

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

CONTENT	CONTENT STANDARDS	PERFORMANCE STANDARDS	LEARNING COMPETENCY	CODE	LEARNING MATERIALS
<b>GRADE 9- FIRST QUARTER</b>					
<b>WESTERN AND CLASSICAL ART TRADITIONS</b> <b>I. Ancient Art</b> 1. Prehistoric Art  <b>II. Classical Art</b> 2. Egyptian Art 4. Greek Art 5. Roman Art  <b>III. Medieval Art</b> 6. Byzantine 7. Romanesque 8. Gothic  <b>IV. Principles of Art</b> 9. Rhythm, Movement 10. Balance 11. Emphasis 12. Harmony, Unity, and Variety 13. Proportion  <b>V. Process:</b> 14. Painting and/ or Drawing 15. Sculpture and Assemblage 16. Mounting an exhibit: 17. Concept 18. Content / Labels 19. Physical layout	<b>The learner...</b>  1. art elements and processes by synthesizing and applying prior knowledge and skills  2. the arts as integral to the development of organizations, spiritual belief, historical events, scientific discoveries, natural disasters/ occurrences, and other external phenomena	<b>The learner..</b>  1. perform / participate competently in a presentation of a creative impression (verbal/nonverbal) of a particular artistic period  2. recognize the difference and uniqueness of the art styles of the different periods (techniques, process, elements, and principles of art)	<b>The learner...</b>  1. analyze art elements and principles in the production of work following the style of a western and classical art	<b>A9EL-Ib-1</b>	
			2. identify distinct characteristics of arts during the different art periods	<b>A9EL-Ia-2</b>	
			3. identify representative artists from various art periods	<b>A9EL-Ia-3</b>	
			4. reflect on and derives the mood, idea, or message from selected artworks	<b>A9PL-Ih-1</b>	
			5. determine the use or function of artworks by evaluating their utilization and combination of art elements and principles	<b>A9PL-Ih-2</b>	
			6. use artworks to derive the traditions/history of an art period	<b>A9PL-Ih-3</b>	
			7. compare the characteristics of artworks produced in the different art periods	<b>A9PL-Ih-4</b>	

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

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

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

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

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

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

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



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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>Katak</b>	eighth month of the Nanakshahi calendar
<b>Landscape</b>	a painting or drawing showing a view of natural scene, such as mountain, fields or forests.
<b>Lightness of colors</b>	when white is added to a color
<b>Lilip</b>	Filipino term for hemstitch
<b>Line</b>	is a geometrical figure which is made by the movement of a point. It has length only no width, nor thickness. Point indicates position and has neither thickness nor width. Like any other geometrical figure, line and point are imaginary. Visually or in art, a line has thickness and length. A line may have different qualities. It may be light or fine, heavy or thick, and uniform or varied.
<b>Linear Perspective</b>	a system of drawing or painting to give the illusion of depth on a flat surface. All parallel lines receding into the distance are drawn to one or more imaginary vanishing points on the horizon in such a work
<b>Logo</b>	is a kind of art that uses either universal symbol, icons to represent the idea of a certain company or group in a minimal representation in a canvas
<b>Lumad</b>	a group of indigenous people of the southern Philippines
<b>Malong</b>	a traditional "tube skirt" made of handwoven or machine-made multi-colored cotton cloth

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

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

## K to 12 BASIC EDUCATION CURRICULUM

### GLOSSARY

<b>Overlap</b>	occupy the same area in part
<b>Overlapping</b>	placing one object in front of another to show depth
<b>Paint</b>	pigment mixed with oil or water
<b>Painting</b>	to make an artwork using wet media such as tempera or watercolor paints
<b><i>Pangalay</i></b>	traditional “fingernail” dance of the Tausūg people
<b>Paper Mache</b>	a combination of paper pulp, paste, and a little glue to form a shape or form.
<b>Paper Sculpture</b>	a three-dimensional art expressed in modeling, carving, sculpturing and architecture in which form is the sense of this type of art expression.
<b>Pattern</b>	a choice of lines, colors and/or shapes repeated over and over in a planned way
<b>Perspective</b>	a way of creating the illusion of depth on a two-dimensional surface
<b>Pewter</b>	silver-gray alloys of tin with various amounts of antimony, copper, and sometimes lead, used widely for fine kitchen utensils and tableware
<b>Pigment</b>	any coloring matter mixed with a liquid or binder to make paint, ink,crayons, etc.
<b>Pointillism</b>	applying small stroke or dots of color to a surface.
<b>Point of View</b>	angle from which the viewer sees an object
<b>Portrait</b>	an artwork that shows a specific person or animal. Often shows only the face
<b>Primary Colors</b>	the first colors from which all other spectrum are mixed: red, yellow,blue
<b>Principles of Design</b>	the rules by which an artist organizes the Elements of Art to 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 . The design is then stamped on paper or other surfaces.
<b>Print design</b>	is the process of creating and formatting projects using layout software that 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 puppets are talking and moving. Puppets are either in string, finger and stick and made to 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 a central point in a circular pattern
<b>Rangoli</b>	Hindu tradition of floor painting
<b>Realistic</b>	art that shows life as it is. Art that aims to reproduce things as they appear
<b>Relief Printmaking</b>	technique in which the image is printed from a raised surface, usually by cutting away non-image area. Includes linocut, woodcut, collagraph and 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 extracting useful materials from trash and using in an artwork.
<b>Sarimanok</b>	Legendary bird of the Maranao people
<b>Scale</b>	the relative size of an object as compared to other objects, to the environment or the 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

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### 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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