</li> <li>Physical layout</li> </ol> </li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>art elements and processes by synthesizing and applying prior knowledge and skills</li> <li>the salient features of the arts of East Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region</li> <li>East Asian countries as having a rich artistic and cultural tradition from prehistoric to present times</li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>create artworks showing the characteristic elements of the arts of East Asia</li> <li>exhibit completed artworks for appreciation and critiquing</li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>analyze elements and principles of art in the production of arts and crafts inspired by the cultures of East Asia</li> </ol>	<b>A8EL-IIb-1</b>	OHSP Arts Module Q2 pp.8-12
			<ol style="list-style-type: none"> <li>identify 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)</li> </ol>	<b>A8EL-IIa-2</b>	OHSP Arts Module Q2 pp.8-12
			<ol style="list-style-type: none"> <li>reflect on and derive the mood, idea or message from selected artifacts and art objects</li> </ol>	<b>A8PL-IIh-1</b>	OHSP Arts Module Q2 pp.8-12
			<ol style="list-style-type: none"> <li>appreciate the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles</li> </ol>	<b>A8PL-IIh-2</b>	
			<ol style="list-style-type: none"> <li>incorporate the design, form, and spirit of East Asian artifacts and objects to one's creation</li> </ol>	<b>A8PL-IIh-3</b>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>ARTS OF EAST ASIA</b></p> <p><b>China, Japan, and Korea</b></p> <ol style="list-style-type: none"> <li>1. Attire, Fabrics, and Tapestries</li> <li>2. Crafts and Accessories, and Body Ornamentation</li> <li>3. Architectures</li> <li>4. Sculptures (gods/rituals)</li> <li>5. Everyday objects</li> </ol> <p><b>I. Elements of Art</b></p> <ol style="list-style-type: none"> <li>6. Line</li> <li>7. Shape and Form</li> <li>8. Value</li> <li>9. Color</li> <li>10. Texture</li> <li>11. Space</li> </ol> <p><b>II. Principles of Art</b></p> <ol style="list-style-type: none"> <li>12. Rhythm, Movement</li> <li>13. Balance</li> <li>14. Emphasis</li> <li>15. Harmony, Unity, Variety</li> <li>16. Proportion</li> </ol> <p><b>III. Process</b></p> <ol style="list-style-type: none"> <li>17. Drawing and Painting</li> <li>18. Sculpture and Assemblage</li> <li>19. Printing</li> <li>20. Mounting an exhibit:               <ol style="list-style-type: none"> <li>a. Concept</li> <li>b. Content / Labels</li> <li>c. Physical layout</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. art elements and processes by synthesizing and applying prior knowledge and skills</li> <li>2. the salient features of the arts of East Asia by showing the relationship of the elements of art and processes among culturally diverse communities in the region</li> <li>3. East Asian countries as having a rich artistic and cultural tradition from prehistoric to present times</li> </ol>	<ol style="list-style-type: none"> <li>1. create artworks showing the characteristic elements of the arts of East Asia</li> <li>2. exhibit completed artworks for appreciation and critiquing</li> </ol>	6. trace the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft	<b>A8PL-IIh-4</b>	OHSP Arts Module Q2
			7. create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Gong-bi, Ikat, etc.)	<b>A8PR-IIc-e-1</b>	OHSP Arts Module Q2 pp.8
			8. derive elements from traditions/history of a community for one's artwork	<b>A8PR-IIf-2</b>	
			9. show 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)	<b>A8PR-IIf-3</b>	OHSP Arts Module Q2
			10. show the commonalities and differences of the cultures of the East Asian countries in relation to Philippine culture	<b>A8PR-IIh-4</b>	
			11. mount an exhibit using completed East Asian-inspired crafts in an organized manner	<b>A8PR-IIg-5</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS			
<b>GRADE 8- THIRD QUARTER</b>								
<p><b>ARTS OF SOUTH, WEST AND CENTRAL ASIA</b>  <b>Examples:</b>  <b>South Asia– India</b>  <b>West Asia – Iran, Saudi Arabia, and Turkey</b>  <b>Central Asia – Pakistan, Tibet</b></p> <ol style="list-style-type: none"> <li>Attire, Fabrics and Tapestries</li> <li>Crafts and Accessories, and Body Ornamentation</li> <li>Architectures</li> <li>Sculptures (gods/rituals)</li> <li>Everyday objects</li> </ol> <p><b>I. Elements of Art</b></p> <ol style="list-style-type: none"> <li>Line</li> <li>Shape and Form</li> <li>Value</li> <li>Color</li> <li>Texture</li> <li>Space</li> </ol> <p><b>II. Principles of Art</b></p> <ol style="list-style-type: none"> <li>Rhythm, Movement</li> <li>Balance</li> <li>Emphasis</li> <li>Harmony, Unity, Variety</li> <li>Proportion</li> </ol> <p><b>III. Process</b></p> <ol style="list-style-type: none"> <li>Drawing and Painting</li> <li>Sculpture and Assemblage</li> <li>Printing</li> <li>Mounting an exhibit:               <ol style="list-style-type: none"> <li>Concept</li> </ol> </li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>art elements and processes by synthesizing and applying prior knowledge and skills</li> <li>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</li> <li>that the South, West, and Central Asian countries have a rich, artistic and cultural tradition from prehistoric to present times</li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>create artworks showing the characteristic elements of the arts of South, West, and Central Asia</li> <li>exhibits completed artworks for appreciation and critiquing</li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>analyze elements and principles of art in the production of arts and crafts inspired by the cultures of South Asia, West Asia, and Central Asia</li> </ol>	<p align="center"><b>A8EL-IIIb-1</b></p>	OHSP Arts Module Q2 pp.13			
					<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>identify 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</li> </ol>	<p align="center"><b>A8EL-IIIa-2</b></p>	OHSP Arts Module Q2 pp.13	
						<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>reflect on and derive the mood, idea or message from selected artifacts and art objects</li> </ol>	<p align="center"><b>A8PL-IIIh-1</b></p>	
						<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>appreciate the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles</li> </ol>	<p align="center"><b>A8PL-IIIh-2</b></p>	
						<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>incorporate the design, form, and spirit of South, West, and Central Asian artifacts and objects to</li> </ol>	<p align="center"><b>A8PL-IIIh-3</b></p>	

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
20.2 Content / Labels 20.3 Physical layout	1. art elements and processes by synthesizing and applying prior knowledge and skills  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  3. that the South, West, and Central Asian countries have a rich, artistic and cultural tradition from prehistoric to present times	1. create artworks showing the characteristic elements of the arts of South, West, and Central Asia  2. exhibits completed artworks for appreciation and critiquing	one's creation		
			6. trace the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft	<b>A8PL-IIIh-4</b>	OHSP Arts Module Q2
			7. create arts and crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Ghonghdis, Marbling Technique, etc.)	<b>A8PR-IIIc-e-1</b>	
			8. derive elements from traditions/history of a community for one's artwork	<b>A8PR-IIIf-2</b>	
			9. show 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	<b>A8PR-IIIf-3</b>	
			10. show the commonalities and differences of the cultures of the South Asian, West Asian, and Central Asian countries in relation to Philippine culture	<b>A8PR-IIIh-4</b>	



**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			11. mount an exhibit using completed South-West-Central Asian-inspired crafts in an organized manner	<b>A8PR-IIIg-5</b>	
<b>GRADE 8- FOURTH QUARTER</b>					
<b>Festivals and Theatrical Forms of Asia</b> <ol style="list-style-type: none"> <li>Thailand – Lantern Festival</li> <li>Japan – Kodo Taiko Drum Festival</li> </ol> <b>Representative Asian Theatrical Forms</b> <ol style="list-style-type: none"> <li>Kabuki</li> <li>Noh</li> <li>Wayang Kulit</li> <li>Peking Opera</li> </ol> <b>I. Elements of Art as Applied to Asian Theater and Festivals:</b> <ol style="list-style-type: none"> <li>Sound &amp; Music</li> <li>Gesture, Movement, and Dance</li> <li>Costume, Mask, Makeup, and Accessories</li> <li>Spectacle</li> </ol> <b>II. Principles of Art</b> <ol style="list-style-type: none"> <li>Rhythm, Movement</li> <li>Balance</li> <li>Emphasis</li> <li>Harmony, Unity, and Variety</li> <li>Proportion</li> </ol> <b>III. Process</b> <ol style="list-style-type: none"> <li>Designing for stage, costume,</li> </ol>	<b>The learner...</b> <ol style="list-style-type: none"> <li>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</li> <li>theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Asian communities</li> </ol>	<b>The learner...</b> <ol style="list-style-type: none"> <li>create appropriate festival attire with accessories based on authentic festival costumes</li> <li>create/improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition</li> <li>take part in a chosen festival or in a performance in a theatrical play</li> </ol>	<b>The learner...</b> <ol style="list-style-type: none"> <li>identify selected festivals and theatrical forms celebrated all over the Asian region</li> <li>research on the history of the festival and theatrical forms and its evolution, and describe how the community participates and contributes to the event</li> <li>identify the elements and principles of arts as manifested in Asian festivals and theatrical forms</li> <li>define what make each of the Asian Festivals and Theatrical forms unique through a visual presentation</li> <li>design the visual elements and components of the selected festival or theatrical form through costumes, props, etc.</li> </ol>	<b>A8EL-IVa-1</b>	
				<b>A8EL-IVb-2</b>	
				<b>A8PL-IVc-1</b>	
				<b>A8PL-IVh-2</b>	
				<b>A8PR-IVd-1</b>	

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>props for a theatrical play or festival</p> <p>17. Choreographing movement patterns and figures Recreating an Asian festival or staging a theatrical form</p>	<p>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</p> <p>2. theater and performance as a synthesis of arts and a significant expression of the celebration of life in various Asian communities</p>	<p>1. create appropriate festival attire with accessories based on authentic festival costumes</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>	6. analyze the uniqueness of each group's performance of their selected festival or theatrical form	<b>A8PR-IVh-2</b>	
			7. show the relationship of the selected Asian festival and the festival in the Philippines in terms of form and reason for holding the celebration	<b>A8PR-IVh-3</b>	
			8. choreograph the movements and gestures reflecting the mood of the selected festival/theatrical form of Asia	<b>A8PR-IVe-f-4</b>	
			9. improvise accompanying sound and rhythm of the selected festival/ theatrical form of Asia	<b>A8PR-IVe-f-5</b>	
			10. perform in a group showcase of the selected festival/theatrical form	<b>A8PR-IVg-6</b>	

**K to 12 BASIC EDUCATION CURRICULUM  
GRADE 9**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 9- FIRST QUARTER</b>					
<b>WESTERN AND CLASSICAL ART TRADITIONS</b> <b>I. Ancient Art</b> 1. Prehistoric Art  <b>II. Classical Art</b> 2. Egyptian Art 4. Greek Art 5. Roman Art  <b>III. Medieval Art</b> 6. Byzantine 7. Romanesque 8. Gothic  <b>IV. Principles of Art</b> 9. Rhythm, Movement 10. Balance 11. Emphasis 12. Harmony, Unity, and Variety 13. Proportion  <b>V. Process:</b> 14. Painting and/ or Drawing 15. Sculpture and Assemblage 16. Mounting an exhibit: 17. Concept 18. Content / Labels 19. Physical layout	<b>The learner...</b>  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, and other external phenomena	<b>The learner..</b>  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)	<b>The learner...</b>  1. analyze art elements and principles in the production of work following the style of a western and classical art	<b>A9EL-Ib-1</b>	
			2. identify distinct characteristics of arts during the different art periods	<b>A9EL-Ia-2</b>	
			3. identify representative artists from various art periods	<b>A9EL-Ia-3</b>	
			4. reflect on and derives the mood, idea, or message from selected artworks	<b>A9PL-Ih-1</b>	
			5. determine the use or function of artworks by evaluating their utilization and combination of art elements and principles	<b>A9PL-Ih-2</b>	
			6. use artworks to derive the traditions/history of an art period	<b>A9PL-Ih-3</b>	
			7. compare the characteristics of artworks produced in the different art periods	<b>A9PL-Ih-4</b>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>WESTERN AND CLASSICAL ART TRADITIONS</b></p> <p><b>I. Ancient Art</b> 1. Prehistoric Art</p> <p><b>II. Classical Art</b> 2. Egyptian Art 20. Greek Art 21. Roman Art</p> <p><b>III. Medieval Art</b> 22. Byzantine 23. Romanesque 24. Gothic</p> <p><b>IV. Principles of Art</b> 25. Rhythm, Movement 26. Balance 27. Emphasis 28. Harmony, Unity, and Variety 29. Proportion</p> <p><b>V. Process:</b> 30. Painting and/ or Drawing 31. Sculpture and Assemblage 32. Mounting an exhibit: 33. Concept 34. Content / Labels Physical layout</p>	<p>1. art elements and processes by synthesizing and applying prior knowledge and skills</p> <p>2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena</p>	<p>1. perform / participate competently in a presentation of a creative impression (verbal/nonverbal) of a particular artistic period</p> <p>2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)</p>	8. create artworks guided by techniques and styles of Western Classical art traditions	<b>A9PR-Ic-e-1</b>	
			9. describe the influence of iconic artists belonging to Western Classical art on the evolution of art forms	<b>A9PR-Ic-e-2</b>	
			10. apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of Western Classical art traditions	<b>A9PR-Ic-e-3</b>	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria from the Western Classical art traditions	<b>A9PR-If-4</b>	
			12. show the influences of the Western Classical art traditions to Philippine art form	<b>A9PR-1f-5</b>	
			13. mount an exhibit using completed Western Classical art tradition	<b>A9PR-Ig-6</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 9- SECONDQUARTER</b>					
<b>ARTS OF THE RENAISSANCE AND BAROQUE PERIOD</b>  <b>I. Renaissance Art</b> 1. Michelangelo 2. Leonardo Da Vinci 3. Raphael 4. Donatello  <b>II. Baroque Artists</b> 5. Carravaggio 6. Rubens 7. Velasquez 8. Rembrandt 9. Bernini  <b>III. Principles of Art</b> 10. Rhythm, Movement 11. Balance 12. Emphasis 13. Harmony, Unity, and Variety 14. Proportion  <b>IV. Process:</b> 15. Painting and/ or Drawing 16. Sculpture and Assemblage 17. Mounting an exhibit: 17.1 Concept 17.2 Content / Labels 17.3 Physical layout	<b>The learner...</b>  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, and other external phenomena	<b>The learner...</b>  1. performs/ participate competently in a presentation of a creative impression (verbal/nonverbal) of a particular artistic period  2. recognizes the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)	1. analyze art elements and principles in the production of work following a specific art style	<b>A9EL-IIb-1</b>	
			2. identify distinct characteristics of arts during the Renaissance and Baroque periods	<b>A9EL-IIa-2</b>	
			3. identify representative artists from Renaissance and Baroque periods	<b>A9EL-IIa-3</b>	
			4. reflect on and derive the mood, idea or message from selected artworks	<b>A9PL-IIh-1</b>	
			5. determine the use or function of artworks by evaluating their utilization and combination of art elements and principles	<b>A9PL-IIh-2</b>	
			6. use artworks to derive the traditions/history of an art period	<b>A9PL-IIh-3</b>	
			7. compare the characteristics of artworks produced in the different art periods	<b>A9PL-IIh-4</b>	

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>ARTS OF THE RENAISSANCE AND BAROQUE PERIOD</b></p> <p><b>I. Renaissance Art</b></p> <ol style="list-style-type: none"> <li>1. Michelangelo</li> <li>2. Leonardo Da Vinci</li> <li>3. Raphael</li> <li>4. Donatello</li> </ol> <p><b>II. Baroque Artists</b></p> <ol style="list-style-type: none"> <li>5. Carravaggio</li> <li>6. Rubens</li> <li>7. Velasquez</li> <li>8. Rembrandt</li> <li>9. Bernini</li> </ol> <p><b>III. Principles of Art</b></p> <ol style="list-style-type: none"> <li>10. Rhythm, Movement</li> <li>11. Balance</li> <li>12. Emphasis</li> <li>13. Harmony, Unity, and Variety</li> <li>14. Proportion</li> </ol> <p><b>IV. Process:</b></p> <ol style="list-style-type: none"> <li>15. Painting and/ or Drawing</li> <li>16. Sculpture and Assemblage</li> <li>17. Mounting an exhibit:               <ol style="list-style-type: none"> <li>17.2 Concept</li> <li>17.2 Content / Labels</li> <li>17.3 Physical layout</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. art elements and processes by synthesizing and applying prior knowledge and skills</li> <li>2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena</li> </ol>	<ol style="list-style-type: none"> <li>1. performs/ participate competently in a presentation of a creative impression (verbal/nonverbal) of a particular artistic period</li> <li>2. recognizes the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)</li> </ol>	8. create artworks guided by techniques and styles of the Renaissance and the Baroque periods	<b>A9PR-IIc-e-1</b>	
			9. describe the influence of iconic artists belonging to the Renaissance and the Baroque periods	<b>A9PR-IIc-e-2</b>	
			10. apply 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.)	<b>A9PR-IIc-e-3</b>	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria from the Renaissance and the Baroque periods	<b>A9PR-IIf-4</b>	
			12. show the influences of the Renaissance and Baroque periods on the Philippine art form	<b>A9PR-IIf-5</b>	
			13. mount an exhibit using completed Renaissance and the Baroque periods	<b>A9PR-IIg-6</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 9- THIRD QUARTER</b>					
<p><b>ARTS OF THE NEOCLASSIC AND ROMANTIC PERIOD</b></p> <p><b>I. Neoclassic</b></p> <ol style="list-style-type: none"> <li>1. David</li> <li>2. Ingres</li> <li>3. Goya</li> </ol> <p><b>II. Romantic</b></p> <ol style="list-style-type: none"> <li>4. Goya</li> <li>5. Delacroix</li> <li>6. Gericault</li> </ol> <p><b>III. Principles of Art</b></p> <ol style="list-style-type: none"> <li>7. Rhythm, Movement</li> <li>8. Balance</li> <li>9. Emphasis</li> <li>10. Harmony, Unity, and Variety</li> <li>11. Proportion</li> </ol> <p><b>IV. Process:</b></p> <ol style="list-style-type: none"> <li>12. Painting and/ or Drawing</li> <li>13. Sculpture</li> <li>14. Mounting an exhibit:               <ol style="list-style-type: none"> <li>14.1 Concept</li> <li>14.2 Content / Labels</li> </ol> </li> <li>15. Physical layout</li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>1. art elements and processes by synthesizing and applying prior knowledge and skills</li> <li>2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena</li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>1. perform/participate competently in a presentation of a creative impression (verbal/nonverbal) from the Neoclassic and Romantic periods</li> <li>2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)</li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>1. analyze art elements and principles in the production of work following a specific art style from the Neoclassic and Romantic periods</li> <li>2. identify distinct characteristics of arts during the Neoclassic and Romantic periods</li> <li>3. identify representative artists from the Neoclassic and Romantic periods</li> <li>4. reflect on and derive the mood, idea, or message from selected artworks</li> <li>5. determine the use or function of artworks by evaluating their utilization and combination of art elements and principles</li> <li>6. use artworks to derive the traditions/history of the Neoclassic and Romantic periods</li> <li>7. compare the characteristics of artworks produced in the Neoclassic</li> </ol>	<p><b>A9EL-IIIb-1</b></p> <p><b>A9EL-IIIa-2</b></p> <p><b>A9EL-IIIa-3</b></p> <p><b>A9PL-IIIh-1</b></p> <p><b>A9PL-IIIh-2</b></p> <p><b>A9PL-IIIh-3</b></p> <p><b>A9PL-IIIh-4</b></p>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>ARTS OF THE NEOCLASSIC AND ROMANTIC PERIOD</b></p> <p><b>I. Neoclassic</b></p> <ol style="list-style-type: none"> <li>1. David</li> <li>2. Ingres</li> <li>3. Goya</li> </ol> <p><b>II. Romantic</b></p> <ol style="list-style-type: none"> <li>4. Goya</li> <li>5. Delacroix</li> <li>6. Gericault</li> </ol> <p><b>III. Principles of Art</b></p> <ol style="list-style-type: none"> <li>7. Rhythm, Movement</li> <li>8. Balance</li> <li>9. Emphasis</li> <li>10. Harmony, Unity, and Variety</li> <li>11. Proportion</li> </ol> <p><b>IV. Process:</b></p> <ol style="list-style-type: none"> <li>12. Painting and/ or Drawing</li> <li>13. Sculpture</li> <li>14. Mounting an exhibit:                             <ol style="list-style-type: none"> <li>14.1 Concept</li> <li>14.2 Content / Labels</li> <li>14.3 Physical layout</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. art elements and processes by synthesizing and applying prior knowledge and skills</li> <li>2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena</li> </ol>	<ol style="list-style-type: none"> <li>1. perform/participate competently in a presentation of a creative impression (verbal/nonverbal) from the Neoclassic and Romantic periods</li> <li>2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)</li> </ol>	and Romantic periods		
			8. create artworks guided by techniques and styles of the Neoclassic and Romantic periods (e.g., linear style and painterly style)	<b>A9PR-IIIc-e-1</b>	
			9. describe the influence of iconic artists belonging to the Neoclassic and Romantic periods	<b>A9PR-IIIc-e-2</b>	
			10. apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Neoclassic and Romantic periods	<b>A9PR-IIIc-e-3</b>	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria from the Neoclassic and Romantic periods	<b>A9PR-IIIc-4</b>	
			12. show the influences of Neoclassic and Romantic periods on Philippine art forms	<b>A9PR-IIIc-4</b>	
			13. mount exhibit using completed artworks with Neoclassic and Romantic periods characteristics	<b>A9PR-III-g -7</b>	



**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 9- FOURTH QUARTER</b>					
<p><b>WESTERN CLASSICAL PLAYS AND OPERAS</b>  <b>Greek:</b>  <i>Oedipus Rex, Medea</i>  <b>Renaissance:</b>  <i>Shakespeare Plays</i>  <b>Romantic:</b>  <i>Carmen</i></p> <p><b>I. Elements of Art as Applied to Western Classical Theater and Opera:</b></p> <ol style="list-style-type: none"> <li>1. Sound &amp; Music</li> <li>2. Gesture, Movement and Dance</li> <li>3. Costume, Mask, Make-up, and AccessoriesSpectacle</li> </ol> <p><b>II. Elements of Art as Applied to Western Classical Theater and Opera:</b></p> <ol style="list-style-type: none"> <li>4. Sound &amp; Music</li> <li>5. Gesture, Movement and Dance</li> <li>6. Costume, Mask, Make-up, and Accessories</li> <li>7. Spectacle</li> </ol> <p><b>III. Principles of Art</b></p> <ol style="list-style-type: none"> <li>8. Rhythm, Movement</li> <li>9. Balance</li> <li>10. Emphasis</li> <li>11. Harmony, Unity, and Variety</li> <li>12. Proportion</li> </ol> <p><b>IV. Process</b></p>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Western Classical plays and opera as influenced by history and culture</li> <li>2. theater and performance as a synthesis of arts</li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>1. create appropriate theater play/opera costume and accessories and improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition</li> <li>2. take part in a performance of a selected piece from Western Classical plays and opera</li> </ol>	<p><b>The learner...</b></p> <ol style="list-style-type: none"> <li>1. identify selected theatrical forms from different art periods</li> <li>2. research on the history of the theatrical forms and their evolution</li> <li>3. identify the elements and principles of arts as manifested in Western Classical plays and opera</li> <li>4. define what makes selected western classical plays and operas unique through visual representation</li> <li>5. design the visual elements and components of the selected Western classical theater play and opera through costumes, props, etc.</li> <li>6. analyze the uniqueness of each group’s performance of its selected Western classical theater play and opera</li> <li>7. show the influences of the</li> </ol>	<p align="center"><b>A9EL-IVa-1</b></p>	
				<p align="center"><b>A9EL-IVb-2</b></p>	
				<p align="center"><b>A9EL-IVc-3</b></p>	
				<p align="center"><b>A9PL-IVc-1</b></p>	
				<p align="center"><b>A9PR-IVd-1</b></p>	
				<p align="center"><b>A9PR-IVh-2</b></p>	
				<p align="center"><b>A9PR-IVh-6</b></p>	

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
13. Designing for stage, costume, and props of a selected theatrical play or opera 14. Choreographing movement patterns and figures 15. Recreating a Western classical theater play and opera	1. how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Western Classical plays and opera as influenced by history and culture  2. theater and performance as a synthesis of arts	1.create appropriate theater play/opera costume and accessories and improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition  2.take part in a performance of a selected piece from Western Classical plays and opera	selected Western Classical play or opera on Philippine theatrical performance in terms of form and content of story		
			8. choreograph the movements and gestures needed in the effective delivery of a selected piece from Western Classical plays and opera	<b>A9PR-IVe-f-3</b>	
			9. improvise accompanying sound and rhythm needed in the effective delivery of a selected piece from Western Classical plays and operas	<b>A9PR-IVe-f-3</b>	
			10. perform in a group showcase of the selected piece from Western Classical plays and operas	<b>A9PR-IVg-5</b>	

**K to 12 BASIC EDUCATION CURRICULUM  
GRADE 10**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 10- FIRST QUARTER</b>					
<b>MODERN ART</b>  <b>a. Impressionism</b> <b>b. Expressionism</b> <b>c. Cubism</b> <b>d. Dadaism</b> <b>e. Surrealism</b> <b>f. Abstract Realism</b> <b>g. Pop Art</b> <b>h. Op Art</b> <b>i. Performance Art</b> <b>j. Happenings and Mob</b>  <b>I. Principles of Art</b> 1. Rhythm, Movement 2. Balance 3. Emphasis 4. Harmony, Unity, and Variety 5. Proportion  <b>II. Process:</b> 6. Painting and/ or Drawing 7. Sculpture and Assemblage 8. Mounting an exhibit: 8.1 Concept 8.2 Content / Labels 8.3 Physical layout	<b>The learner...</b>  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 and other external phenomenon	<b>The learner...</b>  1. performs/ participate competently in a presentation of a creative impression (verbal/nonverbal) from the various art movements  2. recognize the difference and uniqueness of the art styles of the various art movements (techniques, process, elements, and principles of art)	<b>The learner...</b>  1. analyze art elements and principles in the production of work following a specific art style from the various art movements	<b>A10EL-Ib-1</b>	
			2. identify distinct characteristics of arts from the various art movements	<b>A10EL-Ia-2</b>	
			3. identify representative artists and Filipino counterparts from the various art movements	<b>A10EL-Ia-3</b>	
			4. reflect on and derive the mood, idea, or message from selected artworks	<b>A10PL-Ih-1</b>	
			5. determine the role or function of artworks by evaluating their utilization and combination of art elements and principles	<b>A10PL-Ih-2</b>	
			6. use artworks to derive the traditions/history of the various art movements	<b>A10PL-Ih-3</b>	
			7. compare the characteristics of artworks	<b>A10PL-Ih-4</b>	

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>MODERN ART</b></p> <p><b>a. Impressionism</b>  <b>b. Expressionism</b>  <b>c. Cubism</b>  <b>d. Dadaism</b>  <b>e. Surrealism</b>  <b>f. Abstract Realism</b>  <b>g. Pop Art</b>  <b>h. Op Art</b>  <b>i. Performance Art</b>  <b>j. Happenings and Mob</b></p> <p><b>I. Principles of Art</b>            1. Rhythm, Movement            2. Balance            3. Emphasis            4. Harmony, Unity, and Variety            5. Proportion</p> <p><b>II. Process:</b>            6. Painting and/ or Drawing            7. Sculpture and Assemblage            8. Mounting an exhibit:                8.1 Concept                8.2 Content / Labels                8.3 Physical layout</p>	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 and other external phenomenon	1. performs/ participate competently in a presentation of a creative impression (verbal/nonverbal) from the various art movements  2. recognize the difference and uniqueness of the art styles of the various art movements (techniques, process, elements, and principles of art)	produced in the various art movements		
			8. create artworks guided by techniques and styles of the various art movements (e.g., Impasto, Encaustic, etc.)	<b>A10PR-Ic-e-1</b>	
			9. describe the influence of iconic artists belonging to the various art movements	<b>A10PR-Ic-e-2</b>	
			10. apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the various art movements (e.g., the use of industrial materials or found objects, Silkscreen Printing, etc.)	<b>A10PR-Ic-e-3</b>	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria from the various art movements	<b>A10PR-If-4</b>	
			12. show the influences of Modern Art movements on Philippine art forms	<b>A10PR-I-f-5</b>	
			13. mount exhibit using completed artworks influenced by Modern Art movements	<b>A10PR-I-g-6</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 10- SECOND QUARTER</b>					
<b>TECHNOLOGY-BASED ART</b>  <b>I. Computer/Digital Arts</b> 1. Cellular Phones (photos and videos) 2. Computer-generated Images 3. Digital Photography (DLSR and Point-and-Shoot) 4. Video Games 5. Digital Painting and Imaging Videos – TV & Film  <b>II. Principles of Art</b> 6. Rhythm, Movement 7. Balance 8. Emphasis 9. Harmony, Unity, and Variety Proportion  <b>III.Process:</b> 10. computer manipulation 11. light setting 12. digital enhancements 13. printing 14. digital circulation	<b>The learner...</b>  new technologies that allow new expressions in arts using art elements and processes	<b>The learner...</b>  create a tech-based artwork (video clips and printed media such as posters, menus, brochures etc.) relating to a selected topic from the different learning areas using available technologies, e.g., food and fashion	<b>1. The learner...</b>  1. identify art elements in the technology-based production arts	<b>A10EL-IIb-1</b>	
			2. identify distinct characteristics of arts during in the 21st century in terms of: 2.1 production 2.2 functionalityrange of audience reach	<b>A10EL-IIa-2</b>	
			3. identify artworks produced by technology from other countries and their adaptation by Philippine artists	<b>A10EL-IIa-3</b>	
			4. realize that technology is an effective and vibrant tool for empowering a person to express his/her ideas, goals, and advocacies, which elicits immediate action	<b>A10PL-IIh-1</b>	
			5. determine the role or function of artworks by evaluating their utilization and combination of art elements and principles	<b>A10PL-IIh-2</b>	
			<b>TECHNOLOGY-BASED ART</b>  6. use artworks to derive the traditions/history of a	<b>A10PL-IIh-3</b>	

## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>I. Computer/Digital Arts</b></p> <ol style="list-style-type: none"> <li>1. Cellular Phones (photos and videos)</li> <li>2. Computer-generated Images</li> <li>3. Digital Photography (DLSR and Point-and-Shoot)</li> <li>4. Video Games</li> <li>5. Digital Painting and Imaging Videos – TV &amp; Film</li> </ol> <p><b>II. Principles of Art</b></p> <ol style="list-style-type: none"> <li>6. Rhythm, Movement</li> <li>7. Balance</li> <li>8. Emphasis</li> <li>9. Harmony, Unity, and Variety Proportion</li> </ol> <p><b>III. Process:</b></p> <ol style="list-style-type: none"> <li>10. computer manipulation</li> <li>11. light setting</li> <li>12. digital enhancements</li> <li>13. printing</li> <li>14. digital circulation</li> </ol>	allow new expressions in arts using art elements and processes	(video clips and printed media such as posters, menus, brochures etc.) relating to a selected topic from the different learning areas using available technologies, e.g., food and fashion	community (e.g., landscapes, images of people at work and play, portrait studies, etc.)		
			7. compare the characteristics of artworks in the 21st century	<b>A10PL-IIh-4</b>	
			8. create artworks that can be locally assembled with local materials, guided by 21st-century techniques	<b>A10PR-IIc-e-1</b>	
			9. describe the influence of technology in the 21st century on the evolution of various forms of art	<b>A10PR-IIc-e-2</b>	
			10. apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of 21st-century art (e.g., the use of graphic software like Photoshop, InDesign, etc.)	<b>A10PR-IIb-e-3</b>	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria appropriate for the style or form	<b>A10PR-IIf-4</b>	
			12. mount an exhibit of completed technology-	<b>A10PR-II-g-5</b>	

**K to 12 BASIC EDUCATION CURRICULUM**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			based artworks		
<b>GRADE 10- THIRD QUARTER</b>					
<b>MEDIA-BASED ARTS AND DESIGN IN THE PHILIPPINES</b>  <b>I. Photography</b> 1. George Tapan 2. John Chua  <b>II. Film</b> 1. Brillante Mendoza 2. Maryo J. de los Reyes 3. Laurice Guillen  <b>III. Animation</b> 4. Animation Council of the Philippines 5. Philippine Animation Studio Inc.  <b>IV. Print Media</b> 6. Advertisements 7. Comic books  <b>V. Digital Media</b> 8. Webpage Design 9. Game Development	<b>The learner...</b>  1. art elements and processes by synthesizing and applying prior knowledge and skills  2. new technologies that allow new expressions in the arts  1. art elements and	<b>The learner...</b>  create artworks using available media and natural resources on local topics, issues, and concerns such as environmental advocacies ecotourism, and economic and livelihood projects  create artworks using	<b>The learner...</b>  1. identify art elements in the various media-based arts in the Philippines	<b>A10EL-IIIb-1</b>	
			2. identify representative artists as well as distinct characteristics of media-based arts and design in the Philippines	<b>A10EL-IIIa-2</b>	
			3. realize that Filipino ingenuity is distinct, exceptional, and on a par with global standards	<b>A10PL-IIIh-1</b>	
			4. determine the role or function of artworks by evaluating their utilization and combination of art elements and principles	<b>A10PL-IIIh-2</b>	
			5. use artworks to derive the traditions/history of a community	<b>A10PL-IIIh-3</b>	
			6. create artworks that can be assembled with local materials	<b>A10PR-IIIc-e-1</b>	
			7. describe the characteristics of media-based arts and design in the Philippines	<b>A10PR-IIIc-e-2</b>	

### K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p><b>VI. Innovations in Product &amp; Industrial Design</b></p> <p>10. Kenneth Cobonpue, Monique Lhuillier, Josie Natori, Lulu Tan Gan, Ditas Sandico-Ong, Rajo Laurel, Aze Ong</p> <p><b>VII. Principles of Art</b></p> <p>11. Rhythm, Movement 12. Balance 13. Emphasis 14. Harmony, Unity, and Variety Proportion</p> <p><b>VIII. Process:</b></p> <p>15. painting 16. drawing 17. constructing 18. assembling 19. printing 20. carving</p>	<p>processes by synthesizing and applying prior knowledge and skills</p> <p>2. new technologies that allow new expressions in the arts</p>	<p>available media and natural resources on local topics, issues, and concerns such as environmental advocacies ecotourism, and economic and livelihood projects</p>	8. apply different media techniques and processes to communicate ideas, experiences, and stories (the use of software to enhance/animate images like Flash, Movie Maker, Dreamweaver, etc.)	<b>A10PR-IIIc-e-3</b>	
			9. evaluate works of art in terms of artistic concepts and ideas using criteria appropriate for the style or form of media-based arts and design	<b>A10PR-III f-4</b>	
			10. mount a media-based exhibit of completed artworks	<b>A10PR-IIIg-5</b>	
			<b>GRADE 10- FOURTHQUARTER</b>		
<p><b>ORIGINAL PERFORMANCE WITH THE USE OF MEDIA</b></p> <p><b>I. Philippine Theater Groups</b></p> <p>1. PETA 2. Repertory Philippines 3. Trumpets 4. Tanghalang Pilipino 5. New Voice Company 6. Atlantis Productions</p> <p><b>II. Local Performing Groups</b></p> <p><b>III. Roles in a production</b></p>	<p><b>The learner...</b></p> <p>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</p>	<p><b>The learner...</b></p> <p>1. create appropriate costumes, props, set accessories, costumes improvised lighting and other décor for Philippine plays</p> <p>2. create/improvise appropriate sound, music, gesture, and movements for a chosen theatrical</p>	1. explains how an idea or theme is communicated in a selected performance through the integration of musical sounds, songs, dialogue and dance	<b>A10EL-IVb-4</b>	
			2. analyzes examples of plays based on theatrical forms, and elements of art as applied to performance	<b>A10EL-IVa-2</b>	
			3. illustrate how the different	<b>A10EL-IVc-3</b>	



## K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
7. director 8. actor 9. choreographer 10. stage manager 11. light designer 12. set designer  <b>IV. Elements of Art as Applied to an Original Performance:</b> 13. Sound & Music 14. Gesture, Movement, and Dance 15. Costume, Mask, Makeup, and Accessories 16. Spectacle  <b>V. Principles of Art</b> 17. Rhythm, Movement 18. Balance 19. Emphasis 20. Harmony, Unity, and Variety 21. Proportion  <b>VI. Process</b> 22. Designing for stage, costume, and props of a selected theatrical play 23. Choreographing movement patterns and figures	2. theater and performance as a synthesis of arts	composition  3. participate in an original performance inspired by local Philippine stories, myths, and events relevant to current issues	elements are used to communicate the meaning		
			4. define the uniqueness of each original performance	<b>A10PL-IVh-1</b>	
			5. design with a group the visual components of a school play (stage design, costume, props, etc.)	<b>A10PR-IVe-1</b>	
			6. assume the role of a character as an actor/performance, or production staff (director, choreography, light designer, stage manager)	<b>A10PR-IVh-2</b>	
			7. analyze the uniqueness of the group that was given recognition for its performance and explain what component contributed to its selection	<b>A10PR-IVh-3</b>	
			8. contribute to the conceptualization of an original performance	<b>A10PR-IVd-4</b>	
			9. choreograph the movements and gestures needed in the effective delivery of an original performance with the use of media	<b>A10PR-IVf-g-5</b>	
			10. improvise accompanying sound and rhythm needed in the effective delivery of an original performance with the use of different media	<b>A10PR-IVf-g-6</b>	

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Abstract</b>	art that exaggerates, is simplified or distorted
<b>Abstract art</b>	Uses a visual language of form, color and line to create a composition, which may exist with a degree of independence from visual references in the world.
<b>Actual Texture</b>	The existing surface quality of an object as communicated primarily the sense of touch
<b>Aesthetics</b>	The branch of philosophy that deals with the nature and value of art
<b>Analogous</b>	Colors next to each other on the color wheel that have a common hue
<b>Anime</b>	Japanese movie and television animation
<b>Art Appreciation</b>	the understanding and enjoyment or work concerned with the individual's solution of emotional reaction.
<b>Art Criticism Process</b>	organized approach to the observation and evaluation of a work of art using description, analysis, interpretation and judgment
<b>Asymmetrical Balance</b>	two sides of a composition are different, but have the same visual weight. Also called <i>Informal Balance</i>
<b>Background</b>	the part of a work of art that appears to be in the back, farthest away from the viewer and closest to the horizon line
<b>Balance</b>	principle of design that deals with arranging visual elements so that a composition has equal visual weight on each side of an imaginary middle line
<b>Balanghay</b>	A maritime vessel of the early Filipinos
<b>Batik</b>	a fabric printed by an Indonesian method of hand-printing textiles by coating with wax the parts not to be dyed
<b>Center of Interest</b>	the focal point or area of emphasis
<b>Ceramics</b>	sculpture or pottery made from clay
<b>Cityscape</b>	a picture of the outside, with the city or buildings being the most important part

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Color</b>	element of art derived from reflected light. Color has three properties: hue, value and intensity
<b>Color Schemes</b>	purposely selected group of colors chosen for their unique relationship to one another. Types of color schemes include: monochromatic, analogous, complementary, triad, split- complementary
<b>Color Wheel</b>	a predetermined arrangement of the primary, secondary and intermediate colors on a circular wheel used to define color relationships
<b>Complementary Colors</b>	any two colors opposite each other on the color wheel. Ex. Red-green, blue-orange, yellow-violet
<b>Composition</b>	the arrangement of the elements and/or objects in an artwork. The way principles of art are used to organize elements
<b>Contrast</b>	a principle of design that refers to a difference between elements in an artwork
<b>Cool Colors</b>	colors around blue on the color wheel: green, blue, violet
<b>Crayon resist</b>	a wax crayon technique in making a design or art composition made by applying dark water colors especially black over a wax crayon sketch or drawing.
<b>Creative</b>	creative means making something new. Creative means the power to create. Creatively means one's power to produce a work of thought or imagination.
<b>Creative Drawing</b>	is an expression of essential form character, mainly objective in a more tangible and practical process.
<b>Creative Expression</b>	a visual interpretation of an idea or imagination, emotionally, intellectually, and aesthetically expressed.
<b>Creative Painting</b>	is a painting with or without a subject, done through the spirit of adventure, a subjective process in free emotional freedom and power to express color and its harmonic relationship.
<b>Crosshatching</b>	shading technique which uses layering of repeated, parallel lines indifferent directions to create the appearance of volume.
<b>Curved line</b>	is the result of the gradual change in the direction of line
<b>Depth</b>	distance between foreground, middleground and background

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Design</b>	a visual plan, organization or arrangements of elements in a work of art. This is an orderly arrangement, a plan or a layout, or the organization of the elements of art, or producing a new form as an expression of man.
<b>Diagonal</b>	Lines that slant
<b>Diorama</b>	This is a three-dimensional picture of a scene done with miniature objects and with background with actual perspective.
<b>Discarded Materials</b>	are throw-away materials that can still be made useful
<b>Diwali</b>	Hindu "Festival of Lights"
<b>Dots and Dashes</b>	a painting wherein the primary colors are used in the dots and dashes, the harmonious color effects or contrast taking place in the eyes.
<b>Drawing</b>	it is the art of expressing or representing one's emotion, feeling, or idea into a concrete visual shape by the use of lines, values, or color. It is means of describing a pictured concept, imagination or representation by means of the use of lines as expressed by a pencil, charcoal, wax crayon, or other mediums.
<b>Drawing and Painting</b>	a drawing is a sketch to conceive an idea into a composition and then finally painted with a medium most suited to give the finished product of art a distinct personality.
<b>Elements of Art</b>	the language of art of the basic elements used when producing works of art: Line, Shape, Form, Texture, Color, Value, Space
<b>Emphasis</b>	the principle of design that stresses one element or area of a work of art to make it attract the viewer's attention
<b>Emphasis</b>	drawing of attention to important areas or objects in a work of art
<b>Etching</b>	intaglio technique in which acid is used to incise lines in a metal plate. Includes aquatint, soft grounds and hard ground
<b>Ethnic design</b>	art designs by indigenous people or ethnic groups
<b>Expression</b>	an art in which the emphasis is on the inner emotions, sensations, or idea rather than an actual appearances.
<b>Festival</b>	an annual celebration or festivity

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Finger Puppets</b>	puppets that are worn on the fingers.
<b>Folktale</b>	a story made up of stories about life, adventure, love and humor where one can derive lessons about life.
<b>Foreground</b>	The part of an artwork in the front, nearest or closest to the viewer and usually positioned at the bottom of the artwork
<b>Form</b>	an Element of art that has three dimensions (height, width and depth) and encloses space This denotes shapes like lines, may convey several ideas or emotional effects on the viewer
<b>Formal Balance</b>	two sides of a composition are identical. Also called Symmetrical Balance
<b>Geometric</b>	shapes or forms with mathematical names that can be defined using mathematical formulas: circle, triangle, square, sphere, cube, prism, pyramid
<b>Gong-bi</b>	Realist technique in Chinese painting
<b>Habi</b>	An act of weaving
<b>Hanunuo</b>	One of the Mangyan groups who inhabit the islands of Mindoro
<b>Harmony</b>	is one element of art that shows the combination of colors.
<b>Hatching</b>	shading technique that uses layering of repeated, parallel lines to create the appearance of volume
<b>Headdress</b>	a covering, accessory or band for the head
<b>Horizon</b>	a line where the sky and ground appear to meet
<b>Hue</b>	Another name for color. Hue is related to the wavelength of the reflected light
<b>Ikat</b>	fabric made using an Indonesian decorative technique in which warp or weft threads, or both, are tie-dyed before weaving
<b>Illusion of Depth</b>	feeling or appearance of distance created by color, value, line, placement and size on a flat surface

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Illusion of Space</b>	is the effect of using different lines with different characteristics that gives meaning or feeling the artist wanted to show in his artwork.
<b>Informal Balance</b>	two sides of a composition have the same visual weight, but the lines, shapes and colors are not the same. Also called <i>Asymmetrical Balance</i>
<b>Intensity</b>	the brightness or dullness of a color. It is the strength or the weakness of a color to make it about or be lost in the presence of other colors.
<b>Intermediate Colors</b>	colors created by the combination of a primary and a secondary color that are next to each other on the color wheel: yellow-orange, red-orange, red-violet, blue-violet, blue-green, yellow-green. Also called tertiary colors
<b>Katak</b>	eighth month of the Nanakshahi calendar
<b>Landscape</b>	a painting or drawing showing a view of natural scene, such as mountain, fields or forests.
<b>Lightness of colors</b>	when white is added to a color
<b>Lilip</b>	Filipino term for hemstitch
<b>Line</b>	is a geometrical figure which is made by the movement of a point. It has length only no width, nor thickness. Point indicates position and has neither thickness nor width. Like any other geometrical figure, line and point are imaginary. Visually or in art, a line has thickness and length. A line may have different qualities. It may be light or fine, heavy or thick, and uniform or varied.
<b>Linear Perspective</b>	a system of drawing or painting to give the illusion of depth on a flat surface. All parallel lines receding into the distance are drawn to one or more imaginary vanishing points on the horizon in such a work
<b>Logo</b>	is a kind of art that uses either universal symbol, icons to represent the idea of a certain company or group in a minimal representation in a canvas
<b>Lumad</b>	a group of indigenous people of the southern Philippines
<b>Malong</b>	a traditional "tube skirt" made of handwoven or machine-made multi-colored cotton cloth

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b><i>Mandala</i></b>	Hindu or Buddhist graphic symbol of the universe
<b><i>Manga</i></b>	Japanese genre of cartoons, comic books, and animated films
<b><i>Mangyan</i></b>	A generic name for eight indigenous groups found in the islands of Mindoro
<b><i>Manunggul</i></b>	A secondary burial jar excavated from a Neolithic burial site
<b>Marbling</b>	process of making marble like especially in coloration
<b>Mask</b>	a covering of all parts of the face, in particular
<b>Medium</b>	material, such as pencil, pen, waercolors, oil paint, pastel, acrylic paint, clay,wood, stone, found objects, etc., used to create art. Plural is Media
<b><i>Mendhi</i></b>	Hindu practice of painting hands and feet
<b>Middleground</b>	an area in an artwork between the foreground and background
<b>Mobiles</b>	a three-dimensional sculptural form of art made of hanging units. It is enjoyed more when it moves in the wind.
<b>Modeling</b>	an excellent means of self-expression as well as well as of representation in three-dimensional media. The art object is built up little by little by adding on particles or lumps of mud or clay.
<b><i>Moriones</i></b>	Annual festival held on Holy Week in Marinduque.
<b>Mosaic</b>	a surface decoration made by inlaying in patterns small pieces of variously colored papers, glass, stone, or other materials.
<b>Neutral Colors</b>	color category that encompasses whites, grays, blacks and browns
<b><i>Okir</i></b>	Geometric, flowing designs and folk motifs usually found in Maranao and Muslim-influenced artwork
<b>Origami</b>	Japanese art of paper folding

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Overlap</b>	occupy the same area in part
<b>Overlapping</b>	placing one object in front of another to show depth
<b>Paint</b>	pigment mixed with oil or water
<b>Painting</b>	to make an artwork using wet media such as tempera or watercolor paints
<b><i>Pangalay</i></b>	traditional “fingernail” dance of the Tausūg people
<b>Paper Mache</b>	a combination of paper pulp, paste, and a little glue to form a shape or form.
<b>Paper Sculpture</b>	a three-dimensional art expressed in modeling, carving, sculpturing and architecture in which form is the sense of this type of art expression.
<b>Pattern</b>	a choice of lines, colors and/or shapes repeated over and over in a planned way
<b>Perspective</b>	a way of creating the illusion of depth on a two-dimensional surface
<b>Pewter</b>	silver-gray alloys of tin with various amounts of antimony, copper, and sometimes lead, used widely for fine kitchen utensils and tableware
<b>Pigment</b>	any coloring matter mixed with a liquid or binder to make paint, ink, crayons, etc.
<b>Pointillism</b>	applying small stroke or dots of color to a surface.
<b>Point of View</b>	angle from which the viewer sees an object
<b>Portrait</b>	an artwork that shows a specific person or animal. Often shows only the face
<b>Primary Colors</b>	the first colors from which all other spectrum are mixed: red, yellow, blue
<b>Principles of Design</b>	the rules by which an artist organizes the Elements of Art to create a work of art: Balance, Emphasis, Contrast/Variety,



## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

	Rhythm/Repetition, Unity,Proportion
<b>Print</b>	the artwork made by printing ; transfer of a design or to stamp a design on a Material
<b>Printing</b>	an art process by which a certain design is on a tool used for stamping . Thedesign is then stamped on paper or other surfaces.
<b>Print design</b>	is the process of creating and formatting projects using layout softwarethat is ready to be printed
<b>Proportion</b>	the pleasing relationship among the various elements of arts, the size relationships of parts to a whole and to each other
<b>Puppet</b>	puppets are moved by people. They use their hands to pretend that the puppetsare talking and moving. Puppets are either in string, finger and stick and madeto move by a puppeteer.
<b>Puppeteer</b>	a person who manipulates the puppet.
<b>Puppet Show</b>	a show or entertainment in which the performers are puppets
<b>Radial Balance</b>	type of balance in which lines, shapes or elements branch out from acentral point in a circular pattern
<b>Rangoli</b>	Hindu tradition of floor painting
<b>Realistic</b>	art that shows life as it is. Art that aims to reproduce things as they appear
<b>Relief Printmaking</b>	technique in which the image is printed form a raised surface,usually by cutting away non-image area. Includes linocut, woodcut, collagraphand etching.
<b>Rhythm</b>	defined as organized movement. In the visual arts, organized movement means that our eye should travel from one unit to another with ease and pleasure.
<b>Recycling</b>	the process of to extracting useful materials from trash and using in an artwork.
<b>Sarimanok</b>	Legendary bird of the Maranao people
<b>Scale</b>	the relative size of an object as compared to other objects, to the environment orthe human figure

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Scribbling</b>	a painting technique, the design caused by pulling the drawing paper placed on top of a wet water color painting over a glass.
<b>Sculpture</b>	three-dimensional artwork (width, height and depth)
<b>Seascape</b>	a picture of the outside, with the body of water being the most important part
<b>Secondary Colors</b>	color made by mixing two primary colors: orange, violet, green
<b>Shade</b>	the dark value of a color made by mixing black with a color. The opposite of tint
<b>Shading</b>	the use of a range of values to define form
<b>Shape</b>	an element of art. Shape is enclosed space having only two dimensions(height x width)
<b>Simulated stained glass</b>	a simulation of stained glass figures or objects are made of cut-ups from transparent paper as oil paper and arranged as in mosaic.
<b>Sketching</b>	is an incomplete work of art which may lack details and color. It is a guide used by an artist to produce his final work of art.
<b>Slogan</b>	is a phrase used in a repetitive expression of an idea or purpose.
<b>Space</b>	an element of art that refers to the emptiness between, around, above, below, or within objects. The distance around and between things. An area that can be filled with an art element
<b>Stencil</b>	an impenetrable material (as a sheet of paper) perforated with design through which a substance (as ink, paint or wax) is forced onto a surface to be printed.
<b>Stick Puppet</b>	is a type of puppet made of cardboard and sticks.
<b>Still Life</b>	An arrangement of inanimate objects
<b>Stippling</b>	A shading technique which uses layering of repeated dots to create the appearance of volume
<b>String puppet</b>	is known as marionette and is operated by using the hands.

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Subject</b>	the image that viewers can easily recognize in a work of art
<b>Symbol</b>	an image that stands for an idea or has a meaning other than its outward appearance
<b>Symmetrical Balance</b>	two sides of a composition are identical. Also called <i>Formal Balance</i>
<b>T'boli</b>	one of the indigenous peoples of South Cotabato
<b>Texture</b>	element of art that refers to how things feel or how they might look on the surface
<b>Theme</b>	the most important idea or subject in a composition; the subject of a work of art, sometimes with a number of phrases or variations
<b>Three-Dimensional</b>	artwork that has height, width and depth
<b>Tinalak</b>	Fabric made from a fruit-bearing abaca plant
<b>Tint</b>	light value of a color made by mixing white with a color
<b>Torogan</b>	Palace of the Maranao Sultan
<b>Transfer</b>	to print or to copy from one surface to another
<b>Two-Dimensional</b>	artwork that is flat or measured in only two ways (height and width)
<b>Value</b>	tells about the lightness and darkness of a color.
<b>Variation of colors</b>	different kinds of colors like primary, secondary.
<b>Variation of shapes</b>	different kinds of shapes like square, circle, triangle, etc.
<b>Warm colors</b>	colors like red, orange and yellow that can make us feel warm and happy
<b>Unity</b>	principle of design that relates to the sense of wholeness in an artwork. A coherent relationship among the elements in a work of art

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Value</b>	element of art that refers to lightness or darkness of gray or a color
<b>Vanishing Point</b>	point on the horizon where receding parallel lines seem to meet
<b>Variety</b>	principle of design concerned with difference or contrast
<b>Vinta</b>	A traditional sailboat found in Mindanao
<b>Warm Colors</b>	colors around orange on the color wheel: red, orange, yellow
<b>Wayang</b>	Shadow puppets from Indonesia
<b>Wau</b>	A Malaysian kite
<b>Weaving</b>	interlacing two sets of parallel threads. Decorative art made by interlocking one material into other materials
<b>Yakan</b>	Muslim group in Basilan

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

Sample: **A10PR-If-4**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Art	<b>A10</b>
	Grade Level	Grade 10	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Process	<b>PR</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	First Quarter	<b>I</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week six	<b>f</b>
			-
<b>Arabic Number</b>	Competency	Evaluate works of art in terms of artistic concepts and ideas using criteria from the various art movements	<b>4</b>

DOMAIN/ COMPONENT	CODE
Elements	EL
Principles	PL
Processes	PR

## **K to 12 BASIC EDUCATION CURRICULUM REFERENCES**

- Bureau of Elementary Education, 2002 Basic Education Curriculum. (Pasig City: Department of Education, 2002)
- Bureau of Elementary Education, 2002 Philippine Elementary Learning Competencies. (Pasig City: Department of Education, 2002)
- Bureau of Public Schools, Art Education Section, Art Education in the Elementary. (Manila: Department of Education, 1969)
- Bureau of Secondary Education, Department of Education Culture and Sports. *Desired Learning Competencies New Secondary Education Curriculum*. Pasig City, 1991.
- Bureau of Secondary Education, Department of Education Culture and Sports. *Desired Learning Competencies New Secondary Education Curriculum*. Pasig City, 1998.
- Bureau of Secondary Education, Department of Education Culture and Sports. *Desired Learning Competencies New Secondary Education Curriculum*. Pasig City, 2002.
- Bureau of Secondary Education, Department of Education. *Secondary Education Curriculum*. Pasig City, 2010.
- Howard Gardner, Multiple Intelligences. (New York: Basic Books Inc., 1991)
- Lowenfield, Victor, Creative and Mental Growth. (New York: McMillan Co., 1956)
- Pambansang Komisyon para sa Kultura at mga Sining, Gawad ng Manlilikha ng Bayan. (Republika ng Pilipinas: National Commission for the Culture and Arts, 2004)
- Pañares, Alice and Valenzuela, Rosel. Exploring Art and Appreciating Art, (Quezon City: Phoenix Publishing House, Inc., 2012) pp. 1-35