

## K to 12 BASIC EDUCATION CURRICULUM

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

### GRADE 2

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

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

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

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

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<b>I. Elements:</b> 1. Colors 1.1 Primary 1.2 Secondary 2. Shapes 2.1 Organic 2.2 geometric 3. Textures 3.1 spotted 3.2 furry 3.3 shiny, slimy  <b>II. Principles:</b> 4. Contrast 5. Rhythm  <b>III. Process:</b> 6. PAINTING 6.1 fishes and sea creatures or wild forest animals designs: lines, shapes, tricycles, jeepneys	demonstrates understanding of using two or more kinds of lines, colors and shapes through repetition and contrast to create rhythm	creates a composition or design of a tricycle or jeepney that shows unity and variety of lines, shapes and colors			Valdecantos, Emelita C. 1999. pp.83-84
			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	<b>A2PR-IIg-2</b>	Music, Art, Physical Education and Health 2. Ramilo, Ronaldo V. et al, 2013. pp.222-223
<b>GRADE 2- THIRD QUARTER</b>					
<b>I. Elements:</b> 1. shapes 2. colors 3. textures  <b>II. Principles:</b> 4. repetition of motif 5. contrast of motif & color	<b>The learner...</b>  demonstrates understanding of shapes, textures, colors and repetition of motif, contrast of motif and color from nature and found objects	<b>The learner...</b>  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	<b>The learner...</b>  1. identify natural and man-made objects with repeated or alternated shapes and colors and materials that can be used in print making	<b>A2EL-IIIa</b>	MISOSA4-module8

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

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

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



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

### GRADE 3

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

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### GLOSSARY

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

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

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

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

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

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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



## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### CODE BOOK LEGEND

Sample: **A10PR-If-4**

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

DOMAIN/ COMPONENT	CODE
Elements	EL
Principles	PL
Processes	PR

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