



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



K to 12 Curriculum Guide

ART

(Grade 1 to Grade 10)

December 2013

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.

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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 21st Century.

The 21st 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.

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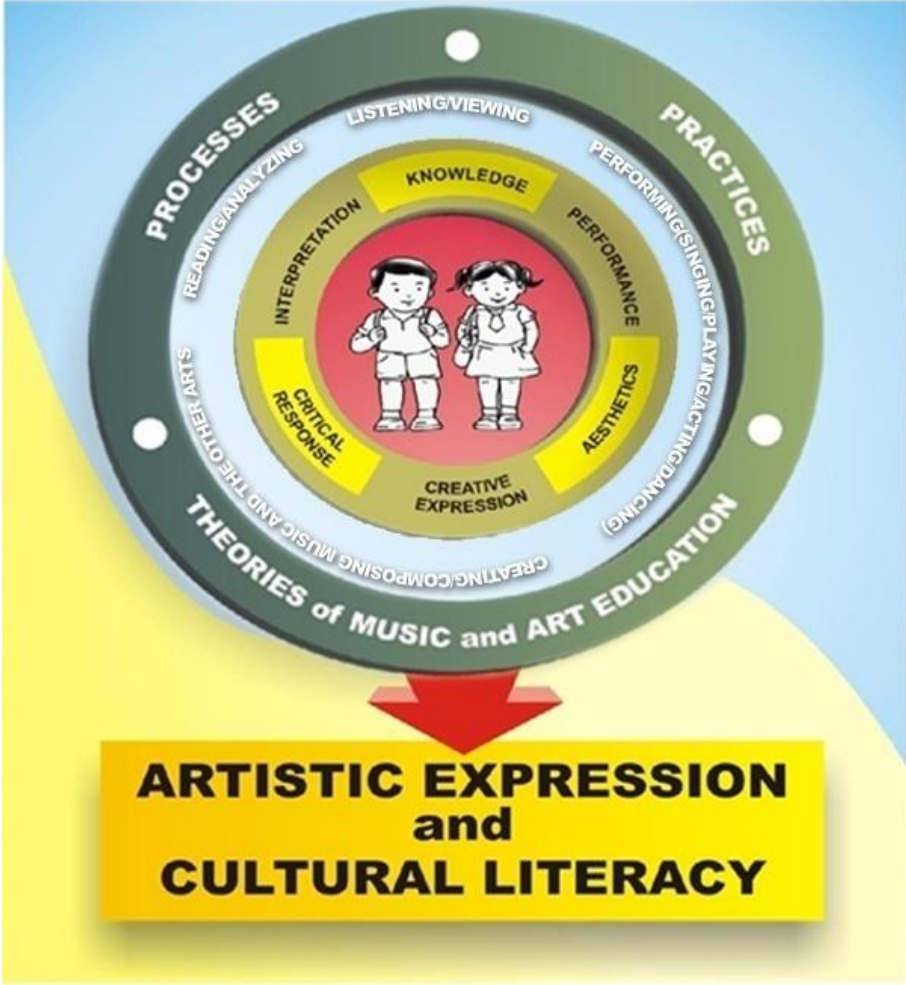


Figure 1. The Curriculum Framework of Music and Art

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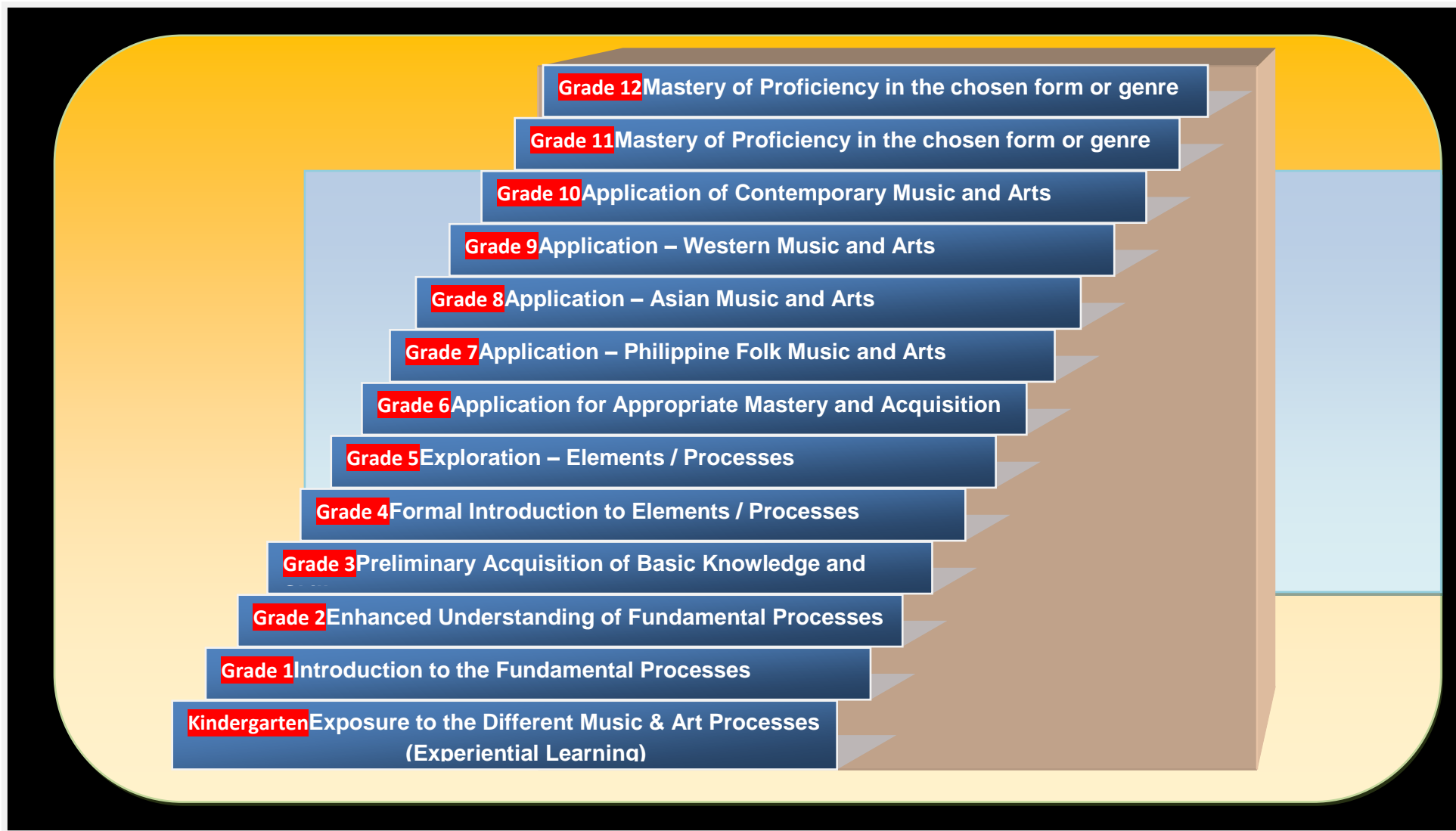


Figure 2. Content of Music and Art per Grade Level

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

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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
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.	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.	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.

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GRADE LEVEL STANDARDS:

<i>Grade Level</i>	<i>Grade Level Standards</i>
Grade 1	The learner demonstrates basic understanding of the fundamental processes in music and art, through performing, creating, listening and observing, and responding.
Grade 2	The learner demonstrates basic and fundamental processes in music and art, through performing, creating, listening and observing, and responding.
Grade 3	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.
Grade 4	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.
Grade 5	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.
Grade 6	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.
Grade 7	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.
Grade 8	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.
Grade 9	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.
Grade 10	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.

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GRADE 1**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 1- FIRST QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. Lines 2. Shapes 3. Color 4. Texture <p>II. Principles:</p> <ol style="list-style-type: none"> 5. Balance 6. Proportion 7. variety <p>III. Process:</p> <ol style="list-style-type: none"> 6. DRAWING <ol style="list-style-type: none"> 6.1 portraits 6.2 family portraits 6.3 persons 6.4 school, furniture 6.5 animals/ plants 	<p>The learner...</p> <p>demonstrates understanding of lines, shapes, colors and texture, and principles of balance, proportion and variety through drawing</p>	<p>The learner...</p> <p>creates a portrait of himself and his family which shows the elements and principles of art by drawing</p>	<p>The learner</p> <ol style="list-style-type: none"> 1. tells that ART is all around and is created by different people 	<p>A1EL-Ia</p>	
			<ol style="list-style-type: none"> 2. distinguishes and identifies the different kinds of drawings: <ol style="list-style-type: none"> 2.1 portraits 2.2 family portraits 2.3 school ground 2.4 on-the-spot 2.5 drawings of home/school surroundings 	<p>A1EL-Ib-1</p>	
			<ol style="list-style-type: none"> 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>A1EL-Ib-2</p>	
			<ol style="list-style-type: none"> 4. identifies different lines, shapes, texture used by artists in drawing 	<p>A1EL-Ic</p>	
			<ol style="list-style-type: none"> 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 	<p>A1EL-Id</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			6. creates a drawing to express one's ideas about oneself, one's family , home and school	A1PR-Ie-1	
			7. shares stories related to their drawing	A1PR-Ie-2	
			8. draws different animals (pets) showing different shapes and textures	A1PR-If	
			9. creates a view-finder to help him/her select a particular view to draw	A1PR-Ig	
			10. draws different kinds of plants showing a variety of shapes, lines and color	A1PR-Ih	
GRADE 1- SECOND QUARTER					
I. Elements: 1. Colors 1.1 natural colors 1.2 primary colors 1.3 secondary colors 2. Shapes 2.1 geometric shapes 2.2 organic shapes II. Principles: 3. Harmony 4. rhythm 5. balance	The learner... demonstrates understanding of colors and shapes, and the principles of harmony, rhythm and balance through painting	The learner creates a harmonious design of natural and man-made objects to express ideas using colors and shapes, and harmony	The learner 1. identifies colors, both in natural and man-made objects, seen in the surrounding	A1EL-IIa	
			7. expresses that colors have names, can be grouped as primary, secondary and tertiary	A1EL-IIb	
			8. experiments on painting using different painting tools and paints	A1EL-IIc	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
III. Process: 6. PAINTING Creating colors from natural			9. paints a design based on the Philippine jeepney <i>or</i> <i>fiesta</i> décor and shapes using primary colors arranged in balanced pattern	A1PL-IIId-1	
			10. relates personal observations on jeepney designs and fiesta decorations	A1PL-IIId-2	
			11. draws a design out of repeated abstract and geometric shapes like in a <i>parol</i> and paints it in primary and secondary colors	A1PL-IIe	
			12. uses his creativity to create paints from nature and found materials, and brushes from twigs, cloth and other materials	A1PL-IIIf	
			13. creates a design inspired by Philippine flowers or objects found in school	A1PR-IIg	
			14. paints a home/school landscape or design choosing specific colors to create a certain feeling or mood	A1PR-IIh-1	
			15. appreciates and talks about the landscape he painted and the landscapes of others	A1PR-IIh-2	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 1- THIRD QUARTER					
<p>I. Elements: 1. Shape 2. Texture</p> <p>II. Principles: 3. Prints can be 3.1 Repeated 3.2 Alternated 3.3 emphasized</p> <p>III. Process: 4. PRINTMAKING 4.1 This process allows the pupil to copy the image from nature and environment</p> <p>5. Kinds of prints: 5.1 Nature print 5.2 Object prints 5.3 Stencil prints</p>	<p>The learner... demonstrates understanding of shapes and texture and prints that can be repeated, alternated and emphasized through printmaking</p>	<p>The learner creates prints that show repetition, alternation and emphasis using objects from nature and found objects at home and in school</p>	<p>The learner 1. distinguishes between a print and a drawing or painting</p>	<p align="center">A1EL-IIIa</p>	
			<p>2. identifies the shape and texture of prints made from objects found in nature and man-made objects</p>	<p align="center">A1EL-IIIb</p>	
			<p>3. identifies artistically designed prints in his artworks and in the artworks of others</p>	<p align="center">A1EL-IIIc</p>	
			<p>4. creates a print by applying dyes on his finger or palm or any part of the body and pressing it to the paper, cloth, wall, etc. to create impression</p>	<p align="center">A1EL-IIId</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>	<p align="center">A1PL-IIIf</p>	
			<p>6. repeats a design by the use of stencil (recycled paper, plastic, cardboard, leaves, and other materials) and prints on paper, cloth, sinamay, bark, or a wall</p>	<p align="center">A1PR-IIIf</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			7. shares experiences in experimenting different art materials	A1PR-IIIg	
			8. school/district exhibit and culminating activity in celebration of the National Arts Month (February)	A1PR-IIIh	
GRADE 1- FOURTH QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. shape (3-dimension it has height, depth and width) 2. texture - feel of the surface <p>II. Principles:</p> <ol style="list-style-type: none"> 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. <p>III. Process:</p> <ol style="list-style-type: none"> 5. 3 Dimension works and sculpture 	<p>The learner...</p> <p>demonstrates understanding of texture and 3-D shapes, and principle of proportion and emphasis through 3-D works and sculpture</p>	<p>The learner</p> <p>creates a useful 3-Dimensional object/sculpture using found objects and recycled materials</p>	<p>The learner</p> <ol style="list-style-type: none"> 1. distinguishes between 2-dimensional and 3-dimensional artwork and states the difference 	A1EL-IVa	
			<ol style="list-style-type: none"> 2. identifies the different materials that can be used in creating a 3-dimensional object: <ol style="list-style-type: none"> 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>) 	A1EL-IVb	
			<ol style="list-style-type: none"> 3. selects 3D objects that are well proportioned, balanced and show emphasis in design 	A1PL-IVc	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			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	A1PL-IVd	
			5. creates a useful 3D object: a pencil holder, bowl, container, using recycled materials like plastic bottles	A1PR-IVe	
			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	A1PR-IVf-1	
			7. utilizes masks in simple role play or skit	A1PR-IVf-2	
			8. creates mobiles out of recyclable materials such as cardboards, papers, baskets, leaves, strings and other found materials	A1PR-IVg	
			9. creates human figures out of clay, flour-salt mixture, or paper-mache using different techniques	A1PR-IVh	

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 2**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 2- FIRST QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. LINES different lines 2. SHAPES natural shapes 3. COLORS contrasting <p>II. Principles:</p> <ol style="list-style-type: none"> 4. variety of lines, shapes 5. proportion of body parts, fruits 6. contrast of shapes <p>III. Process:</p> <ol style="list-style-type: none"> 7. DRAWING <ol style="list-style-type: none"> 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 	<p>The learner...</p> <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>The learner</p> <p>creates a composition/design by translating one's imagination or ideas that others can see and appreciates</p>	<p>The learner</p> <ol style="list-style-type: none"> 1. identifies and appreciates the different styles of Filipino artists when they create portraits and still life (different lines and colors) 	<p align="center">A2EL-Ia</p>	
			<ol style="list-style-type: none"> 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 	<p align="center">A2EL-Ib</p>	
			<ol style="list-style-type: none"> 3. composes the different fruits or plants to show overlapping of shapes and the contrast of colors and shapes in his colored drawing 	<p align="center">A2EL-Ic</p>	
			<ol style="list-style-type: none"> 4. draws from an actual still life arrangement 	<p align="center">A2EL-Id</p>	
			<ol style="list-style-type: none"> 5. portraits of persons to capture their likeness and character 	<p align="center">A2EL-Ie</p>	
			<ol style="list-style-type: none"> 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 	<p align="center">A2EL-If</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			7. shows motion or action in the drawing of human bodies	A2EL-Ih-1	
			8. creates an imaginary landscape or world from a dream or a story	A2EL-Ih-2	
			9. shares stories related to the output		
Grade 2- SECOND QUARTER					
I. Elements: 1. Colors 1. Primary 2. secondary 3. shapes 4. organic 5. geometric 6. textures 7. spotted 8. furry 9. shiny, slimy II. Principles: 10. Contrast 11. rhythm III. Process: 12. PAINTING 12.1 fishes and sea creatures or wild forest animals designs: lines, shapes, tricycles, jeepneys	The learner... demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm	The learner... creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors	The learner... 1. describes the lines, shapes and textures seen in skin coverings of animals in the community using visual art words and actions	A2EL-IIa	
			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	A2EL-IIb	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			3. points out the contrasts in the colors, shapes, textures between two or more animals	A2EL-IIc	
			4. draws, with the use of pencil or crayon, the sea or forest animals in their habitat showing their unique shapes and features	A2EL-IIId	
			5. paints the illustration of animals to show variety of colors and textures in their skin	A2EL-IIe	
			6. creates designs by using two or more kinds of lines, colors and shapes by repeating or contrasting them, to show rhythm	A2PL-IIIf	
			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	A2PR-IIg	
			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		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 2- THIRD QUARTER					
<p>I. Elements: 1. shapes 2. colors 3. textures</p> <p>II. Principles: 4. repetition of motif 5. contrast of motif & color</p> <p>III. Process: 7. PRINTMAKING 7.1 banana trunk prints 7.1 fern prints 7.2 eraser prints 7.3 found object prints 7.4 cut out designs 7.6 card making</p>	<p>The learner... demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects</p>	<p>The learner... 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</p>	<p>The learner... 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 align="center">A2EL-IIIa</p>	
			<p>2. creates a consistent pattern by making two or three prints that are repeated or alternated in shape or color</p>	<p align="center">A2PL-IIIb</p>	
			<p>3. create a print on paper or cloth showing repeated motif using man-made objects with flat surface</p>	<p align="center">A2PL-IIIc</p>	
			<p>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</p>	<p align="center">A2PR-IIId</p>	
			<p>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</p>	<p align="center">A2PR-IIIE</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			material to create prints		
			6. carves a shape or letter on an eraser or <i>kamote</i> which can be painted and printed several times	A2PR-III f	
			7. create a print on paper or cloth using cut-out designs	A2PR-III g	
			8. creates prints for a card and makes several copies or editions of the print so that cards can be exchanged with other persons	A2PR-III h-1	
			9. share your card with your love ones	A2PR-III h-2	
			10. school/district exhibit and culminating activity in celebration of the National Arts Month (February)		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 2- FOURTH QUARTER					
<p>I. Elements: 1. natural shapes 2. geometric shapes 3. texture</p> <p>II. Principles: 4. proportion 5. balance</p> <p>III. Process: 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</p>	<p>The learner... demonstrates understanding of shapes, texture, proportion and balance through sculpture and 3-dimensional crafts</p>	<p>The learner creates a 3-dimensional free-standing, balanced figure using different materials (found materials, recycled, local or manufactured)</p>	<p>The learner... 1. identifies the artistry of different local craftsmen in creating: 1.2 taka of different animals and figures in Paete, Laguna 1.3 <i>sarangola</i>, or kites 1.4 <i>banca</i>, native boats from Cavite, and coastal towns</p>	<p align="center">A2EL-IVa-1</p>	
			<p>2 gives value and importance to the craftsmanship of the local artists</p>	<p align="center">A2EL-IVa-2</p>	
			<p>3 sites examples of 3-dimensional crafts found in the locality giving emphasis on their shapes, textures, proportion and balance</p>	<p align="center">A2EL-IVb</p>	
			<p>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)</p>	<p align="center">A2EL-IVc</p>	
			<p>5 learns the steps in making a paper mache with focus on proportion and balance</p>	<p align="center">A2PR-IVd</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			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	A2PR-IVe	
			7 creates an imaginary robot or creature using different sizes of boxes, coils, wires, bottle caps and other found material	A2PR-IVf	
			8 molds an animal shape on wire or bamboo armature or framework, showing the animal in action	A2PR-IVg	
			9 creates a clay human figure that is balanced and can stand on its own	A2PR-IVh	

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GRADE 3**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 3- FIRST QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. Lines <ol style="list-style-type: none"> 1.1 lines can show movement 2. texture is created by using different lines 3. shape of natural objects <p>II. Principles:</p> <ol style="list-style-type: none"> 4. Depth <ol style="list-style-type: none"> 7.5 balance of size 5. Contrast <ol style="list-style-type: none"> 5.1 contrast of picture <p>III. Process:</p> <ol style="list-style-type: none"> 6. DRAWING <ol style="list-style-type: none"> 6.1 people in the province/region on-the-spot sketching of plants, trees or building geometric line designs 	<p>The learner...</p> <p>demonstrates understanding of lines, texture, shapes and depth, contrast (size, texture) through drawing</p>	<p>The learner...</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>The learner...</p> <ol style="list-style-type: none"> 1. distinguishes the size of persons in the drawing, to indicate its distance from the viewer 	<p align="center">A3EL-Ia</p>	
			<ol style="list-style-type: none"> 2. shows the illusion of space in drawing the objects and persons in different sizes 	<p align="center">A3EL-Ib</p>	
			<ol style="list-style-type: none"> 3. appreciates that artist create visual textures by using a variety of lines and colors 	<p align="center">A3PL-Ic</p>	
			<ol style="list-style-type: none"> 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 align="center">A3PL –Id</p>	
			<ol style="list-style-type: none"> 5. describes the way of life of people in the cultural community 	<p align="center">A3PL-Ie</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			6. create a geometric design by contrasting two kind of lines in terms of type or size	A3PR-If	
			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	A3PR-Ig	
			8. creates a pencil or pen drawing of scene in daily life, where people in the province/region show their occupation by the action they are doing	A3PR-Ih	
			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	A3PR-Ii	
Grade 3- SECOND QUARTER					
I. Elements: 1. Color 1.1 mix colors to create tints, shades and neutral color 2. Shape 2.1 animals have shapes	The learner... demonstrates understanding of lines, textures, shapes and balance of size, contrast of texture through	The learner... creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs	The learner... 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	A3EL-IIa	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>2.2 adapted to their needs 2.3 Texture 2.4 is created by variety of lines</p> <p>II. Principles: 3. Harmony 2.5 colors, shapes and lines that complement each other create harmony and a mood of the painting</p> <p>III. Process: 4. PAINTING fruits and plants (still life) scene at the a time of day wild animal (close-up)</p>	drawing	applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape	<p>Hidalgo, Fernando Amorsolo, Jonahmar Salvosa 1.2 Still's life of Araceli Dans, Jorge Pineda, Agustin Goy</p>		
			2. appreciates that nature is so rich for no two animals have the same shape, skin covering and color	A3EL-IIb	
			3. perceives how harmony is created in an artwork because of complementary colors and shapes	A3PL-IIc	
			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	A3PR-IId	
			5. creates new tints and shades of colors by mixing two or more colors	A3PR-IIe	
			6. paints a landscape at a particular time of the day and selects colors that complement each other to create a mood	A3PR-IIf	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			7. observes the characteristics of a wild animal by making several pencil sketches and painting it later, adding texture of its skin covering	A3PR-IIg	
			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	A3PR-IIh	
Grade 3- THIRD QUARTER					
I. Elements: 1. Shape 1.1 letter stencils 1.2 logo designs 1.3 abstract shapes 2. Color 2.1 Complementary colors II. Principles: 3. Repetition 3.1 of letters and logos and shapes 4. Emphasis 4.1 of shapes by contrast 4.2 Process:	The learner... demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils)	The learner... 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	The learner... 1. tells that a print made from objects found in nature can be realistic or abstract	A3EL-IIIa	
			2. appreciates the importance and variety of materials used for printing	A3PL-IIIb	
			3. observes that a print design may use repetition of shapes or lines and emphasis on contrast of shapes and lines	A3PL-IIIc	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>4.3 PRINTMAKING</p> <p>III.Process:</p> <p>5. PRINTMAKING (stencils)</p> <p>5.1 T-shirt/cloth pin</p> <p>5.2 poster prints</p> <p>5.3 duffel bag print</p>			4. realizes that a print design can be duplicated many times by hand or by machine and can be shared with others	A3PL-IIIId	
			5. explain the meaning of the design created	A3PR-IIIE	
			6. designs an attractive logo with slogan about the environment to be used for printing	A3PR-IIIf	
			7. creates and cuts a stencil from paper or plastic sheets to be used for multiple prints on cloth or hard paper	A3PR-IIIG	
			8. creates a print for a shirt, bag or a poster using stencils with abstract designs that conveys a message and can be replicated	A3PR-IIIH	
			9. writes a slogan about the environment that correlates messages to be printed on T-shirts, posters, banners or bags	A3PR-IIIG	
			10. school/district exhibit and culminating activity in celebration of the National Arts Month (February)		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 3- FOURTH QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. SHAPES <ol style="list-style-type: none"> 1.1 human and animals 2. COLORS <ol style="list-style-type: none"> 2.1 primary 2.2 secondary 2.3 tertiary 3. TEXTURES <ol style="list-style-type: none"> 3.1 visual and actual <p>II. Principles:</p> <ol style="list-style-type: none"> 4. Emphasis <ol style="list-style-type: none"> 4.1 by Variation of shapes and textures 5. CONTRAST of colors <p>6. Process:</p> <ol style="list-style-type: none"> 7. SCULPTURE and CRAFTS <ol style="list-style-type: none"> 7.1 puppets on a stick 7.2 hand puppet imaginary masks 	<p>The learner...</p> <p>demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts</p>	<p>The learner...</p> <p>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 from a hard and stick, which can be manipulated</p>	<p>The learner...</p> <ol style="list-style-type: none"> 1. identifies different styles of puppets made in the Philippines (form Teatro Mulat and Anino Theater Group) 	A3EL-IVa	
			<ol style="list-style-type: none"> 2. appreciates variations of puppets in terms of material, structure, shapes, colors and intricacy of textural details 	A3PL-IVb	
			<ol style="list-style-type: none"> 3. creates a puppet designs that would give a specific and unique character 	A3PR-IVc	
			<ol style="list-style-type: none"> 4. applies designs of varied shapes and colors on puppets to show the unique character of the puppet 	A3PR-IVd	
			<ol style="list-style-type: none"> 5. constructs a simple puppet based on a character in a legend, myth or story using recyclable materials and bamboo sticks or twigs 	A3PR-IVe	
			<ol style="list-style-type: none"> 6. manipulates a puppet to act out a character in a story together with the puppets 	A3PR-IVf	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			7. performs as puppeteer together with others, in a puppet show to tell a story using the puppet he/she created	A3PR-IVg	
			8. designs and creates mask or headdress with the use of recycled or natural objects inspired by best festivals	A3PR-IVh	
			9. creates a mask or headdress that is imaginary in design using found and recycled material, inspired by local Festivals	A3PR-IVi	

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 4**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS	
GRADE 4- FIRST QUARTER						
<p>I. Elements: 1. LINES 1.1 organic and inorganic</p> <p>2. COLORS 2.1 primary and secondary</p> <p>3. SHAPES 3.1 stylized based on nature</p> <p>II. Principles: 4. REPETITION 4.1 motifs</p> <p>III. Process: 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</p>	<p>The learner... demonstrates understanding of lines, texture, and shapes; and balance of size and repetition of motifs/patterns through drawing</p>	<p>The learner... 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 objects used by the cultural groups. writes a comparative description of houses and utensils used by selected cultural groups from different provinces.</p>	<p>The learner... 1. appreciates the rich variety of cultural communities in the Philippines and their uniqueness 1.1 LUZON- Ivatan, Ifugao, Kalinga, Bontok, Gaddang, Agta 1.2 VISAYAS – Ati 1.3 MINDANAO-Badjao, Mangyan, Samal, Yakan, Ubanon, Manobo, Higaonon, Talaandig, Matigsalog, Bilaan, T'boli, Tiruray, Mansaka, Tausug</p>	<p align="center">A4EL-Ia</p>		
			<p>2. distinguishes distinctive characteristics of several cultural communities in terms of attire, body accessories, religious practices, and lifestyles.</p>		<p align="center">A4EL-Ib</p>	
			<p>3. adapts an indigenous cultural motif into a contemporary design through crayon etching technique.</p>		<p align="center">A4EL-Ic</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			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.	A4PL-Id	
			5. shares ideas about the practices of the different cultural communities.	A4PR-Ie	
			6. translates research of the artistic designs of the cultural communities into a contemporary design.	A4PR-If	
			7. creates a drawing after close study and observation of one of the cultural communities' way of dressing and accessories.	A4PR-Ig	
			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.	A4PR-Ih	
			9. uses crayon resist technique in showing different ethnic designs or patterns.	A4PR-Ii	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 4- SECOND QUARTER					
<p>I. Elements: 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</p> <p>II. Principles: 4. PROPORTION of houses, buildings, fields, mountains, sky in a landscape</p> <p>III. Process: 5. PAINTING 5.1 important landscape/famous landmark in a province 5.2 (indigenous houses) 5.3 mural painting</p>	<p>The learner... demonstrates understanding of lines, color, shapes, space, and proportion through drawing.</p>	<p>The learner... 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>	<p>The learner... 1. discusses pictures of localities where different cultural communities live and understands that each group has distinct houses and practices.</p>	<p align="center">A4EL-IIa</p>	
			<p>2. distinguishes the attire and accessories of selected cultural communities in the country in terms of colors and shapes.</p>	<p align="center">A4EL-IIb</p>	
			<p>3. appreciates the importance of communities and their culture.</p>	<p align="center">A4EL-IIc</p>	
			<p>4. compares the geographical location, practices, and festivals of the different cultural groups in the country.</p>	<p align="center">A4EL-IId</p>	
			<p>5. sketches a landscape of a cultural community based on researches and observations made.</p>	<p align="center">A4EL-IIe</p>	
			<p>6. paints the sketched landscape using colors appropriate to the cultural community's ways of life.</p>	<p align="center">A4EL-IIf</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			7. exhibits painted landscapes to create a mural for the class and the school to appreciate.	A4EL-IIg	
			8. tells a story or relates experiences about cultural communities seen in the landscape.	A4EL-IIh	
GRADE 4- THIRD QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. LINES <ol style="list-style-type: none"> 1.1 organic, inorganic (mechanical) 2. COLORS <ol style="list-style-type: none"> 2.1 earth or natural colors 3. TEXTURE <ol style="list-style-type: none"> 3.2 from a variety of materials 4. SHAPES <ol style="list-style-type: none"> 4.1 geometric/2-dimensional Shapes <p>II. Principles:</p> <ol style="list-style-type: none"> 5. CONTRAST <ol style="list-style-type: none"> 5.1 smooth vs. rough 5.2 curves vs. straight lines 5.3 small shapes vs. big shapes 6. HARMONY <p>III. Process:</p>	<p>The learner...</p> <p>demonstrates understanding of shapes and colors and the principles of repetition, contrast, and emphasis through printmaking (stencils)</p>	<p>The learner...</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>	<p>The learner...</p> <ol style="list-style-type: none"> 1. explores the texture of each material and describes its characteristic. 2. analyzes how existing ethnic motif designs are repeated and alternated. 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. 4. draws ethnic motifs and create a design by repeating, alternating, or by radial arrangement. 	<p>A4EL-IIIa</p> <p>A4PL-IIIb</p> <p>A4PL-IIIc</p> <p>A4PR-IIId</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
7. PRINTMAKING 7.1 relief print 7.2 glue print 7.3 cardboard print found objects print			5. creates a relief master or mold using additive and subtractive processes.	A4PR-IIIe	
			6. creates simple, interesting, and harmoniously arranged relief prints from a clay design.	A4PR-III f	
			7. prints reliefs with adequate skill to produce clean prints with a particular design motif (repeated or alternated).	A4PR-IIIg	
			8. prints reliefs using found materials and discusses the finished artwork.	A4PR-IIIh	
			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.	A4PR-IIIi	
			10. displays the finished artwork for others to critique and discuss.	A4PR-IIIj	
			11. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February).		

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 4- FOURTH QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. COLOR <ol style="list-style-type: none"> 1.1 dyes can be combined to create new colors 2. VALUE/TONE <ol style="list-style-type: none"> light and dark <p>II. Principles:</p> <ol style="list-style-type: none"> 3. REPETITION <ol style="list-style-type: none"> 3.1 motifs, colors <p>III. Process:</p> <ol style="list-style-type: none"> 4. SCULPTURE and 3-dimensional crafts 5. Textile craft: <ol style="list-style-type: none"> 5.1 tie-dye (one color; 2 colors) 5.2 Mat weaving (<i>buri</i>) 	<p>The learner...</p> <p>demonstrates understanding on color (dyes), values, and repetition of motifs through sculpture and 3-D crafts</p>	<p>The learner...</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>The learner...</p> <p>6. 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.</p>	<p align="center">A4EL-IVa</p>	
			<p>7. presents pictures or actual samples of different kinds of mat weaving traditions in the Philippines.</p>		<p align="center">A4EL-IVb</p>
			<p>8. discusses the intricate designs of mats woven in the Philippines:</p> <ol style="list-style-type: none"> 8.1 Basey, Samar buri mats 8.2 Iloilo bamban mats 8.3 Badjao&Samal mats 8.4 Tawi-tawilaminusa mats 8.5 Romblon buri mats 	<p align="center">A4EL-IVc</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			9. emphasizes textile crafts like tie-dyeing which demands careful practices and faithful repetition of the steps to produce good designs.	A4PL-IVd	
			10. gives meaning to the designs, colors, patterns used in the artworks.	A4PL-IVe	
			11. 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.	A4PR-IVf	
			12. weaves own design similar to the style made by a local ethnic group.	A4PR-IVg	
			13. creates original tie-dyed textile design by following the traditional steps in tie-dyeing using one or two colors.	A4PR-IVh	

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 5**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 5- FIRST QUARTER					
<p>I. Elements: 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>II. Principles: 4. RHYTHM 4.1 repeated motifs</p> <p>5. BALANCE 5.1 symmetrical and asymmetrical</p> <p>III. Process: 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>The learner... 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-dimensional and geometric effects of an artwork.</p>	<p>The learner... 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 Philippine artifacts and houses from different historical periods (miniature or replica).</p>	1. identifies events, practices, and culture influenced by colonizers who have come to our country by way of trading.	A5EL-Ia	
			2. gives the illusion of depth/distance to simulate a3-dimensional effectby usingcrosshatching and shading techniques in drawings (old pottery, boats, jars, musical instruments).	A5EL-Ib	
			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.	A5EL-Ic	
			4. realizes that our archipelago is strategically located and made us part of a vibrant trading tradition (Chinese merchants, Galleon Trade, silk traders)	A5PL-Id	
			5. appreciates the importance of artifacts, houses, clothes, language, lifestyle	A5PL-Ie	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			<p>- utensils, food, pottery, furniture - influenced by colonizers who have come to our country (Manunggul jar, balanghai, bahaynabato, kundiman, Gabaldon schools, vaudeville, Spanish-inspired churches).</p>		
			<p>6. creates illusion of space in 3-dimensional drawings of important archeological artifacts seen in books, museums (National Museum and its branches in the Philippines, and in old buildings or churches in the community.</p>	<p align="center">A5PR-If</p>	
			<p>7. creates mural and drawings of the old houses, churches or buildings of his/her community.</p>	<p align="center">A5PR-Ig</p>	
			<p>8. participates in putting up a mini-exhibit with labels of Philippine artifacts and houses after the whole class completes drawings.</p>	<p align="center">A5PR-Ih</p>	
			<p>9. tells something about his/her community as reflected on his/her artwork.</p>	<p align="center">A5PR-Ij</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Grade 5- SECOND QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. LINE <ol style="list-style-type: none"> 1.1 straight and curved 2. COLOR <ol style="list-style-type: none"> 2.1 complementary 3. SPACE <ol style="list-style-type: none"> 3.1 one-point perspective In landscape drawing <p>II. Principles:</p> <ol style="list-style-type: none"> 4. HARMONY <ol style="list-style-type: none"> 4.1 created through the right proportions of parts <p>III. Process:</p> <ol style="list-style-type: none"> 5. PAINTING <ol style="list-style-type: none"> 5.1 landscapes of important places in the community (natural or man-made) 	<p>The learner...</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>The learner...</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>The learner...</p> <ol style="list-style-type: none"> 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>A5EL-IIa</p>	
			<ol style="list-style-type: none"> 2. identifies and describes the architectural or natural features of the places visited or seen on pictures. 	<p>A5EL-IIb</p>	
			<ol style="list-style-type: none"> 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) 	<p>A5EL-IIc</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			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.	A5PL-IIId	
			5. sketches and uses complementary colors in painting a landscape.	A5PL-IIe	
			6. utilizes skills and knowledge about foreground, middle ground, and background to emphasize depth in painting a landscape.	A5PR-IIIf	
			7. identifies and discusses details of the landscape significant to the history of the country.	A5PR-IIg	
Grade 5- THIRD QUARTER					
I. Elements: 1. LINE 1.1 thick and thin 1.2 straight, curved, and jagged 2. TEXTURE 2.1 ribbed, fluted, woven, carved II. Principles: 3. CONTRAST 3.1 carved, textured areas	The learner... demonstrates understanding of new printmaking techniques with the use of lines, texture through stories and myths.	The learner... creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.	The learner... 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.	A5EL-IIIa	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
and solid areas 3.2 thick, textured lines and fine lines III. Process: 4. PRINTMAKING 4.1 linoleum or rubber print or wood print of a Philippine mythological creature			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.	A5EL-IIIb	
			3. identifies possible uses of the printed artwork.	A5EL-IIIc	
			4. shows skills in creating a linoleum, rubber or wood cut print with the proper use of carving tools.	A5PL-IIIId	
			5. creates variations of the same print by using different colors of ink in printing the master plate.	A5PR-IIIE	
			6. follows the step-by-step process of creating a print : 6.1 sketching the areas to be carved out and areas that will remain 6.2 carving the image on the rubber or wood using sharp cutting tools 6.3 preliminary rubbing 6.4 final inking of the plate with printing ink 6.5 placing paper over the plate, rubbing the back of the paper	A5PR-IIIf	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			6.6 impressing the print 6.7 repeating the process to get several editions of the print		
			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.	A5PR-IIIg	
			8. utilizes contrast in a carved or textured area in an artwork.	A5PR-IIIh	
			9. produces several editions of the same print that are well-inked and evenly printed.		
			10. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)		
GRADE 5- FOURTH QUARTER					
I. Elements: 1. COLOR 1.1 primary 1.2 secondary 2. SHAPE 2.1 geometric 2.2 organic	The learner... demonstrates understanding of colors, shapes, space, repetition, and balance through sculpture and	The learner... demonstrates fundamental construction skills in making a 3-dimensional craft that expresses balance, artistic design, and repeated variation	The learner... 1. identifies the materials used in making 3-dimensional crafts which express balance and repeated variation of	A5EL-IVa	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>3. SPACE 3.1 distance 3.2 area</p> <p>II. Principles: 4. REPETITION 4.1 colors, shapes 5. BALANCE 5.1 structure and shape</p> <p>III. Process: 6. SCULPTURE AND 3-D CRAFTS 6.1 mobile 6.2 papier-mâché or clay jar with geometric patterns 6.3 paper beads (bracelet, necklace, earring, ID lanyard, etc.</p>	3-dimensional crafts.	<p>of decorations and colors</p> <p>1. papier-mâché jars with patterns 2. paper beads</p> <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> <p>3. mobile</p>	<p>shapes and colors</p> <p>1.1 mobile 1.2 papier-mâché jar 1.3 paper beads</p>		
			<p>2. identifies the different techniques in making 3-dimensional crafts</p> <p>2.1 mobile 2.2 papier-mâché jar 2.3 paper beads</p>	A5EL-IVb	
			<p>3. explores possibilities on the use of created 3-D crafts.</p>	A5EL-IVc	
			<p>4. applies knowledge of colors, shapes, and balance in creating mobiles, papier-mâché jars, and paper beads.</p>	A5PL-IVd	
			<p>5. displays artistry in making mobiles with varied colors and shapes.</p>	A5PL-IVe	
			<p>6. creates designs for making 3-dimensional crafts</p> <p>6.1 mobile 6.2 papier-mâché jar 6.3 paper beads</p>	A5PR-IVf	
			<p>7. shows skills in making a papier-mâché jar</p>	A5PR-IVg	
			<p>8. creates paper beads with artistic designs and varied colors out of old magazines and colored papers for necklace, bracelet, ID lanyard</p>	A5PR-IVh	

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 6**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 6 - FIRST QUARTER					
<p>I. Elements: 1. LINE 2. SHAPE 3. COLOR 4. TEXTURE 5. producing these using technology</p> <p>II. Principles: 6. CONTRAST 7. EMPHASIS</p> <p>III. Process: 8. DRAWING – NEW TECHNOLOGIES 8.1 logo 8.2 cartoon character</p>	<p>The learner... 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>The learner... 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.</p>	<p>LOGO DESIGN Software: Inkscape (Open Source) for Laptop/Desktop PC</p> <p>The learner... 1. realizes that art processes, elements and principles still apply even with the use of new technologies.</p>	<p align="center">A6EL-Ia</p>	
			<p>2. appreciates the elements and principles applied in commercial art.</p>		<p align="center">A6PL-Ia</p>
			<p>3. applies concepts on the use of the software (commands, menu, etc.).</p>	<p align="center">A6PR-Ib</p>	
			<p>4. utilizes art skills in using new technologies (hardware and software).</p>	<p align="center">A6PR-Ic</p>	
			<p>5. creates personal or class logo as visual representation that can be used as a product, brand, or trademark</p>	<p align="center">A6PR-Id</p>	
			<p>6. explains ideas about the logo</p>	<p align="center">A6PR-Id</p>	
			<p>CARTOON CHARACTER Making Software: Inkscape (Open Source) for Laptop/Desktop PC Software: Sketch n’ Draw (Open Source) for Tablet PC</p>		

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			<p>The learner...</p> <ol style="list-style-type: none"> 1. realizes that art processes, elements, and principles still apply even with the use of technologies. 2. appreciates the elements and principles applied in comic art. 3. applies concepts on the steps/procedures in cartoon character making. 4. utilizes art skills in using new technologies (hardware and software) in cartoon character making. 5. creates own cartoon character to entertain, express opinions, ideas, etc. 6. explains ideas about the cartoon character 	<p>A6EL-Ie</p> <p>A6PL-Ie</p> <p>A6PR-If</p> <p>A6PR-Ig</p> <p>A6PR-Ih</p> <p>A6PR-Ih</p>	
GRADE 6- SECOND QUARTER					
<p>I. Elements:</p> <ol style="list-style-type: none"> 1. SHAPES 2. SPACE 3. COLOR 4. primary, secondary, and intermediate <p>II. Principles:</p> <ol style="list-style-type: none"> 1. EMPHASIS 2. HARMONY 	<p>The learner...</p> <p>demonstrates understanding of shapes, space, colors, and the principles of emphasis, harmony and contrast in digital painting and poster design using new</p>	<p>The learner...</p> <p>applies concepts on the use of software in creating digital paintings and graphic designs.</p>	<p>DIGITAL PAINTING</p> <p>Software: Gimp (Open Source) for Laptop/Desktop PC</p> <p>Software: Paint (Windows) for Laptop/Desktop PC</p> <p>Software: Photo Editor (Open Source) for Tablet PC</p>		

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
3. CONTRAST 4. lines, shapes III. Process: 1. PAINTING – NEW TECHNOLOGIES 1.1 digital painting graphic design (poster)	technologies.		The learner... 1. realizes that art processes, elements and principles still apply even with the use of technologies.	A6EL-IIa	
			2. appreciates the elements and principles applied in digital art.	A6PL-IIa	
			3. applies concepts on the use of the software (commands, menu, etc.)	A6PR-IIb	
			4. utilizes art skills using new technologies (hardware and software) in digital painting.	A6PR-IId	
			5. creates a digital painting similar with the Masters' (e.g., Van Gogh, Amorsolo, etc.) in terms of style, theme, etc.	A6PR-IIc	
			GRAPHIC DESIGN (Poster Layout) Software: Gimp (Open Source) for Laptop/Desktop PC Software: MS Publisher (Windows) for Laptop/Desktop PC The learner... 6. realizes that art processes, elements and principles still apply even with the use of technologies.	A6EL-IIe	
			7. appreciates the elements and principles applied in layouting.	A6PL-IIf	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			8. applies skills in layouting and photo editing using new technologies (hardware and software) in making a poster.	A6PR-IIg	
			9. creates an advertisement/commercial or announcement poster.	A6PR-IIh	
Grade 6- THIRD QUARTER					
<p>I. Elements: 1. COLORS 1.1 primary blended with secondary and intermediate colors 2. SHAPES 2.1 letters and geometric shapes 3. VALUES/TONES 3.1 lightness and darkness</p> <p>II. Principles: 4. EMPHASIS 5. CONTRAST 5.1 shapes and colors 6. HARMONY 6.1 letters, shapes, colors</p> <p>III. Process: 7. PRINTMAKING (silkscreen printing) 8. BASIC PHOTOGRAPHY</p>	<p>The learner... demonstrates understanding of shapes, colors, values, and the principles of emphasis, contrast, and harmony in printmaking and photography using new technologies.</p>	<p>The learner... creates simple printmaking (silkscreen) designs on t-shirts and posters. describes the basic concepts and principles of basic photography.</p>	<p>PRINTMAKING (Silk-screen Printing) The learner... 1. knows that design principles still apply for any new design (contrast of colors, shapes, and lines produces harmony) whether done by hand or machine (computer). 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. 3. applies concepts on the steps/procedure in silkscreen printing.</p>	<p align="center">A6EL-IIIa</p> <p align="center">A6PL-IIIb</p> <p align="center">A6PR-IIIc</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			4. produces own prints from original design to silkscreen printing to convey a message or statement.	A6PR-IIIId	
			<p>BASIC PHOTOGRAPHY A. Phone Camera B. Point and Shoot Digital Camera</p> <p>The learner...</p> 5. realizes that art processes, elements, and principles still apply even with the use of technologies.	A6EL-IIIE	
			6. understands concepts and principles of photography.	A6PL-IIIf	
			7. identifies the parts and functions of the camera (point and shoot or phone camera).	A6PR-IIIG	
			8. applies composition skills to produce a printed photograph for a simple photo essay.	A6PR-IIIH	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			9. participates in school/district exhibit and culminating activity in celebration of the National Arts Month (February)		
GRADE 6- FOURTH QUARTER					
<p>I. Elements: 1. SHAPES 1.1 letters and geometric shapes 2. COLORS 2.1 primary blended with secondary and intermediate colors</p> <p>II. Principles: 3. CONTRAST 3.1 of shapes and colors 4. HARMONY 4.1 of letters, shapes, colors</p> <p>III. Process: 5. SCULPTURE – PACKAGE/PRODUCT DESIGN (paper bag) 6. NEW MEDIA – AUDIO-VIDEO ART or ANIMATION (electronic collage)</p>	<p>The learner... 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.</p>	<p>The learner... 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.</p>	<p>SCULPTURE – PACKAGE/PRODUCT DESIGN (Paper Bag)</p> <p>The learner...</p> <p>1. knows that design principles and elements relates to everyday objects.</p> <p>2. appreciates the elements and principles applied in product design.</p> <p>3. manifests understanding of concepts on the use of software (commands, menu, etc.)</p> <p>4. utilizes art skills in using new technologies (hardware and software) in package design.</p> <p>5. creates an actual 3-D digitally-enhanced product design for a paper bag.</p> <p>NEW MEDIA – AUDIO-VIDEO ART or ANIMATION (Electronic Collage)</p>	<p align="center">A6EL-IVa</p> <p align="center">A6PL-IVa</p> <p align="center">A6PR-IVb</p> <p align="center">A6PR-IVc</p> <p align="center">A6PR-IVd</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			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 The learner... 6. realizes that art processes, elements and principles still apply even with the use of technologies.	A6EL-IVe	
			7. appreciates the elements and principles applied in audio-video art.	A6PL-IVe	
			8. applies concepts on the use of the software (commands, menu, etc.)	A6PR-IVf	
			9. utilizes art skills in using new technologies (hardware and software).	A6PR-IVg	
			10. creates an audio-video art /animation promoting a product.	A6PR-IVh	

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 7**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 7- FIRST QUARTER					
<p>Arts and Crafts of Luzon (Highlands and Lowlands)</p> <ol style="list-style-type: none"> 1. Attire, Fabrics, and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects <p>I. Elements of Art</p> <ol style="list-style-type: none"> 6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space <p>II. Principles of Art</p> <ol style="list-style-type: none"> 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion <p>III. Process</p> <ol style="list-style-type: none"> 17. Drawing and Painting 18. Sculpture and Assemblage 19. Mounting an exhibit: <ol style="list-style-type: none"> 19.1 Concept 19.2 Content / labels 19.3 Physical layout 	<p>The learner...</p> <ol style="list-style-type: none"> 1. art elements and processes by synthesizing and applying prior knowledge and skills 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 3. the Philippines as having a rich artistic and cultural tradition from precolonial to present times 	<p>The learner...</p> <ol style="list-style-type: none"> 1. create artworks showing the characteristic elements of the arts of Luzon (highlands and lowlands) 2. exhibit completed artworks for appreciation and critiquing 	<p>The learner...</p> <ol style="list-style-type: none"> 1. analyze elements and principles of art in the production of one's arts and crafts inspired by the arts of Luzon (highlands and lowlands) 	A7EL-Ib-1	
			<p>The learner...</p> <ol style="list-style-type: none"> 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.) 	A7EL-Ia-2	
			<p>The learner...</p> <ol style="list-style-type: none"> 3. reflect on and derive the mood, idea, or message emanating from selected artifacts and art objects 	A7PL-Ih-1	
			<p>The learner...</p> <ol style="list-style-type: none"> 4. appreciate the artifacts and art objects in terms of their uses and their distinct use of art elements and principles 	A7PL-Ih-2	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			5. incorporate the design, form, and spirit of the highland/lowland artifact and object in one's creation	A7PL-Ih-3	
			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	A7PL-Ih-4	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).	A7PR-Ic-e-1	
			8. derive elements from traditions/history of a community for one's artwork	A7PR-If-2	
			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)	A7PR-If-3	
			10. show the relationship of Luzon (highlands and lowlands) arts and crafts to Philippine culture, traditions, and history (Islamic influences,	A7PR-Ih-4	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety Proportion III. Process 16. Drawing and Painting 17. Sculpture and Assemblage 18. Mounting an exhibit: 18.1 Concept 18.2 Content / labels 18.3 Physical layout	having a rich artistic and cultural tradition from precolonial to present times		Samar (Basey mats), etc.		
			3. reflect on and derive the mood, idea or message emanating from selected artifacts and art objects	A7PL-IIh-1	
			4. appreciate the artifacts and art objects in terms of its utilization and its distinct use of art elements and principles	A7PL-IIh-2	
			5. incorporate the design, form and spirit of artifacts and art objects from MIMAROPA and the Visayas	A7PL-IIh-3	
			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	A7PL-IIh-4	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).	A7PR-IIc-e-1	
			8. derive elements from traditions/history of a community for one's artwork	A7PR-IIf-2	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			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)	A7PR-IIIf-3	
			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, modernization, and entertainment, as well as in indigenous practices, fiestas, and religious and social practices)	A7PR-IIh-4	
			11. mount an exhibit using completed MIMAROPA-Visayan-inspired arts and crafts in an organized manner	A7PR-IIg-5	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 7- THIRD QUARTER					
<p>Arts and Crafts of Mindanao</p> <ol style="list-style-type: none"> Attire, Fabrics and Tapestries Crafts and Accessories, and Body Ornamentation Architectures Sculptures (gods/rituals) Everyday objects <p>I. Elements of Art</p> <ol style="list-style-type: none"> Line Shape and Form Value Color Texture Space <p>II. Principles of Art</p> <ol style="list-style-type: none"> Rhythm, Movement Balance Emphasis Harmony, Unity, Variety Proportion <p>III. Process</p> <ol style="list-style-type: none"> Drawing and Painting Sculpture and Assemblage Mounting an exhibit: <ol style="list-style-type: none"> Concept Content / labels Physical layout 	<p>The learner...</p> <ol style="list-style-type: none"> art elements and processes by synthesizing and applying prior knowledge and skills 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 the Philippines as having a rich artistic and cultural tradition from precolonial to present times 	<p>The learner...</p> <ol style="list-style-type: none"> create artworks showing the characteristic elements of the arts of Mindanao exhibit completed artworks for appreciation and critiquing 	<p>The learner...</p> <ol style="list-style-type: none"> analyze elements and principles of art in the production one's arts and crafts inspired by the arts of Mindanao 	<p>A7EL-IIIb-1</p>	
			<ol style="list-style-type: none"> 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 Pangalay dance, etc. 	<p>A7EL-IIIa-2</p>	
			<ol style="list-style-type: none"> reflect on and derive the mood, idea, or message emanating from selected artifacts and art objects 	<p>A7PL-IIIh-1</p>	
			<ol style="list-style-type: none"> appreciate the artifacts and art objects in terms of its utilization and their distinct use of art elements and principles 	<p>A7PL-IIIh-2</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			5. incorporate the design, form, and spirit of artifacts and objects from Mindanao to one's creation	A7PL-IIIh-3	
			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	A7PL-IIIh-4	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).	A7PR-IIIc-e-1	
			8. derive elements from traditions/history of a community for one's artwork	A7PR-III f-2	
			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)	A7PR-III f-3	
			10. show the relationship of Mindanao's arts and crafts to Philippine culture, traditions, and history,	A7PR-IIIh-4	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			particularly with Islamic influences and indigenous (Lumad) practices		
			11. mount exhibit using completed Mindanao-inspired arts and crafts in an organized manner	A7PR-IIIg-5	
GRADE 7- FOURTH QUARTER					
<p>Festivals and Theatrical Forms Religious:</p> <ol style="list-style-type: none"> 1. Lucban, Quezon – Pahiyas 2. Obando, Bulacan – Fertility Dance 3. Marinduque- Moriones 4. Aklan – Ati-atihan 5. Cebu – Sinulog 6. Iloilo – Dinagyang 7. Santacruznan <p>Nonreligious / Regional Festivals</p> <ol style="list-style-type: none"> 8. Baguio- Panagbenga 9. Bacolod – Maskara 10. Bukidnon – Kaamulan 11. Davao – Kadayawan <p>Representative Philippine Theatrical Forms</p> <ol style="list-style-type: none"> 12. Shadow Puppet Play 13. Dance Drama 14. Moro-moro 15. Sarswela 16. Senakulo <p>I. Elements of Art as Applied to</p>	<p>The kearner...</p> <ol style="list-style-type: none"> 1. how theatrical elements (sound, music, gesture, movement ,and costume) affect the 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 	<p>The learner...</p> <ol style="list-style-type: none"> 1. create appropriate festival attire with accessories based on authentic festival costumes 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 	<p>The learners:</p> <ol style="list-style-type: none"> 1. identify the festivals and theatrical forms celebrated all over the country throughout the year 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 3. identify the elements and principles of arts as seen in Philippine Festivals 	<p>A7EL-IVa-1</p> <p>A7EL-IVb-2</p> <p>A7EL-IVc-3</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>Philippine Theater and Festivals: 17. Sound and Music 18. Gesture, Movement and Dance 19. Costume, Mask, Makeup and Accessories 20. Spectacle</p> <p>II. Principles of Arts 21. Rhythm, Movement 22. Balance 23. Emphasis 24. Harmony, Unity, Variety 25. Proportion</p> <p>III. Process 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</p>			4. defines what makes each of the Philippine festivals unique through a visual presentation	A7PL-IVh-1	
			5. design the visual elements and components of the selected festival or theatrical form through costumes, props, etc.	A7PR-IVd-1	
			6. analyze the uniqueness of each group's performance of their selected festival or theatrical form	A7PR-IVh-2	
			7. choreograph the movements and gestures reflecting the mood of the selected Philippine festival/theatrical form	A7PR-IVe-f-3	
			8. improvise accompanying sound and rhythm of the Philippine festival/theatrical form	A7PR-IVe-f-4	
			9. perform in a group showcase of the selected Philippine festival/theatrical form	A7PR-IVg-5	

**K to 12 BASIC EDUCATION CURRICULUM
GRADE 8**

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 8- FIRST QUARTER					
<p>ARTS OF SOUTHEAST ASIA Indonesia, Malaysia, Thailand, Cambodia, Myanmar, Vietnam, Lao PDR, Brunei , and Singapore</p> <ol style="list-style-type: none"> 1. Attire, Fabrics and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects <p>I. Elements of Art</p> <ol style="list-style-type: none"> 6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space <p>II. Principles of Art</p> <ol style="list-style-type: none"> 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, and Variety 16. Proportion <p>III. Process</p> <ol style="list-style-type: none"> 17. Drawing and Painting 18. Sculpture and Assemblage 19. Batik processes 20. Mounting an exhibit: <ol style="list-style-type: none"> 20.1 Concept 20.2 Content / labels 	<p>The learner...</p> <ol style="list-style-type: none"> 1. art elements and processes by synthesizing and applying prior knowledge and skills 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 3. Southeast Asian countries as having a rich artistic and cultural tradition from prehistoric to present times 	<p>The learners...</p> <ol style="list-style-type: none"> 1. create artworks showing the characteristic elements of the arts of Southeast Asia 2. exhibit completed artworks for appreciation and critiquing 	<p><i>The learners:</i></p> <ol style="list-style-type: none"> 1. analyze elements and principles of art in the production of arts and crafts inspired by the cultures of Southeast Asia 	A8EL-Ib-1	
			<ol style="list-style-type: none"> 2. 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 (Angkor Wat and ancient temples); Singapore (Merlion), etc. 	A8EL-Ia-2	
			<ol style="list-style-type: none"> 3. reflect on and derive the mood, idea, or message from selected artifacts and art objects 	A8PL-Ih-1	
			<ol style="list-style-type: none"> 4. appreciate the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles 	A8PL-Ih-2	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
21. Physical layout			5. incorporate the design, form, and spirit of Southeast Asian artifacts and objects in one's creation	A8PL-Ih-3	
			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	A8PL-Ih-4	OHSP Arts Module Q2
			7. create crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., batik, silk weaving, etc.)	A8PR-Ic-e-1	
			8. derive elements from traditions/history of a community for one's artwork	A8PR-If-2	
			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)	A8PR-If-3	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			10. show the commonalities and differences of the culture of the Southeast Asian countries in relation to Philippine culture	A8PR-Ih-4	
			11. mount an exhibit using completed Southeast Asian-inspired arts and crafts in an organized manner	A8PR-Ig-5	
GRADE 8- SECOND QUARTER					
ARTS OF EAST ASIA China, Japan, and Korea 1. Attire, Fabrics, and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects I. Elements of Art 6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space II. Principles of Art 12. Rhythm, Movement 13. Balance 14. Emphasis 15. Harmony, Unity, Variety 16. Proportion	The learner... 1. art elements and processes by synthesizing and applying prior knowledge and skills 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 3. East Asian countries as having a rich artistic and cultural tradition from prehistoric to present times	The learner... 1. create artworks showing the characteristic elements of the arts of East Asia 2. exhibit completed artworks for appreciation and critiquing	1. analyze elements and principles of art in the production of arts and crafts inspired by the cultures of East Asia	A8EL-IIb-1	
			2. 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)	A8EL-IIa-2	
			3. reflect on and derive the mood, idea or message from selected artifacts and art objects	A8PL-IIh-1	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<p>Process 17. Drawing and Painting 18. Sculpture and Assemblage 19. Printing 20. Mounting an exhibit:</p> <p>20.1 Concept 20.2 Content / Labels 20.3 Physical layout</p>			4. appreciate the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles	A8PL-IIh-2	
			5. incorporate the design, form, and spirit of East Asian artifacts and objects to one's creation	A8PL-IIh-3	
			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	A8PL-IIh-4	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.)	A8PR-IIc-e-1	
			8. derive elements from traditions/history of a community for one's artwork	A8PR-IIf-2	
			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)	A8PR-IIf-3	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			10. show the commonalities and differences of the cultures of the East Asian countries in relation to Philippine culture	A8PR-IIh-4	
			11. mount an exhibit using completed East Asian-inspired crafts in an organized manner	A8PR-IIg-5	
GRADE 8- THIRD QUARTER					
ARTS OF SOUTH, WEST AND CENTRAL ASIA Examples: South Asia– India West Asia – Iran, Saudi Arabia, and Turkey Central Asia – Pakistan, Tibet <ol style="list-style-type: none"> 1. Attire, Fabrics and Tapestries 2. Crafts and Accessories, and Body Ornamentation 3. Architectures 4. Sculptures (gods/rituals) 5. Everyday objects I. Elements of Art <ol style="list-style-type: none"> 6. Line 7. Shape and Form 8. Value 9. Color 10. Texture 11. Space II. Principles of Art <ol style="list-style-type: none"> 12. Rhythm, Movement 13. Balance 	The learner... <ol style="list-style-type: none"> 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 	The learner... <ol style="list-style-type: none"> 1. create artworks showing the characteristic elements of the arts of South, West, and Central Asia 2. exhibits completed artworks for appreciation and critiquing 	The learner... <ol style="list-style-type: none"> 1. 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 	A8EL-IIIb-1	
			The learner... <ol style="list-style-type: none"> 2. 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 	A8EL-IIIa-2	
			The learner... <ol style="list-style-type: none"> 3. reflect on and derive the mood, idea or message from selected artifacts and art objects 	A8PL-IIIh-1	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
14. Emphasis 15. Harmony, Unity, Variety 16. Proportion Process 17. Drawing and Painting 18. Sculpture and Assemblage 19. Printing 20. Mounting an exhibit: 20.1 Concept 20.2 Content / Labels 20.3 Physical layout	present times		4. appreciate the artifacts and art objects in terms of their utilization and their distinct use of art elements and principles	A8PL-IIIh-2	
			5. incorporate the design, form, and spirit of South, West, and Central Asian artifacts and objects to one's creation	A8PL-IIIh-3	
			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	A8PL-IIIh-4	OHSP Arts Module Q2
			7. create arts and crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., Ghonghis, Marbling Technique, etc.)	A8PR-IIIc-e-1	
			8. derive elements from traditions/history of a community for one's artwork	A8PR-IIIf-2	
			9. show the relationship of the development of crafts in specific countries in South Asia, West Asia, and Central Asia, according to	A8PR-IIIf-3	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			functionality, traditional specialized expertise, and availability of resources		
			10. show the commonalities and differences of the cultures of the South Asian, West Asian, and Central Asian countries in relation to Philippine culture	A8PR-IIIh-4	
			11. mount an exhibit using completed South-West-Central Asian-inspired crafts in an organized manner	A8PR-IIIg-5	
GRADE 8- FOURTH QUARTER					
<p>Festivals and Theatrical Forms of Asia</p> <ol style="list-style-type: none"> 1. Thailand – Lantern Festival 2. Japan – Kodo Taiko Drum Festival <p>Representative Asian Theatrical Forms</p> <ol style="list-style-type: none"> 3. Kabuki 4. Noh 5. Wayang Kulit 6. Peking Opera <p>I. Elements of Art as Applied to Asian Theater and Festivals:</p> <ol style="list-style-type: none"> 7. Sound & Music 8. Gesture, Movement, and Dance 9. Costume, Mask, Makeup, and 	<p>The learner...</p> <ol style="list-style-type: none"> 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 2. theater and performance as a synthesis of arts and 	<p>The learner...</p> <ol style="list-style-type: none"> 1. create appropriate festival attire with accessories based on authentic festival costumes 2. create/improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition <p>take part in a chosen festival or in a performance in a theatrical play</p>	<p>The learner...</p> <ol style="list-style-type: none"> 1. identify selected festivals and theatrical forms celebrated all over the Asian region 2. research on the history of the festival and theatrical forms and its evolution, and describe how the community participates and contributes to the event 3. identify the elements and principles of arts as manifested in Asian festivals and theatrical 	<p>A8EL-IVa-1</p> <p>A8EL-IVb-2</p> <p>A8PL-IVc-1</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
Accessories 10. Spectacle II. Principles of Art 11. Rhythm, Movement 12. Balance 13. Emphasis 14. Harmony, Unity, and Variety 15. Proportion III. Process 16. Designing for stage, costume, props for a theatrical play or festival 17. Choreographing movement patterns and figures Recreating an Asian festival or staging a theatrical form	a significant expression of the celebration of life in various Asian communities		forms		
			4. define what make each of the Asian Festivals and Theatrical forms unique through a visual presentation	A8PL-IVh-2	
			5. design the visual elements and components of the selected festival or theatrical form through costumes, props, etc.	A8PR-IVd-1	
			6. analyze the uniqueness of each group’s performance of their selected festival or theatrical form	A8PR-IVh-2	
			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	A8PR-IVh-3	
			8. choreograph the movements and gestures reflecting the mood of the selected festival/theatrical form of Asia	A8PR-IVe-f-4	
			9. mprovise accompanying sound and rhythm of the selected festival/ theatrical form of Asia	A8PR-IVe-f-5	
			10. perform in a group showcase of the selected festival/theatrical form	A8PR-IVg-6	

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

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

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			8. create artworks guided by techniques and styles of Western Classical art traditions	A9PR-Ic-e-1	
			9. describe the influence of iconic artists belonging to Western Classical art on the evolution of art forms	A9PR-Ic-e-2	
			10. apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of Western Classical art traditions	A9PR-Ic-e-3	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria from the Western Classical art traditions	A9PR-If-4	
			12. show the influences of the Western Classical art traditions to Philippine art form	A9PR-1f-5	
			13. mount an exhibit using completed Western Classical art tradition	A9PR-Ig-6	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9- SECOND QUARTER					
<p>ARTS OF THE RENAISSANCE AND BAROQUE PERIOD</p> <p>I. Renaissance Art</p> <ol style="list-style-type: none"> 1. Michelangelo 2. Leonardo Da Vinci 3. Raphael 4. Donatello <p>II. Baroque Artists</p> <ol style="list-style-type: none"> 5. Carravaggio 6. Rubens 7. Velasquez 8. Rembrandt 9. Bernini <p>III. Principles of Art</p> <ol style="list-style-type: none"> 10. Rhythm, Movement 11. Balance 12. Emphasis 13. Harmony, Unity, and Variety 14. Proportion <p>IV. Process:</p> <ol style="list-style-type: none"> 15. Painting and/ or Drawing 16. Sculpture and Assemblage 17. Mounting an exhibit: <ol style="list-style-type: none"> 17.1 Concept 17.2 Content / Labels 17.3 Physical layout 	<p>The learner...</p> <ol style="list-style-type: none"> 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 	<p>The learner...</p> <ol style="list-style-type: none"> 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) 	<p>The learner...</p> <ol style="list-style-type: none"> 1. analyze art elements and principles in the production of work following a specific art style 	<p align="center">A9EL-IIb-1</p>	
			<ol style="list-style-type: none"> 2. identify distinct characteristics of arts during the Renaissance and Baroque periods 	<p align="center">A9EL-IIa-2</p>	
			<ol style="list-style-type: none"> 3. identify representative artists from Renaissance and Baroque periods 	<p align="center">A9EL-IIa-3</p>	
			<ol style="list-style-type: none"> 4. reflect on and derive the mood, idea or message from selected artworks 	<p align="center">A9PL-IIh-1</p>	
			<ol style="list-style-type: none"> 5. determine the use or function of artworks by evaluating their utilization and combination of art elements and principles 	<p align="center">A9PL-IIh-2</p>	
			<ol style="list-style-type: none"> 6. use artworks to derive the traditions/history of an art period 	<p align="center">A9PL-IIh-3</p>	
			<ol style="list-style-type: none"> 7. compare the characteristics of artworks produced in the different art periods 	<p align="center">A9PL-IIh-4</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			8. create artworks guided by techniques and styles of the Renaissance and the Baroque periods	A9PR-IIc-e-1	
			9. describe the influence of iconic artists belonging to the Renaissance and the Baroque periods	A9PR-IIc-e-2	
			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.)	A9PR-IIc-e-3	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria from the Renaissance and the Baroque periods	A9PR-IIf-4	
			12. show the influences of the Renaissance and Baroque periods on the Philippine art form	A9PR-IIf-5	
			13. mount an exhibit using completed Renaissance and the Baroque periods	A9PR-IIg-6	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9- THIRD QUARTER					
<p>ARTS OF THE NEOCLASSIC AND ROMANTIC PERIOD</p> <p>I. Neoclassic</p> <ol style="list-style-type: none"> 1. David 2. Ingres 3. Goya <p>II. Romantic</p> <ol style="list-style-type: none"> 4. Goya 5. Delacroix 6. Gericault <p>III. Principles of Art</p> <ol style="list-style-type: none"> 7. Rhythm, Movement 8. Balance 9. Emphasis 10. Harmony, Unity, and Variety 11. Proportion <p>IV. Process:</p> <ol style="list-style-type: none"> 12. Painting and/ or Drawing 13. Sculpture 14. Mounting an exhibit: <ol style="list-style-type: none"> 1.1 Concept 1.2 Content / Labels 15. Physical layout 	<p>The learner...</p> <ol style="list-style-type: none"> 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 	<p>The learner...</p> <ol style="list-style-type: none"> 1. perform/participate competently in a presentation of a creative impression (verbal/nonverbal) from the Neoclassic and Romantic periods 2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art) 	<p>The learner...</p> <ol style="list-style-type: none"> 1. analyze art elements and principles in the production of work following a specific art style from the Neoclassic and Romantic periods 2. identify distinct characteristics of arts during the Neoclassic and Romantic periods 3. identify representative artists from the Neoclassic and Romantic periods 4. reflect on and derive the mood, idea, or message from selected artworks 5. determine the use or function of artworks by evaluating their utilization and combination of art elements and principles 6. use artworks to derive the traditions/history of the Neoclassic and Romantic periods 7. compare the characteristics of artworks produced in the Neoclassic and Romantic periods 	<p align="center">A9EL-IIIb-1</p> <p align="center">A9EL-IIIa-2</p> <p align="center">A9EL-IIIa-3</p> <p align="center">A9PL-IIIh-1</p> <p align="center">A9PL-IIIh-2</p> <p align="center">A9PL-IIIh-3</p> <p align="center">A9PL-IIIh-4</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			8. create artworks guided by techniques and styles of the Neoclassic and Romantic periods (e.g., linear style and painterly style)	A9PR-IIIc-e-1	
			9. describe the influence of iconic artists belonging to the Neoclassic and Romantic periods	A9PR-IIIc-e-2	
			10. apply different media techniques and processes to communicate ideas, experiences, and stories showing the characteristics of the Neoclassic and Romantic periods	A9PR-IIIc-e-3	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria from the Neoclassic and Romantic periods	A9PR-IIIc-f-4	
			12. show the influences of Neoclassic and Romantic periods on Philippine art forms	A9PR-IIIc-f-4	
			13. mount exhibit using completed artworks with Neoclassic and Romantic periods characteristics	A9PR-III-g -7	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 9- FOURTH QUARTER					
<p>WESTERN CLASSICAL PLAYS AND OPERAS Greek: <i>Oedipus Rex, Medea</i> Renaissance: <i>Shakespeare Plays</i> Romantic: <i>Carmen</i></p> <p>I. Elements of Art as Applied to Western Classical Theater and Opera:</p> <ol style="list-style-type: none"> 1. Sound & Music 2. Gesture, Movement and Dance 3. Costume, Mask, Make-up, and Accessories Spectacle <p>II. Elements of Art as Applied to Western Classical Theater and Opera:</p> <ol style="list-style-type: none"> 4. Sound & Music 5. Gesture, Movement and Dance 6. Costume, Mask, Make-up, and Accessories 7. Spectacle <p>III. Principles of Art</p> <ol style="list-style-type: none"> 8. Rhythm, Movement 9. Balance 10. Emphasis 11. Harmony, Unity, and Variety 12. Proportion <p>IV. Process</p> <ol style="list-style-type: none"> 13. Designing for stage, costume, 	<p>The learner...</p> <ol style="list-style-type: none"> 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 	<p>The learner...</p> <ol style="list-style-type: none"> 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 	<p>The learner...</p> <ol style="list-style-type: none"> 1. identify selected theatrical forms from different art periods 2. research on the history of the theatrical forms and their evolution 3. identify the elements and principles of arts as manifested in Western Classical plays and opera 4. define what makes selected western classical plays and operas unique through visual representation 5. design the visual elements and components of the selected Western classical theater play and opera through costumes, props, etc. 6. analyze the uniqueness of each group's performance of its selected Western classical theater play and opera 7. show the influences of the selected Western Classical 	<p>A9EL-IVa-1</p> <p>A9EL-IVb-2</p> <p>A9EL-IVc-3</p> <p>A9PL-IVc-1</p> <p>A9PR-IVd-1</p> <p>A9PR-IVh-2</p> <p>A9PR-IVh-6</p>	

K to 12 BASIC EDUCATION CURRICULUM

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
and props of a selected theatrical play or opera 14. Choreographing movement patterns and figures 15. Recreating a Western classical theater play and opera			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	A9PR-IVe-f-3	
			9. improvise accompanying sound and rhythm needed in the effective delivery of a selected piece from Western Classical plays and operas	A9PR-IVe-f-3	
			10. perform in a group showcase of the selected piece from Western Classical plays and operas	A9PR-IVg-5	

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

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

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			produced in the various art movements		
			8. create artworks guided by techniques and styles of the various art movements (e.g., Impasto, Encaustic, etc.)	A10PR-Ic-e-1	
			9. describe the influence of iconic artists belonging to the various art movements	A10PR-Ic-e-2	
			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.)	A10PR-Ic-e-3	
			11. evaluate works of art in terms of artistic concepts and ideas using criteria from the various art movements	A10PR-If-4	
			12. show the influences of Modern Art movements on Philippine art forms	A10PR-I-f-5	
			13. mount exhibit using completed artworks influenced by Modern Art movements	A10PR-I-g-6	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 10- SECOND QUARTER					
<p>TECHNOLOGY-BASED ART</p> <p>I. Computer/Digital Arts</p> <ol style="list-style-type: none"> 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 <p>II. Principles of Art</p> <ol style="list-style-type: none"> 6. Rhythm, Movement 7. Balance 8. Emphasis 9. Harmony, Unity, and Variety Proportion <p>III.Process:</p> <ol style="list-style-type: none"> 10. computer manipulation 11. light setting 12. digital enhancements 13. printing 14. digital circulation 	<p>The learner...</p> <ol style="list-style-type: none"> 1. new technologies that allow new expressions in arts using art elements and processes 	<p>The learner...</p> <ol style="list-style-type: none"> 1. 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 	<p>1. The learner...</p> <ol style="list-style-type: none"> 2. identify art elements in the technology-based production arts 	<p>A10EL-IIb-1</p>	
			<ol style="list-style-type: none"> 3. identify distinct characteristics of arts during in the 21st century in terms of: <ol style="list-style-type: none"> 3.1. production 3.2. functionality range of audience reach 	<p>A10EL-IIa-2</p>	
			<ol style="list-style-type: none"> 4. identify artworks produced by technology from other countries and their adaptation by Philippine artists 	<p>A10EL-IIa-3</p>	
			<ol style="list-style-type: none"> 5. 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 	<p>A10PL-IIh-1</p>	
			<ol style="list-style-type: none"> 6. determine the role or function of artworks by evaluating their utilization and combination of art elements and principles 	<p>A10PL-IIh-2</p>	
			<ol style="list-style-type: none"> 7. use artworks to derive the traditions/history of a community (e.g., 	<p>A10PL-IIh-3</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
			landscapes, images of people at work and play, portrait studies, etc.)		
			8. compare the characteristics of artworks in the 21st century	A10PL-IIh-4	
			9. create artworks that can be locally assembled with local materials, guided by 21st-century techniques	A10PR-IIc-e-1	
			10. describe the influence of technology in the 21st century on the evolution of various forms of art	A10PR-IIc-e-2	
			11. 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.)	A10PR-IIb-e-3	
			12. evaluate works of art in terms of artistic concepts and ideas using criteria appropriate for the style or form	A10PR-IIf-4	
			13. mount an exhibit of completed technology-based artworks	A10PR-II-g-5	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
GRADE 10- THIRD QUARTER					
<p>MEDIA-BASED ARTS AND DESIGN IN THE PHILIPPINES</p> <p>I. Photography</p> <ol style="list-style-type: none"> George Tapan John Chua <p>II. Film</p> <ol style="list-style-type: none"> Brillante Mendoza Maryo J. de los Reyes Laurice Guillen <p>III. Animation</p> <ol style="list-style-type: none"> Animation Council of the Philippines Philippine Animation Studio Inc. <p>IV. Print Media</p> <ol style="list-style-type: none"> Advertisements Comic books <p>V. Digital Media</p> <ol style="list-style-type: none"> Webpage Design Game Development <p>VI. Innovations in Product & Industrial Design</p> <ol style="list-style-type: none"> Kenneth Cobonpue, Monique Lhuillier, Josie Natori, Lulu Tan Gan, Ditas Sandico-Ong, Rajo Laurel, Aze Ong <p>VII. Principles of Art</p>	<p>The learner...</p> <ol style="list-style-type: none"> art elements and processes by synthesizing and applying prior knowledge and skills new technologies that allow new expressions in the arts 	<p>The learner...</p> <p>create artworks using available media and natural resources on local topics, issues, and concerns such as environmental advocacies ecotourism, and economic and livelihood projects</p>	<p>The learner...</p> <ol style="list-style-type: none"> identify art elements in the various media-based arts in the Philippines 	<p>A10EL-IIIb-1</p>	
			<ol style="list-style-type: none"> identify representative artists as well as distinct characteristics of media-based arts and design in the Philippines 	<p>A10EL-IIIa-2</p>	
			<ol style="list-style-type: none"> realize that Filipino ingenuity is distinct, exceptional, and on a par with global standards 	<p>A10PL-IIIh-1</p>	
			<ol style="list-style-type: none"> determine the role or function of artworks by evaluating their utilization and combination of art elements and principles 	<p>A10PL-IIIh-2</p>	
			<ol style="list-style-type: none"> use artworks to derive the traditions/history of a community 	<p>A10PL-IIIh-3</p>	
			<ol style="list-style-type: none"> create artworks that can be assembled with local materials 	<p>A10PR-IIIc-e-1</p>	
			<ol style="list-style-type: none"> describe the characteristics of media-based arts and design in the Philippines 	<p>A10PR-IIIc-e-2</p>	

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CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
13. Rhythm, Movement 14. Balance 15. Emphasis 16. Harmony, Unity, and Variety Proportion VIII. Process: 17. painting 18. drawing 19. constructing 20. assembling 21. printing 22. carving			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.)	A10PR-IIIc-e-3	
			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	A10PR-III f-4	
			10. mount a media-based exhibit of completed artworks	A10PR-IIIg-5	
GRADE 10- THIRD QUARTER					
ORIGINAL PERFORMANCE WITH THE USE OF MEDIA I. Philippine Theater Groups 1. PETA 2. Repertory Philippines 3. Trumpets 4. Tanghalang Pilipino 5. New Voice Company 6. Atlantis Productions II. Local Performing Groups III. Roles in a production 7. director 8. actor	The learner... 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 2. theater and performance as a	The learner... 1. create appropriate costumes, props, set accessories, costumes improvised lighting and other décor for Philippine plays 2. create/improvise appropriate sound, music, gesture, and movements for a chosen theatrical composition 3. participate in an original	The learner... 1. explains how an idea or theme is communicated in a selected performance through the integration of musical sounds, songs, dialogue and dance 2. analyzes examples of plays based on theatrical forms, and elements of art as applied to performance 3. illustrate how the different elements are used to	A10EL-IVb-4	
				A10EL-IVa-2	
				A10EL-IVc-3	

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

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

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Color	element of art derived from reflected light. Color has three properties: hue, value and intensity
Color Schemes	purposely selected group of colors chosen for their unique relationship to one another. Types of color schemes include: monochromatic, analogous, complementary, triad, split- complementary
Color Wheel	a predetermined arrangement of the primary, secondary and intermediate colors on a circular wheel used to define color relationships
Complementary Colors	any two colors opposite each other on the color wheel. Ex. Red-green, blue-orange, yellow-violet
Composition	the arrangement of the elements and/or objects in an artwork. The way principles of art are used to organize elements
Contrast	a principle of design that refers to a difference between elements in an artwork
Cool Colors	colors around blue on the color wheel: green, blue, violet
Crayon resist	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.
Creative	creative means making something new. Creative means the power to create. Creatively means one's power to produce a work of thought or imagination.
Creative Drawing	is an expression of essential form character, mainly objective in a more tangible and practical process.
Creative Expression	a visual interpretation of an idea or imagination, emotionally, intellectually, and aesthetically expressed.
Creative Painting	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.
Crosshatching	shading technique which uses layering of repeated, parallel lines in different directions to create the appearance of volume.
Curved line	is the result of the gradual change in the direction of line
Depth	distance between foreground, middleground and background
Design	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

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GLOSSARY

	organization of the elements of art, or producing a new form as an expression of man.
Diagonal	Lines that slant
Diorama	This is a three-dimensional picture of a scene done with miniature objects and with background with actual perspective.
Discarded Materials	are throw-away materials that can still be made useful
<i>Diwali</i>	Hindu "Festival of Lights"
Dots and Dashes	a painting wherein the primary colors are used in the dots and dashes, the harmonious color effects or contrast taking place in the eyes.
Drawing	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.
Drawing and Painting	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.
Elements of Art	the language of art of the basic elements used when producing works of art: Line, Shape, Form, Texture, Color, Value, Space
Emphasis	the principle of design that stresses one element or area of a work of art to make it attract the viewer's attention
Emphasis	drawing of attention to important areas or objects in a work of art
Etching	intaglio technique in which acid is used to incise lines in a metal plate. Includes aquatint, soft grounds and hard ground
Ethnic design	art designs by indigenous people or ethnic groups
Expression	an art in which the emphasis is on the inner emotions, sensations, or idea rather than an actual appearances.
Festival	an annual celebration or festivity
Finger Puppets	puppets that are worn on the fingers.

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GLOSSARY

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

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Informal Balance	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>
Intensity	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.
Intermediate Colors	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
Katak	eighth month of the Nanakshahi calendar
Landscape	a painting or drawing showing a view of natural scene, such as mountain, fields or forests.
Lightness of colors	when white is added to a color
Lilip	Filipino term for hemstitch
Line	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.
Linear Perspective	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
Logo	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 canvass
Lumad	a group of indigenous people of the southern Philippines
Malong	a traditional "tube skirt" made of handwoven or machine-made multi-colored cotton cloth
Mandala	Hindu or Buddhist graphic symbol of the universe

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GLOSSARY

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

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

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GLOSSARY

Printing	an art process by which a certain design is on a tool used for stamping . The design is then stamped on paper or other surfaces.
Print design	is the process of creating and formatting projects using layout software that is ready to be printed
Proportion	the pleasing relationship among the various elements of arts, the size relationships of parts to a whole and to each other
Puppet	puppets are moved by people. They use their hands to pretend that the puppets are talking and moving. Puppets are either in string, finger and stick and made to move by a puppeteer.
Puppeteer	a person who manipulates the puppet.
Puppet Show	a show or entertainment in which the performers are puppets
Radial Balance	type of balance in which lines, shapes or elements branch out from a central point in a circular pattern
<i>Rangoli</i>	Hindu tradition of floor painting
Realistic	art that shows life as it is. Art that aims to reproduce things as they appear
Relief Printmaking	technique in which the image is printed form a raised surface, usually by cutting away non-image area. Includes linocut, woodcut, collagraph and etching.
Rhythm	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.
Recycling	the process of to extracting useful materials from trash and using in an artwork.
<i>Sarimanok</i>	Legendary bird of the Maranao people
Scale	the relative size of an object as compared to other objects, to the environment or the human figure
Scribbling	a painting technique, the design caused by pulling the drawing paper placed on top of a wet water color painting over a glass.
Sculpture	three-dimensional artwork (width, height and depth)

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GLOSSARY

Seascape	a picture of the outside, with the body of water being the most important part
Secondary Colors	color made by mixing two primary colors: orange, violet, green
Shade	the dark value of a color made by mixing black with a color. The opposite of tint
Shading	the use of a range of values to define form
Shape	an element of art. Shape is enclosed space having only two dimensions (height x width)
Simulated stained glass	a simulation of stained glass figures or objects are made of cut-ups from transparent paper as oil paper and arranged as in mosaic.
Sketching	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.
Slogan	is a phrase used in a repetitive expression of an idea or purpose.
Space	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
Stencil	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.
Stick Puppet	is a type of puppet made of cardboard and sticks.
Still Life	An arrangement of inanimate objects
Stippling	A shading technique which uses layering of repeated dots to create the appearance of volume
String puppet	is known as marionette and is operated by using the hands.
Subject	the image that viewers can easily recognize in a work of art
Symbol	an image that stands for an idea or has a meaning other than its outward appearance

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GLOSSARY

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

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GLOSSARY

Variety	principle of design concerned with difference or contrast
Vinta	A traditional sailboat found in Mindanao
Warm Colors	colors around orange on the color wheel: red, orange, yellow
Wayang	Shadow puppets from Indonesia
Wau	A Malaysian kite
Weaving	interlacing two sets of parallel threads. Decorative art made by interlocking one material into other materials
Yakan	Muslim group in Basilan

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CODE BOOK LEGEND**

Sample: A10PR-If-4

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

DOMAIN/ COMPONENT	CODE
Elements	EL
Principles	PL
Processes	PR