

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

K to 12 Curriculum Guide

MUSIC and ART

(Grade 1 to Grade 10)

January 2012

CONCEPTUAL FRAMEWORK

The Music and Art curricula focus on the learner as both the recipient and instructor 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 Art 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.

PHILOSOPHY AND RATIONALE FOR MUSIC EDUCATION

Music is both an aural and a temporal art. All its elements, when interwoven in the highest artistic order, are likened into a “tapestry moving in time.” The global weavings of this “tapestry” in historical and cultural contexts are diverse—having spurred a continued metamorphosis to include a full range of purposes, functions, and identities, from the utilitarian to aesthetic.

However, the basic nature of music does not change. In his book *A Structure for Music Education*, Ronald Thomas articulates that the nature of music is expressive, ongoing, and creative. Through a language and medium of its own, music conveys ideas and feelings in a way that addresses the human spirit, and has great value in its communicative process. Music, being responsive in interpreting contemporary times, is a continuing art. Aaron Copland describes this characteristic as a “continuous state of becoming.” Like the other arts, music is a creative avenue for man’s individual quest for self-expression and fulfillment.

On these basic characteristics are founded the rationale of music study. A keen sensitivity to environmental and musical sounds needs to be developed. The student must learn to “hear,” “speak,” and “think” in the medium of music. Simultaneously, growth and development in the skills that enable the application of the learner’s knowledge should be encouraged, through active involvement in the various musical processes.

Drawing from the development of music pedagogy through the years, the K-10 Music Curriculum embodies the best practices advocated by the **SPIRAL**, **MULTI-CULTURAL**, and **INTEGRATIVE** approaches in music education, as well as current philosophical thought about contemporary general education. We envision that Music in the K-10 Program will effectively nurture and refine the learner’s artistic expression and cultural literacy, and celebrate his/her national heritage, while it instills, within every individual Filipino learner, pride in his/her own cultural identity.

PHILOSOPHY AND RATIONALE FOR ART EDUCATION

Art 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. Art records, reflects, and rearranges man's life and existence.

Art 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 worshiping. 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 Art and Music 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 art.**



Figure 1. The Curriculum Framework of Music and Art Education

K TO 12 MUSIC AND ART

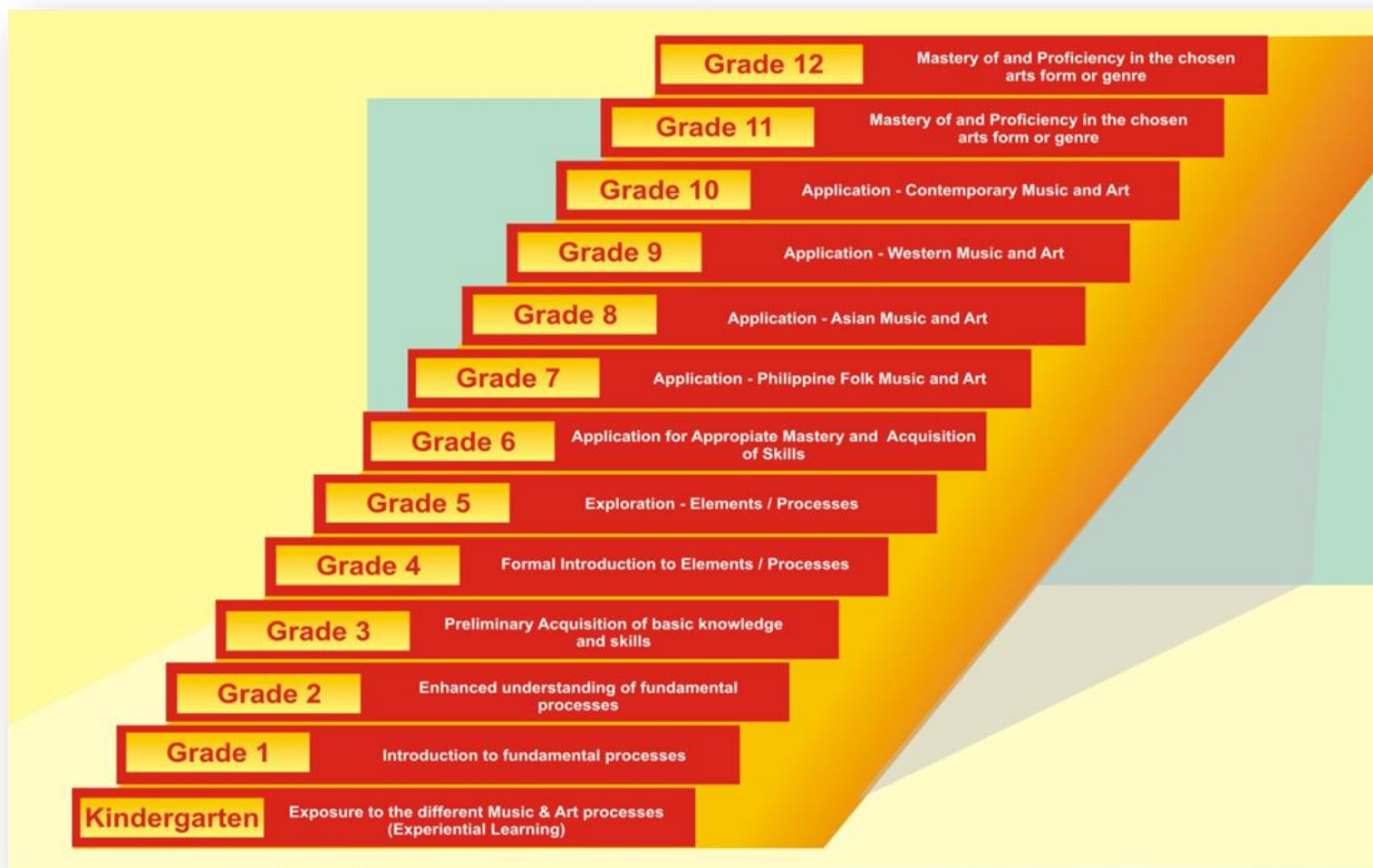


Figure 2. Content of Music and Art per Grade Level

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><i>*No formal instruction in harmony from K to 3</i></p>	<ul style="list-style-type: none"> • Color • Line • Shape/Form • Texture • Rhythm • Balance • Repetition * Contrast • Emphasis • Proportion • Harmony/Unity 	<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"> • 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:

Grade Level	Grade Level Standards
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 art 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 art, 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 art 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 art, through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.

MUSIC

(Grade 1 to Grade 10)

MUSIC – GRADE 1*

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
I. RHYTHM <ul style="list-style-type: none"> What is sound? Distinction between sound and silence Steady beats (ostinato) Simple rhythmic patterns 	<i>The learner...</i> <ul style="list-style-type: none"> demonstrates basic understanding of sound, silence and rhythm. develops musical awareness and creativity in expressing himself/herself while doing the fundamental processes in music. 	<i>The learner...</i> <ul style="list-style-type: none"> identifies the difference between sound and silence accurately. 	<i>The learner...</i> <ul style="list-style-type: none"> associates icons with sound and silence within a rhythmic pattern.
		<ul style="list-style-type: none"> maintains a steady beat when chanting, walking, tapping, clapping and playing musical instruments. 	<ul style="list-style-type: none"> performs claps, taps, chants, walks, and plays musical instruments in response to sound with the correct rhythm <ul style="list-style-type: none"> In groupings of 2s. In groupings of 3s. In groupings of 4s. performs echo clapping.
		<ul style="list-style-type: none"> plays simple ostinato patterns on classroom instruments and other sound sources . 	<ul style="list-style-type: none"> creates simple ostinato patterns in groupings of 2s, 3s, and 4s through body movements. plays simple ostinato patterns on classroom instruments or other sound sources Ex. Sticks, drums, triangle, nails, coconut shells, bamboo, empty boxes, etc.
II. MELODY	<ul style="list-style-type: none"> demonstrates understanding of pitch and simple melodic patterns. 	<ul style="list-style-type: none"> matches the correct pitch of tones with other sound sources. 	<ul style="list-style-type: none"> identifies the pitch of tone as <ul style="list-style-type: none"> high. low.

* Every quarter/grading period includes the teaching of the 7 elements of Music (from Rhythm to Texture) following the expanded spiral progression approach.

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Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> Pitch Simple machines patterns 	The Learner...	The Learner...	<ul style="list-style-type: none"> responds to high and low tones through body movements, singing, and playing other sources of sounds.
		<ul style="list-style-type: none"> matches the melody of a song with correct pitch vocally . 	<ul style="list-style-type: none"> sings in pitch. <ul style="list-style-type: none"> Rote singing <ul style="list-style-type: none"> Greeting songs Counting songs Echo singing
III. FORM <ul style="list-style-type: none"> Musical lines Beginnings and endings in Music 	<ul style="list-style-type: none"> demonstrates understanding of the basic concepts of musical lines, beginnings and endings is music, and repeats in music. 	<ul style="list-style-type: none"> shows recognition of pattern changes with body movement. associates geometric shapes to indicate understanding of same-different patterns. 	<ul style="list-style-type: none"> identifies musical lines as <ul style="list-style-type: none"> Similar or Dissimilar through movements and geometric shapes or objects.
IV. TIMBRE <ul style="list-style-type: none"> Sound Quality Distinction between singing and talking 	<ul style="list-style-type: none"> demonstrates understanding of the basic concepts of timbre. 	<ul style="list-style-type: none"> uses voice and other sources of sound to produce a variety of timbres. responds to differences in sound quality with appropriate movement. 	<ul style="list-style-type: none"> identifies the source of sounds <ul style="list-style-type: none"> Wind, wave, swaying of the trees, animal sounds, sounds produced by machines, transportation, through body movements.
V. DYNAMICS	<ul style="list-style-type: none"> demonstrates understanding of the basic concepts of dynamics. 	<ul style="list-style-type: none"> uses dynamic levels to enhance poetry , chants, drama, and musical stories. 	<ul style="list-style-type: none"> interprets through body movements the dynamics of a song. Ex. <ul style="list-style-type: none"> Small movement –soft Big movement - loud

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Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> • Sound volume • Distinction between loudness and softness in Music 	<i>The Learner...</i>	<i>The Learner...</i> <ul style="list-style-type: none"> • shows dynamic changes with movements. • uses terms “loud” and “soft” to identify volume changes. 	<i>The Learner...</i> <ul style="list-style-type: none"> • associates dynamics with the movements of animals. <ul style="list-style-type: none"> - Elephant walk – loud - Tiny steps of dwarf – soft
VI. TEMPO <ul style="list-style-type: none"> • Sound Speed • Distinction between fastness and slowness in Music 	<ul style="list-style-type: none"> • demonstrates understanding of the basic concepts of tempo. 	<ul style="list-style-type: none"> • uses varied tempo to enhance poetry, chants, drama, and musical stories. • correlates tempo changes with movements. • uses terms “fast” and “slow” to identify tempo changes. 	<ul style="list-style-type: none"> • demonstrates the concept of tempo through movement. • responds to varied tempo with movement or dance. <ul style="list-style-type: none"> - Slow movement with slow music - Fast movement with fast music • mimics animal movements. <ul style="list-style-type: none"> - Horse –fast - Carabao –slow
VII. TEXTURE <ul style="list-style-type: none"> • Sound Quality • Distinction between “thin” and “thick” in Music 	<ul style="list-style-type: none"> • demonstrates understanding of the basic concepts and texture. 	<ul style="list-style-type: none"> • distinguishes between single musical line and multiple musical lines which occur simultaneously. • show awareness of texture by using visual images. 	<ul style="list-style-type: none"> • demonstrates the concept of texture by singing two-part round. Examples: <ul style="list-style-type: none"> - Are you Sleeping - Row Your Boat

MUSIC – GRADE 2

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
<p>I. RHYTHM</p> <ul style="list-style-type: none"> • Sound and silence • Steady beats (<i>ostinato</i>) • Simple Rhythmic Patterns 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • distinguishes between sound and silence. • demonstrates understanding of steady beats. • demonstrates understanding of rhythmic patterns. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • identifies the difference between sound and silence. • maintains a steady beat when chanting, walking, tapping, clapping and playing musical instruments. • plays simple ostinato patterns on classroom instruments and other sound sources. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • associates visual images with sound and silence within a rhythmic pattern. • claps, taps, chants, walks, and plays musical instruments in response to sound with the correct rhythm <ul style="list-style-type: none"> - in groups of 2s. - in groups of 3s. - in groups of 4s. • imitates and replicates a simple series of rhythmic sounds (i.e. “echo clapping”). • creates simple ostinato patterns in groupings of 2s, 3s, and 4s through body movements. • plays simple ostinato patterns on classroom instruments or other sound sources. <ul style="list-style-type: none"> - Ex. Sticks, drums, triangle, nails, coconut shells, bamboo, empty boxes, etc.

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Content	Content Standards	Performance Standards	Learning Competencies
II. MELODY <ul style="list-style-type: none"> Pitch Simple Melodic Contour 	<i>The learner...</i> <ul style="list-style-type: none"> demonstrates high and low tones through singing or playing musical instruments distinguishes high and higher, low and lower tones. recreates simple melodic patterns correlates melodic patterns to visual imagery. 	<i>The learner...</i> <ul style="list-style-type: none"> matches the correct pitch of tones vocally. distinguishes high and higher, low and lower pitches of tones. correlates musical pitches to visual imagery. matches the melody of a song with correct pitch. echoes simple melodic patterns. illustrates appropriately the melodic contour with movement. 	<i>The learner...</i> <ul style="list-style-type: none"> identifies the pitch of tones as <ul style="list-style-type: none"> high . low. higher – lower. responds to pitch range of tones through body movements, singing, and playing sources of sounds. demonstrates high and low tones through singing or playing musical instruments. sings with correct pitch using <ul style="list-style-type: none"> rote songs. echo songs. simple children’s melodies. illustrates the melodic contour through <ul style="list-style-type: none"> body staff writing the melodic line “on the air” line notation
III. FORM <ul style="list-style-type: none"> Musical Lines 	<ul style="list-style-type: none"> distinguishes same or different musical lines. 	<ul style="list-style-type: none"> recognizes rhythmic and melodic pattern changes. correlates geometric shapes to indicate understanding of similar-dissimilar lines. 	<ul style="list-style-type: none"> identifies musical lines as <ul style="list-style-type: none"> similar dissimilar through movements and geometric shapes or objects.

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Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> • Beginnings and Endings in Music • Repeats in Music 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • identifies the beginning and the end of a song. • recognizes repetitions within a song. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • creates melodic rhythmic or introduction and ending of songs. • repeats the designated musical lines in a song. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates the beginning and ending of song through movements and sounds (instrumental and vocal). • indicates repeated musical passages through movements. • echoes repetitions of musical lines.
<p>IV. TIMBRE</p> <ul style="list-style-type: none"> • Introduction to Voice Production • Differentiation in Sound Quality • Introduction of Musical Instruments 	<ul style="list-style-type: none"> • sings with pleasing vocal quality on pitch. • recognizes the difference between speaking and talking. • responds to differences in sound quality coming from a variety of sound sources. 	<ul style="list-style-type: none"> • uses voice and other sources of sound to produce a variety of timbres. • responds to differences in sound quality with appropriate movement. • associates common musical instruments by their sound and image. 	<ul style="list-style-type: none"> • sings a song using appropriate breath control. • identifies the source of sounds: <ul style="list-style-type: none"> • Ex: wind, waves, swaying of the trees, animal sounds, sounds produced by machines, transportation, etc. • replicates different sources of sounds and associate them with body movements. • identifies common musical instruments by their sound and image.

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Content	Content Standards	Performance Standards	Learning Competencies
V. DYNAMICS <ul style="list-style-type: none"> Sound Volume in Music 	<i>The learner...</i> <ul style="list-style-type: none"> distinguishes between “loud” and “soft” in music. distinguishes between “louder” and “softer” in music. 	<i>The learner...</i> <ul style="list-style-type: none"> applies dynamic levels to enhance poetry, chants, drama, and musical stories. shows dynamic changes with movements. uses appropriate terminology to indicate understanding of volume variations. 	<i>The learner...</i> <ul style="list-style-type: none"> distinguishes “loud,” “medium,” and “soft” in recorded music. replicates “loud,” “medium,” and “soft” vocally or with instruments. interprets through body movements the dynamics of a song. <ul style="list-style-type: none"> Ex. small movement – soft medium movement – medium volume big movement – loud associates movements of animals to dynamics. <ul style="list-style-type: none"> Ex. elephant walk – loud man walking – medium tiny steps of dwarf – soft uses terms loud, louder, soft and softer to identify volume variations.
VI. TEMPO <ul style="list-style-type: none"> Sound Speed in Music 	<ul style="list-style-type: none"> distinguishes between “fast,” “faster,” “slow,” and “slower.” 	<ul style="list-style-type: none"> uses varied tempi to enhance poetry, chants, drama, and musical stories. 	<ul style="list-style-type: none"> distinguishes “slow,” “slower,” “fast,” and “faster” in recorded music. replicates “slow,” “slower,” “fast,” and “faster” vocally or with instruments.

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Content	Content Standards	Performance Standards	Learning Competencies
	<i>The learner...</i>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> shows tempo variations with movements. uses terms “fast,” “faster,” “slow,” and “slower” to identify tempo variations. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> demonstrates tempo variations through movements. responds to tempo variations with movement or dance. <ul style="list-style-type: none"> slow movement with slow music fast movement with fast music. mimics animal movements. <ul style="list-style-type: none"> horse – fast man walking – moderate carabao –slow responds to the correct tempo of a song as guided by the hand signal of the teacher. <i>(e.g.) The teacher’s slow hand movement means “slow” while fast” hand movement means “fast.”</i>
<p>VII. TEXTURE</p> <ul style="list-style-type: none"> Musical Layering 	<ul style="list-style-type: none"> distinguishes between thinness and thickness of musical sound through layering of sound. 	<ul style="list-style-type: none"> distinguishes between single musical line and multiple musical lines which occur simultaneously shows awareness of texture by correlating visual images to music. 	<ul style="list-style-type: none"> demonstrates the concept of texture by singing rounds <ul style="list-style-type: none"> Ex. “Are you Sleeping?” “Row, Row Your Boat” identifies musical density using recorded music. <ul style="list-style-type: none"> Ex. music with layered orchestration vs. music with single instrument accompaniments.

MUSIC – GRADE 3

Content	Content Standards	Performance Standards	Learning Competencies
I. RHYTHM <ul style="list-style-type: none"> Sound and silence Steady beats (<i>ostinato</i>) Simple Rhythmic Patterns 	<i>The learner...</i> <ul style="list-style-type: none"> distinguishes between sound and silence. demonstrates understanding of steady beats. demonstrates understanding of rhythmic patterns. 	<i>The learner...</i> <ul style="list-style-type: none"> identifies the difference between sound and silence. maintains a steady beat when chanting, walking, tapping, clapping and playing musical instruments. plays simple ostinato patterns on classroom instruments and other sound sources. 	<i>The learner...</i> <ul style="list-style-type: none"> associates icons with sound and silence within a rhythmic pattern. claps, taps, chants, walks, and plays musical instruments in response to sound with the correct rhythm. <ul style="list-style-type: none"> in groupings of 2s, 3s, and 4s echo clapping marching dancing the waltz singing Rhythm and Action Songs. creates simple ostinato patterns in groupings of 2s, 3s, and 4s through body movements. plays simple ostinato patterns on classroom instruments or other sound sources. creates ostinato patterns in different meters using combination of different sound sources.

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Content	Content Standards	Performance Standards	Learning Competencies
II. MELODY <ul style="list-style-type: none"> Pitch Melodic Lines Melodic Patterns and Contour 	<i>The learner...</i> <ul style="list-style-type: none"> distinguishes low, medium, high tones. demonstrates high, medium and low tones while singing or playing musical instruments . recreates simple melodic patterns. 	<i>The learner...</i> <ul style="list-style-type: none"> matches the correct pitch of tones vocally or with an instrument. matches the melody of a song in correct pitch vocally. 	<i>The learner...</i> <ul style="list-style-type: none"> identifies the pitch of a tone as: <ul style="list-style-type: none"> high – higher moderately high – higher moderately low - lower low - lower correlates movement to pitch variations. sings entire simple songs in pitch: <ul style="list-style-type: none"> Favorite Children’s Songs <ul style="list-style-type: none"> Ex. “Do –Re- Mi” “What Can We Do Today” Folksongs <ul style="list-style-type: none"> Ex. “Manang Biday” “Paruparong Bukid” “Atin Cu Pung Singsing”
III. FORM <ul style="list-style-type: none"> Musical Lines 	<ul style="list-style-type: none"> distinguishes same, similar, or different musical lines 	<ul style="list-style-type: none"> recognizes pattern changes. distinguishes between similar patterns, different patterns, and same patterns. 	<ul style="list-style-type: none"> identifies musical lines as <ul style="list-style-type: none"> similar same different <p>through movements and geometric shapes or objects.</p>

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Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> Musical Beginning, Middle, and End Music Repeats 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> identifies the beginning, middle, and the end of a song recognizes repetitions within a song. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> identifies the beginning and ending of a song. recognizes the repetitions in a song by singing the repeated parts independently. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> confidently renders a song giving appropriate emphasis on the beginning and on the end. performs repetitions of musical lines independently.
<p>IV. TIMBRE</p> <ul style="list-style-type: none"> Voice Production Techniques Differentiation in Sound Quality Introduction of Musical Instruments 	<ul style="list-style-type: none"> sings with pleasing vocal quality on pitch. recognizes the difference between speaking and talking. recognizes differences in sound quality coming from a variety of sound sources. 	<ul style="list-style-type: none"> applies vocal techniques to produce a pleasing vocal quality: <ul style="list-style-type: none"> using head tones employing proper breathing using the diaphragm compares the use of the voice in speaking and in singing. uses the voice and other sources of sound to produce a variety of timbres. responds to differences in sound quality with appropriate movement. 	<ul style="list-style-type: none"> sings with pleasing vocal quality <ul style="list-style-type: none"> using head tones employing proper breathing using the diaphragm identifies and compares the voices of : <ul style="list-style-type: none"> classmates as they sing or talk selected popular singers in recordings. recognizes musical instruments through sound.

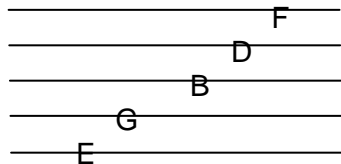
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Content	Content Standards	Performance Standards	Learning Competencies
V. DYNAMICS <ul style="list-style-type: none"> Sound Volume in Music Conducting and Dynamics 	<i>The learner...</i> <p>The learner distinguishes between “loud” “medium” and “soft” in music.</p> <p>The learner responds to conducting symbols indicating variances in dynamics.</p>	<i>The learner...</i> <ul style="list-style-type: none"> distinguishes among a range of dynamics. correlates movement to changes and variations in dynamics. uses terms “loud,” “medium,” and “soft” (louder, softer) to identify volume changes and variations. 	<i>The learner...</i> <ul style="list-style-type: none"> uses varied dynamics to enhance poetry, chants, drama, songs and musical stories. sing songs with dynamics following the hand signal of the teacher for “loud” and “soft.” <ul style="list-style-type: none"> Ex. <i>Teacher’s palm down means “soft” and palm up means “loud.”</i> <i>Hands moving farther from each other means sound becomes louder.</i> interprets the dynamics of a song through body movements. <ul style="list-style-type: none"> Ex: small movement –soft big movement – loud associates dynamics to the movements of animals. <ul style="list-style-type: none"> Ex: elephant walking – loud mice scurrying – soft
VI. TEMPO <ul style="list-style-type: none"> Sound Speed in Music 	<ul style="list-style-type: none"> distinguishes between “fast” “moderate” and “slow” in music. 	<ul style="list-style-type: none"> distinguishes among a range of tempi. 	<ul style="list-style-type: none"> uses tempo levels to enhance poetry, chants, drama, and musical stories. sings songs with designated tempi. <ul style="list-style-type: none"> Ex. Lullabye – slow Joyful songs – fast

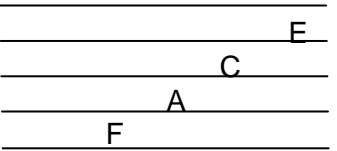
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Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> Conducting and Tempo 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> responds to conducting symbols indicating variances in tempo. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> correlates movement to changes and variations in tempo. uses terms “fast,” “moderate,” and “slow” (“faster,” “slower” etc.) to identify tempo changes and variations. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> responds with movement to tempo changes. (i.e. doing locomotor and non-locomotor movements to a variety of tempi in recorded music. sing songs following the hand signals of the teacher to indicate tempo and variations. mimics animal movements according to speed. <ul style="list-style-type: none"> horse –fast carabao –slow turtle –slow rabbit –fast dog-fast
<p>VII. TEXTURE</p> <ul style="list-style-type: none"> Musical Layering 	<ul style="list-style-type: none"> distinguishes between thinness and thickness of musical sound through layering of sound. 	<ul style="list-style-type: none"> distinguishes between single musical lines and multiple musical lines which occur simultaneously. 	<ul style="list-style-type: none"> demonstrates the concept of texture by singing two-part rounds. <ul style="list-style-type: none"> Ex. “Are you Sleeping?” “Row, Row Your Boat” demonstrates the concept of texture by singing partner songs. <ul style="list-style-type: none"> Ex. “Leron, Leron Sinta” “Pamulinawen” “Little Indians” “He’s Got the Whole World in His Hands”

MUSIC – GRADE 4

Content	Content Standards	Performance Standards	Learning Competencies
I. RHYTHM <ul style="list-style-type: none"> Musical Symbols and Concepts: <ul style="list-style-type: none"> Notes and rests Meters Rhythmic Patterns Simple Time Signatures 	<i>The learner...</i> <ul style="list-style-type: none"> recognizes the musical symbols and demonstrates understanding of concepts pertaining to rhythm. 	<i>The learner...</i> <ul style="list-style-type: none"> organizes notes and rests according to simple meters. creates rhythmic patterns in simple time signatures. creates a simple one-measure ostinato pattern. responds to metric pulses of music heard with appropriate conducting patterns. 	<i>The learner...</i> <ul style="list-style-type: none"> identifies different notes (♩, ♪, ○, ♫) and rests (♩, ♪, ♩, ♪). identifies accented and unaccented pulses. places the accent (>) on the notes of recorded music. uses the bar line to indicate groupings of beats in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$. demonstrates rhythmic patterns by clapping. demonstrates the essence of the time signatures $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$.
II. MELODY <ul style="list-style-type: none"> Musical Symbols and Concepts: <ul style="list-style-type: none"> Intervals Scales Melodic Contours Patterns of successive pitches of a C Major scale 	recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody.	<ul style="list-style-type: none"> identifies successive sounding of two pitches. aurally and visually recognizes examples of melodic intervals. identifies the pitch names of lines and spaces in the treble staff. 	<ul style="list-style-type: none"> identifies the pitch name of each line and space of the G-clef staff. 

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Content	Content Standards	Performance Standards	Learning Competencies
		<ul style="list-style-type: none"> identifies the pitch names of the C Major scale. identifies melodic contours. performs and analyzes melodic movement and range. creates simple melodies. 	 <ul style="list-style-type: none"> identifies the pitch names of notes on the ledger lines and spaces below the G-clef staff (middle C and D). identifies the <i>stepwise</i> / <i>skipwise</i> movements of notes. identifies the melodic movement as <ul style="list-style-type: none"> - no movement - upward stepwise - downward stepwise - upward skipwise - downward skipwise. performs melodic intervals in the correct pitch. identifies the highest and lowest notes in a given piece and determines the range. performs his/her own created melody.

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Content	Content Standards	Performance Standards	Learning Competencies
III. FORM <ul style="list-style-type: none"> Musical Phrases 	<i>The learner...</i> <ul style="list-style-type: none"> demonstrates understanding of musical phrasing and phrases. 	<i>The learner...</i> <ul style="list-style-type: none"> demonstrates understanding of similar and contrasting musical phrases. 	<i>The learner...</i> <ul style="list-style-type: none"> identifies, performs, and analyzes similar and contrasting musical phrases.
IV. TIMBRE <ul style="list-style-type: none"> Sound density in vocal and instrumental sounds 	<ul style="list-style-type: none"> demonstrates understanding of variations of sound density in music (lightness and heaviness) as applied to vocal and instrumental music. 	<ul style="list-style-type: none"> distinguishes vocal and instrumental sounds. actively participates in a group performance to demonstrate different vocal and instrumental sounds. 	<ul style="list-style-type: none"> identifies as vocal or instrumental a recording of the following: <ul style="list-style-type: none"> ➤ solo ➤ duet ➤ trio ➤ ensemble aurally and visually identifies different instruments. participates actively in group singing and ensemble playing.
V. DYNAMICS <ul style="list-style-type: none"> Volume of musical sound 	<ul style="list-style-type: none"> recognizes the musical symbols and demonstrates understanding of concepts pertaining to volume in music. 	<ul style="list-style-type: none"> uses appropriate musical terminology to indicate variations in dynamics. 	<ul style="list-style-type: none"> identifies and applies forte and piano to designate loudness and softness in a musical example.

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Content	Content Standards	Performance Standards	Learning Competencies
VI. TEMPO <ul style="list-style-type: none"> Speed of musical sound 	<i>The learner...</i> <ul style="list-style-type: none"> recognizes the musical symbols and demonstrates understanding of concepts pertaining to speed in music. 	<i>The learner...</i> <ul style="list-style-type: none"> uses appropriate musical terminology to indicate variations in tempo. 	<i>The learner...</i> <ul style="list-style-type: none"> identifies and applies <i>largo</i> (<i>slow</i>) and <i>presto</i> (<i>fast</i>) to designate speed in a musical example.
VII. TEXTURE <ul style="list-style-type: none"> Densities of musical sound 	<ul style="list-style-type: none"> recognizes the musical symbols and demonstrates understanding of concepts pertaining to texture in music. 	<ul style="list-style-type: none"> aurally and visually recognizes examples of horizontal 2-part vocal or instrumental texture. 	<ul style="list-style-type: none"> aurally Identifies the texture of a music example. performs two-part rounds and partner songs with others. aurally and visually identifies an <i>ostinato</i> or <i>descant</i> in a musical example.
VIII. HARMONY <ul style="list-style-type: none"> Simultaneous sounding of two tones/pitches 	<ul style="list-style-type: none"> recognizes the musical symbols and demonstrates understanding of harmonic intervals. 	<ul style="list-style-type: none"> aurally and visually recognizes examples of harmonic intervals. 	<ul style="list-style-type: none"> identifies and applies harmonic interval (2 pitches) in a musical example. creates and performs examples of harmonic interval (2 pitches) with others.

MUSIC – GRADE 5

Content	Content Standards	Performance Standards	Learning Competencies
I. RHYTHM Musical Symbols and Concepts: <ul style="list-style-type: none"> • Notes and rests • Meters • Rhythmic Patterns • Simple Time Signatures 	<i>The learner...</i> <ul style="list-style-type: none"> • recognizes the musical symbols and demonstrates understanding of concepts pertaining to rhythm. 	<i>The learner...</i> <ul style="list-style-type: none"> • organizes notes and rests in simple meters. • recognizes rhythmic patterns using quarter, half note, dotted half, dotted quarter and eighth notes in simple time signatures. • responds to metric pulses of music heard with appropriate conducting patterns. 	<i>The learner...</i> <ul style="list-style-type: none"> • visually and aurally identifies the kinds of notes in a song ♩, ♪, ♫, ♬, ♭, ♮, ♯, ♭, ♯ • accurately identifies the duration of notes and rests. • creates different rhythmic patterns using notes and rests of different time signatures ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$). • performs with a conductor.
II. MELODY Musical Symbols and Concepts: <ul style="list-style-type: none"> • Accidentals • F-Clef • Intervals • Scales • Melodic Contours 	<ul style="list-style-type: none"> • recognizes the musical symbols and demonstrates understanding of concepts pertaining to melody. 	<ul style="list-style-type: none"> • identifies the accidentals that raise and lower pitch (sharps and flats). • identifies the accidental that restores the initial pitch (♮) . 	<ul style="list-style-type: none"> • aurally and visually identifies the symbols for sharp (#), flat (b) and natural (♮) . • aurally and visually identifies the pitch names of each line and space on the F Clef.

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Content	Content Standards	Performance Standards	Learning Competencies
	<i>The learner...</i>	<i>The learner...</i> <ul style="list-style-type: none"> identifies the pitch names of lines and spaces in the bass staff or F Clef. identifies melodic contours. demonstrates and analyzes melodic movement and range. creates simple melodies 	<i>The learner...</i> <ul style="list-style-type: none"> identifies the notes of the intervals – primes, 2nds, 3rds, 4ths, 5ths, and octaves in the C Major Scale. identifies the melodic contour of a musical example identifies the melodic movement of a musical example. determines the range of a musical example. performs his/her own created simple melody.
III. FORM <ul style="list-style-type: none"> Melodic Rhythmic 	<ul style="list-style-type: none"> demonstrates understanding of musical phrasing and phrases. 	<ul style="list-style-type: none"> identifies, demonstrates, and analyzes melodic and rhythmic phrases. compares musical phrases. 	<ul style="list-style-type: none"> determines if the melodic phrase and rhythmic phrases are: <ul style="list-style-type: none"> same similar contrasting

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Content	Content Standards	Performance Standards	Learning Competencies
IV. TIMBRE <ul style="list-style-type: none"> Vocal and Instrumental Sounds 	<i>The learner...</i> <ul style="list-style-type: none"> demonstrates understanding of variations of sound density in music (lightness and heaviness) as applied to vocal and instrumental music. 	<i>The learner...</i> <ul style="list-style-type: none"> distinguishes vocal and instrumental sounds. participates in a group performance to demonstrate different vocal and instrumental sounds. creates a variety of sounds emanating from the environment using available sound sources. 	<i>The learner...</i> <ul style="list-style-type: none"> identifies the following vocal timbres: <ul style="list-style-type: none"> soprano alto tenor bass describes the characteristics of each type of voice. aurally and visually identifies different instruments in: <ul style="list-style-type: none"> rondalla drum and lyre band bamboo group/ensemble (angklung) other local indigenous ensembles actively participates in ensemble, singing, and playing. performs a variety of created nature sounds using available sound sources.
V. DYNAMICS <ul style="list-style-type: none"> Variations of Volume in musical sound 	<ul style="list-style-type: none"> recognizes the musical symbols and demonstrates understanding of concepts pertaining to volume in music. 	<ul style="list-style-type: none"> uses appropriate musical terminology to indicate variations in dynamics specifically: <ul style="list-style-type: none"> <i>piano (p)</i>, <i>mezzo piano (mp)</i> <i>forte (f)</i> <i>mezzo forte (mf)</i> <i>crescendo and</i> 	<ul style="list-style-type: none"> identifies and applies the following dynamics to musical selections: <ul style="list-style-type: none"> <i>piano (p)</i>, <i>mezzo piano (mp)</i> <i>forte (f)</i> <i>mezzo forte (mf)</i> <i>crescendo and decrescendo</i> <div style="text-align: center;"> \langle \rangle </div>

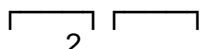
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Content	Content Standards	Performance Standards	Learning Competencies
		<p><i>decrescendo</i></p> <p>< ></p>	
VI. TEMPO <ul style="list-style-type: none"> Variations of Speed in musical sound 	<i>The learner...</i> <ul style="list-style-type: none"> recognizes the musical symbols and demonstrates understanding of concepts pertaining to speed in music. 	<i>The learner...</i> <ul style="list-style-type: none"> uses appropriate musical terminology to indicate variations in tempo: <ul style="list-style-type: none"> <i>allegro</i> <i>moderato</i> <i>andante</i> <i>vivace</i> <i>ritardando</i> <i>accelerando</i> 	<i>The learner...</i> <ul style="list-style-type: none"> identifies and applies the following tempi: <ul style="list-style-type: none"> <i>allegro</i> <i>moderato</i> <i>andante</i> <i>vivace</i> <i>ritardando</i> <i>accelerando</i>
VII. TEXTURE <ul style="list-style-type: none"> Densities of musical sound 	<ul style="list-style-type: none"> recognizes the musical symbols and demonstrates understanding of concepts pertaining to texture in music. 	<ul style="list-style-type: none"> aurally and visually recognizes examples of horizontal 3-part vocal or instrumental texture. 	<ul style="list-style-type: none"> aurally Identifies the texture of a musical example. performs 3-part rounds and partner songs with others.
VIII. HARMONY <ul style="list-style-type: none"> Introduction of the Major Triad 	<ul style="list-style-type: none"> recognizes the musical symbols and demonstrates understanding of harmonic intervals. 	<ul style="list-style-type: none"> identifies the intervals of major triads: <ul style="list-style-type: none"> C major F major G major 	<ul style="list-style-type: none"> illustrates through a vocal or instrumental ensemble the following major triads: <ul style="list-style-type: none"> C major F major G major

MUSIC – GRADE 6

Content	Content Standards	Performance Standards	Learning Competencies
I. RHYTHM Musical Symbols and Concepts: <ul style="list-style-type: none"> Notes and rests Meters Rhythmic Patterns Time Signatures Conducting 	<i>The learner...</i> <ul style="list-style-type: none"> illustrates the concept of rhythm by applying notes and rests, rhythmic patterns, and time signatures for appropriate mastery and acquisition of skills. 	<i>The learner...</i> <ul style="list-style-type: none"> creates rhythmic patterns using quarter, eighth and sixteenth notes and rests, in $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{6}{8}$ time signatures. responds to beats in music heard with appropriate conducting patterns of $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{6}{8}$. 	<i>The learner...</i> <ul style="list-style-type: none"> identifies the notes / rests used in a particular song, ♪, ♪, ♪, ♪, ♪ differentiates between $\frac{2}{4}$, $\frac{3}{4}$, $\frac{6}{8}$ time signatures. demonstrates the conducting patterns of $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{6}{8}$ time signatures. creates rhythmic patterns in $\frac{6}{8}$ time signatures. identifies through conducting the relationship of the 1st and last measure in an incomplete measure.
II. MELODY <ul style="list-style-type: none"> Intervals Major Scales Minor Scales 	<ul style="list-style-type: none"> illustrates the concept of melody by using intervals and major scales, for appropriate mastery and acquisition of skills. recognizes the pattern of successive pitches in the minor scale. 	<ul style="list-style-type: none"> reads notations of simple songs based on the C Major, G Major, and F Major scales. creates simple melodies based on the notes of the C Major, G Major, and F Major scales. 	<ul style="list-style-type: none"> demonstrates the ability to sing, read, and write musical notations in the key of C Major, G major, and F Major. performs self-composed melodies in C Major, G major, and F Major. analyzes the melodic patterns found in different songs in C Major, G major, and F Major.

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Content	Content Standards	Performance Standards	Learning Competencies
	<i>The learner...</i>	<i>The learner...</i> <ul style="list-style-type: none"> identifies the pitch names of the scales of C minor, G minor, and F minor. applies learned concepts of melody and other elements to composition and performance. 	<i>The learner...</i> <ul style="list-style-type: none"> creates simple melodies in the relative minor scales of C minor, G minor, and F minor. sings and plays solo or with group songs in C Major, G Major, and F Major.
III. FORM <ul style="list-style-type: none"> Structure of Musical Forms Musical Symbols <ul style="list-style-type: none"> Repeats of Musical Phrases Return of Musical Phrases Ending of Musical Phrases 	<ul style="list-style-type: none"> demonstrates understanding of the concept of form by applying them to repeated, similar, and contrasting melodic and rhythmic musical phrases. recognizes and applies the musical symbols indicated by repeat marks and D.C., Dal Segno, Al Fine, and D.C al Fine. 	<ul style="list-style-type: none"> recognizes the design or structure of simple musical forms: <ul style="list-style-type: none"> unitary binary (AB) ternary (ABA) identifies simple musical forms. identifies and applies indicators of repeated, return, and ending of musical phrases. illustrates the concept of form indicated by repeat marks and D.C, Dal Segno. Al Fine and D.C al Fine. 	<ul style="list-style-type: none"> identifies simple musical forms. <ul style="list-style-type: none"> unitary binary (AB) ternary (ABA) analyzes the musical forms of songs sung. demonstrates the ability to use the different repeat marks that are related to form: <ul style="list-style-type: none"> Da Capo (D.C.) Dal Segno (D.S.) Al Fine (<i>up to the end</i>) D.C. at Fine (<i>repeat from the beginning until the word Fine</i>) : :  (ending 1, ending 2)

Content	Content Standards	Performance Standards	Learning Competencies
IV. TIMBRE <ul style="list-style-type: none"> Introduction of Musical Instruments 	<i>The learner...</i> <ul style="list-style-type: none"> applies the concept of timbre through recognizing musical instruments aurally and visually. 	<i>The learner...</i> <ul style="list-style-type: none"> identifies visually and aurally the instrumental sections of the Western orchestra. distinguishes aurally the sound of each section of the Western orchestra. identifies aurally the sound of a single instrument in any section of the Western orchestra. 	<i>The learner...</i> <ul style="list-style-type: none"> differentiates the characteristics of each instrument in each section of the orchestra. describes the characteristics of sound quality of the different instruments of the orchestra.
V. DYNAMICS <ul style="list-style-type: none"> Variations in dynamics 	<ul style="list-style-type: none"> applies a wide variety of dynamic levels to demonstrate understanding of the concept of dynamics 	<ul style="list-style-type: none"> identifies and demonstrates varied dynamic levels in music heard and performed: <ul style="list-style-type: none"> <i>piano (p)</i> <i>pianissimo (pp)</i> <i>mezzo piano (mp)</i> <i>forte (f)</i> <i>mezzo forte (mf)</i> <i>fortissimo (ff)</i> <i>crescendo</i> <i>decrescendo</i> 	<ul style="list-style-type: none"> applies the proper dynamics markings: <ul style="list-style-type: none"> <i>piano (p)</i> <i>pianissimo (pp)</i> <i>mezzo piano (mp)</i> <i>forte (f)</i> <i>mezzo forte (mf)</i> <i>fortissimo (ff)</i> <i>crescendo</i> <i>decrescendo</i> shows appreciation for beauty of songs properly sung with dynamics.

Content	Content Standards	Performance Standards	Learning Competencies
VI. TEMPO <ul style="list-style-type: none"> Variations of <i>Tempi</i> 	<i>The learner...</i> <ul style="list-style-type: none"> illustrates the concept of various tempi for appropriate mastery and acquisition of skills. 	<i>The learner...</i> <ul style="list-style-type: none"> identifies and demonstrates tempi in music heard and performed: <ul style="list-style-type: none"> - <i>Allegro</i> - <i>Andante</i> - <i>Ritardando</i> - <i>Accelerando</i> 	<i>The learner...</i> <ul style="list-style-type: none"> distinguishes between ritardando and accelerando as used in a song. demonstrates the different kinds of tempi by following tempo marks using a familiar song. <ul style="list-style-type: none"> - Ex: "<i>Pandangguhan</i>" identifies the different tempi in a given song or music.
VII. TEXTURE <ul style="list-style-type: none"> Variations in Texture <ul style="list-style-type: none"> - Monophony - Homophony - Polyphony 	<ul style="list-style-type: none"> illustrates the concept of texture as <i>monophonic</i> (one voice), <i>homophonic</i> (voice and accompaniment), and <i>polyphonic</i> (many voices). 	<ul style="list-style-type: none"> aurally identifies the texture of musical examples. distinguishes monophonic, homophonic, and polyphonic textures. applies primary chords (I, IV, V) as accompaniment to simple songs. 	<ul style="list-style-type: none"> identifies, compares, and contrasts monophonic, homophonic, and polyphonic textures through musical examples.
VIII. HARMONY <ul style="list-style-type: none"> Primary Chords 	<ul style="list-style-type: none"> illustrates the concept of harmony through the intervals that constitute the primary chords of a major and minor scales. 	<ul style="list-style-type: none"> identifies the primary chords of major scales of C, F, and G and the primary chords of minor scales of C, F, and G. distinguishes the sound of a major chord from a minor chord. 	<ul style="list-style-type: none"> identifies the primary chords (I, IV, V). identifies the notes of the primary chords. applies primary chords as accompaniment to simple songs. identifies the primary chords of the major and minor scales.

MUSIC – GRADE 7

Content	Content Standards	Performance Standards	Learning Competencies
Music Grade 7 - FIRST QUARTER/FIRST GRADING PERIOD			
<ul style="list-style-type: none"> • Review of Elements and Processes • Music of Luzon (Highlands and Lowlands) <ul style="list-style-type: none"> - Vocal Music - Instrumental Music - Cultural Context (History and Traditions) - Composition - Social Functions - Performance Styles/Techniques 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of musical elements and processes of Philippine music, particularly the music of Luzon highlands and lowlands. • develops musical awareness and creativity in expressing oneself while doing the fundamental processes in music. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • analyzes musical elements and processes of Philippine music. • correlates Philippine music to the Philippine culture. • performs examples of Philippine music, alone and with others, in appropriate tone, pitch, rhythm, expression and style. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • analyzes examples of Philippine music from Luzon and describes how the musical elements are used. • explains the distinguishing characteristics of representative Philippine music from Luzon in relation to history and culture of the area. • analyzes the relationship of functions of Philippine music from Luzon to the lives of the people. • sings representative Philippine music. • songs from Luzon (highlands and lowlands) alone and/or with others. • performs on available instruments from Luzon, alone and/or with others. • improvises simple rhythmic/harmonic accompaniments to selected Philippine music from Luzon. • explores ways of producing sounds on a variety of sources that would emulate instruments being studied.

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Content	Content Standards	Performance Standards	Learning Competencies
	<i>The Learner...</i>	<i>The Learner...</i>	<ul style="list-style-type: none"> evaluates music and music performances applying knowledge of musical elements and style.
Music Grade 7 - SECOND QUARTER/SECOND GRADING PERIOD			
<ul style="list-style-type: none"> Music of Mindoro, Palawan, and the Visayas <ul style="list-style-type: none"> Vocal Music Instrumental Music Cultural Context (History and Traditions) Composition Social Functions Performance Styles / Techniques 	<ul style="list-style-type: none"> demonstrates understanding of musical elements and processes of Philippine music, particularly the music of Mindoro, Palawan and the Visayas. develops musical awareness and creativity in expressing oneself while doing the fundamental processes in music. 	<ul style="list-style-type: none"> analyzes musical elements and processes of Philippine music. correlates Philippine music to Philippine culture. performs examples of Philippine music, alone and with others, in appropriate tone, pitch, rhythm, expression and style. 	<ul style="list-style-type: none"> analyzes examples of Philippine music from Mindoro, Palawan, and the Visayas, and describes how the musical elements are used. explains the distinguishing characteristics of representative Philippine music from Mindoro, Palawan, and the Visayas, in relation to history and culture of the area. analyzes the relationship of functions of Philippine music from Mindoro, Palawan, and the Visayas to the lives of the people. sings accurately representative songs from Mindoro, Palawan, and the Visayas, alone and / or with others. performs on available instruments music from Mindoro, Palawan, and the Visayas, alone and / or with others.

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Content	Content Standards	Performance Standards	Learning Competencies
	<i>The Learner...</i>	<i>The Learner...</i>	<i>The Learner...</i> <ul style="list-style-type: none"> improvises simple rhythmic / harmonic accompaniments to selected Philippine music from Mindoro, Palawan, and the Visayas. explores ways of producing sounds on a variety of sources that would emulate the instruments being studied. evaluates music and music performances applying knowledge of musical elements and style.
Music Grade 7 - THIRD QUARTER/THIRD GRADING PERIOD			
<ul style="list-style-type: none"> Music of Mindanao <ul style="list-style-type: none"> Vocal Music Instrumental Music Cultural Context (History and Traditions) Composition Social Functions Performance Styles / Techniques 	<ul style="list-style-type: none"> demonstrates understanding of musical elements and processes of Philippines music, particularly the music of Mindanao. develops musical awareness and creativity in expressing oneself while doing the fundamental processes in music. 	<ul style="list-style-type: none"> analyzes musical elements and processes of Philippine music. correlates Philippine music to Philippine culture. performs examples of Philippine music, alone and with others, in appropriate tone, pitch, rhythm, expression and style. 	<ul style="list-style-type: none"> analyzes examples of Philippine music from Mindanao and describes how the musical elements are used. explains the distinguishing characteristics of representative Philippine music from Mindanao in relation to history and culture of the area. analyzes the relationship of functions of Philippine music from Mindanao to the lives of the people. sings accurately representative Philippine songs from Mindanao, alone and/or with others. performs on available instruments music from Mindanao.

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Content	Content Standards	Performance Standards	Learning Competencies
	<i>The Learner...</i>	<i>The Learner...</i>	<ul style="list-style-type: none"> improvises simple rhythmic / harmonic accompaniments to selected Philippine music from Mindanao. explores ways of producing sounds on a variety of sources that would emulate the instruments being studied. evaluates music and music performances applying knowledge of musical elements and style.
Music Grade 7 - FOURTH QUARTER/FOURTH GRADING PERIOD			
<ul style="list-style-type: none"> Representative Compositions of the Philippines <ul style="list-style-type: none"> Harana Balitaw Kundiman Nationalistic Songs Instrumental Prominent Filipino Composers <ul style="list-style-type: none"> Nicanor Abelardo Francisco Santiago Francisco Buencamino, Sr. 	<ul style="list-style-type: none"> demonstrates understanding of representative compositions of the Philippines and appreciation of prominent Filipino composers. 	<ul style="list-style-type: none"> analyzes musical elements and processes of Philippine music. correlates Philippine music to Philippine culture. recognizes the contributions of the prime exponents of Philippine music . give values to Philippine culture as a vehicle towards national identity and unity. 	<ul style="list-style-type: none"> describes how a specific idea or story is communicated through Philippine Traditional Musical Forms. illustrates how the different elements of music are combined in creating Philippine Traditional Musical Forms. creates / improvises appropriate sound, music, gesture, movements, and costume for a rendition of particular Philippine Traditional Musical Forms. researches and analyzes the lives, works, and influences of early

K TO 12 MUSIC AND ART

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
<ul style="list-style-type: none"> - Antonio Molina - Antonino Buenaventura - Lucio San Pedro - Rodolfo Cornejo - Julian Felipe - Juan Nakpil - Lucrecia Kasilag 			<p>Filipino composers.</p> <ul style="list-style-type: none"> • performs examples of early Philippine music, alone and with others.

MUSIC – GRADE 8

Content	Content Standards	Performance Standards	Learning Competencies
Music Grade 8 - FIRST QUARTER/FIRST GRADING PERIOD			
MUSIC OF ASIA <ul style="list-style-type: none"> Review of Elements and Processes Music of Southeast Asia Indonesia, Malaysia, Singapore, Vietnam, Thailand, Cambodia, Myanmar, Laos <ul style="list-style-type: none"> Elements of Music Vocal Music Instrumental Music Cultural Context (History and Traditions) Composition Social Functions Performance Styles / Techniques 	<i>The learner...</i> <ul style="list-style-type: none"> demonstrates an understanding of musical elements and processes by synthesizing and applying prior knowledge and skills. demonstrates understanding of salient features of Southeast Asian music by correlating musical elements and processes to our native forms. 	<i>The learner...</i> <ul style="list-style-type: none"> analyzes musical elements and processes of Southeast Asian Music. correlates music to the Southeast Asian culture. performs examples of Southeast Asian music, alone and with others, in appropriate tone, pitch, rhythm, expression and style. 	<i>The learner...</i> <ul style="list-style-type: none"> analyzes an example of folk music from Southeast Asia, and describe how the musical elements are used. ascribes the distinguishing characteristics of representative folk music from Southeast Asia to the history and culture of the area. analyzes the relationship of functions of music from Southeast Asia to the lives of the people. sings representative folk songs from Southeast Asia, alone and/or with others. performs on available instruments from Southeast Asia, alone and / or with others. improvises simple rhythmic / harmonic accompaniments to selected folk music from Southeast Asia. explores ways of producing sounds on a variety of sources that would emulate instruments being studied.

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Content	Content Standards	Performance Standards	Learning Competencies
			<ul style="list-style-type: none"> evaluates music and music performances applying knowledge of musical elements and style.
Music Grade 8 - SECOND QUARTER/SECOND GRADING PERIOD			
<ul style="list-style-type: none"> Review of Elements and Processes Music of East Asia China, Japan, Korea <ul style="list-style-type: none"> Elements of Music Vocal Music Instrumental Music Cultural Context (History and Traditions) Composition Social Functions Performance Styles / Techniques 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> demonstrates an understanding of musical elements and processes by synthesizing and applying prior knowledge and skills. demonstrates understanding of salient features of East Asian music by correlating musical elements and processes to our native forms. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> analyzes musical elements and processes of East Asian music. correlates music to East Asian cultures. performs examples of East Asian music, alone and with others, in appropriate tone, pitch, rhythm, expression and style. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> analyzes examples of folk music from East Asia, and describe how the musical elements are used. ascribes the distinguishing characteristics of representative folk music from East Asia to the history and culture of the area. analyzes the relationship of functions of music from East Asia to the lives of the people. sings representative folk songs from East Asia, alone and/or with others. performs on available instruments from East Asia, alone and / or with others. improvises simple rhythmic / harmonic accompaniments to selected folk music from East Asia.

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Content	Content Standards	Performance Standards	Learning Competencies
			<ul style="list-style-type: none"> explores ways of producing sounds on a variety of sources that would emulate instruments being studied. evaluates music and music performances, applying knowledge of musical elements and style.
Music Grade 8 - THIRD QUARTER/THIRD GRADING PERIOD			
<ul style="list-style-type: none"> Review of Elements and Processes Music of Central Asia, South Asia, and Near East countries India, Pakistan, Middle East, Israel <ul style="list-style-type: none"> Elements of Music Vocal Music Instrumental Music 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> demonstrates an understanding of musical elements and processes by synthesizing and applying prior knowledge and skills. demonstrates understanding of salient features of Central Asia, South Asia, and Near East countries music by correlating musical elements and processes to our native forms. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> analyzes musical elements and processes of Central Asian, South Asian, and Near East countries music. correlates music to the Central Asian, South Asian, and Near East countries culture. performs examples of Central Asian, South Asian, and Near East countries music, alone and with others, in appropriate tone, pitch, rhythm, expression and style. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> analyzes examples of folk music from Central Asia, South Asia, and Near East countries, and describe how the musical elements are used. ascribes the distinguishing characteristics of representative folk music from Central Asia, South Asia, and Near East countries to the history and culture of the area. analyzes the relationship of functions of music from Central Asia, South Asia, and Near East countries to the lives of the people. sings accurately representative folk songs from Central Asia, South Asia, and Near East countries, alone and/or with others. performs on available instruments from Central Asia, South Asia, and Near East countries, alone and / or with others.

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Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> - Cultural Context (History and Traditions) - Composition - Social Functions - Performance Styles / Techniques 			<ul style="list-style-type: none"> • improvises simple rhythmic / harmonic accompaniment to selected folk music from Central Asia, South Asia, and Near East countries. • explores ways of producing sounds on a variety of sources that would emulate instruments being studied. • evaluates music and music performances, applying knowledge of musical elements and style.
Music Grade 8 - FOURTH QUARTER/FOURTH GRADING PERIOD			
<ul style="list-style-type: none"> • Asian Traditional Music and Theater <ul style="list-style-type: none"> - Sarsuela - Kabuki - Wayang Kulit - Peking Opera 	<i>The learner...</i> <ul style="list-style-type: none"> • demonstrates understanding of salient features of Asian Traditional Music and Theater by correlating musical elements and processes to our native forms. 	<i>The learner...</i> <ul style="list-style-type: none"> • analyzes musical elements and processes of Asian Traditional Music and Theater. • correlates Asian Traditional Music and Theater to Asian cultures. • performs examples of Asian Traditional Music and Theater, alone and with others, in appropriate tone, pitch, rhythm, expression and style. 	<i>The learner...</i> <ul style="list-style-type: none"> • describes how an idea or story is communicated through Asian musical and theatrical forms. • illustrates how the different elements of music contribute to creating the dramatic action in Asian traditional musical and theatrical forms. • creates / improvises appropriate sound, music, gesture, movements, and costume for a rendition of a chosen Asian traditional musical and theatrical form.

MUSIC – GRADE 9

Content	Content Standards	Performance Standards	Learning Competencies
Music Grade 9 - FIRST QUARTER/FIRST GRADING PERIOD			
<ul style="list-style-type: none"> • Music of the Renaissance Period <ul style="list-style-type: none"> - Composer <ul style="list-style-type: none"> ➤ Palestrina • Music of the Baroque Period <ul style="list-style-type: none"> - Composers: <ul style="list-style-type: none"> ➤ Bach ➤ Handel 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of salient features of music from different historical periods. • demonstrates the commonalities and differences of music from different cultures of the world; its functions; the roles of musicians in society; and the conditions under which music is typically performed. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • performs examples of music from different periods of music history, alone and with others, in appropriate tone, pitch, rhythm, expression and style. • performs / participates in a presentation of a creative Impression (verbal/nonverbal) on the different historical periods. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • sings accurately alone and/or with others representative examples of songs of the Renaissance and Baroque period. • improvises simple rhythmic/harmonic accompaniments to selected songs • analyzes an example of music from the Renaissance and Baroque and describe how the musical elements are used. • explores ways of producing sounds on a variety of sound sources that would be similar to the sound of the instrument studied. • analyzes the relationship of functions of the music of the Renaissance and the Baroque to the lives of the people in those times. • correlates the distinguishing characteristics of representative music from the Renaissance and the Baroque in relation to history and culture. • evaluates music and music performances using knowledge of musical elements and style.

K TO 12 MUSIC AND ART

Content	Content Standards	Performance Standards	Learning Competencies
Music Grade 9 - SECOND QUARTER/SECOND GRADING PERIOD			
<ul style="list-style-type: none"> • Music of the Classical Period <ul style="list-style-type: none"> - Composers: <ul style="list-style-type: none"> ➢ Mozart ➢ Haydn ➢ Beethoven 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of salient features of music from different historical periods. • demonstrates the commonalities and differences of music from different cultures of the world; its functions; the roles of musicians in society; and the conditions under which music is typically performed. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • performs examples of music from different periods of music history, alone and with others, in appropriate tone, pitch, rhythm, expression and style. • performs/ participates in a presentation of a creative Impression on the different historical periods. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • sings accurately alone and/or with others representative examples of songs of the Classical Period. • improvises simple rhythmic/harmonic accompaniments to selected songs. • analyzes examples of music from the Classical period and describes how the musical elements are used. • explores ways of producing sounds on a variety of sound sources that would be similar to the sound of the instrument studied. • analyzes the relationship of functions of the music of the Classical Period to the lives of the people in those times. • correlates the distinguishing characteristics of representative music from the Classical Period in relation to history and culture. • evaluates music and music performances using knowledge of musical elements and style.

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Content	Content Standards	Performance Standards	Learning Competencies
Music Grade 9 - THIRD QUARTER/THIRD GRADING PERIOD			
<ul style="list-style-type: none"> • Music of the Romantic Period <ul style="list-style-type: none"> - Composers: <ul style="list-style-type: none"> ➤ Tchaikovsky ➤ Chopin ➤ Verdi ➤ Puccini ➤ Wagner ➤ Liszt 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of salient features of music from different historical periods. • demonstrates the commonalities and differences of music from different cultures of the world; its functions; the roles of musicians in society; and the conditions under which music is typically performed. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • performs examples of music from the different periods alone and with others, in appropriate tone, pitch, rhythm, expression and style. • participates in a presentation of a creative interpretation of the different historical periods. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • sings accurately alone and/or with others representative examples of songs of the Classical Period. • improvises simple rhythmic/harmonic accompaniments to selected songs. • analyzes examples of music from the Classical period and describes how the musical elements are used. • explores ways of producing sounds on a variety of sound sources that would be similar to the sound of the instrument studied. • analyzes the relationship of functions of the music of the Classical Period to the lives of the people in those times. • correlates the distinguishing characteristics of representative music from the Classical Period to history and culture. • evaluates music and music performances using knowledge of musical elements and style.

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<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Music Grade 9 - FOURTH QUARTER/FOURTH GRADING PERIOD			
<ul style="list-style-type: none"> Western and Eastern Music Compared 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> demonstrates an understanding of musical elements and processes by synthesizing and applying prior knowledge and skills. demonstrates understanding of salient features of Western Music by comparing musical elements and processes to Asian Music. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> analyzes common musical elements and processes of Western music. compares the functions of music to Western and Asian society and culture. performs examples of Western and Asian music, alone and with others, in appropriate tone, pitch, rhythm, expression and style. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> describes how an idea or story is communicated in Western society through a musical presentation illustrates how the different elements are combined in Western music. creates / improvises appropriate sound, music, gesture, movements, and costume for a particular presentation about a chosen historical period. makes a presentation highlighting the differences and similarities between Western and Eastern Music.

MUSIC – GRADE 10

Content	Content Standards	Performance Standards	Learning Competencies
Music Grade 10 - FIRST QUARTER/FIRST GRADING PERIOD			
<ul style="list-style-type: none"> • Music of the Post-Romanticism Period <ul style="list-style-type: none"> ➤ Sound Sources ➤ Musical Systems - Composers: <ul style="list-style-type: none"> ➤ Debussy ➤ Stravinsky ➤ Schoenberg • Popular Music of the 20s to the 50s <ul style="list-style-type: none"> - Genres: <ul style="list-style-type: none"> ➤ Ragtime ➤ Big Band Sound ➤ Broadway Musical ➤ Jazz ➤ Rock and Roll 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates understanding of salient features of contemporary music. • demonstrates the commonalities and differences of music from different cultures of the world; its functions; the roles of musicians in society; and the conditions under which music is typically performed. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • distinguishes characteristics of representative music genres and styles from a variety of cultures and historical periods. • interprets in diverse ways one's understanding and appreciation of Post-Romanticism and the Popular Music of the 20s to the 50s. • demonstrates, through a presentation or performance, the divergence of Post-Romanticism music and the popular mainstream music of the 20s to the 50s. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • correlates the distinguishing characteristics of representative Post-Romanticism and Popular Music of the 20s to the 50s to history and culture. • analyzes examples of music from the Post-Romanticism and Popular Music of the 20s to the 50s, and describe how the musical elements are used. • analyzes the relationship and functions of Post-Romanticism and Popular Music of the 20s to the 50s, in the lives of the people. • sings alone and/or with others representative examples of Post-Romanticism and Popular Music of the 20s to the 50s. • performs on available instruments, alone and/or with others, examples of music from the Post-Romanticism and Popular Music of the 20s to the 50s,

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Content	Content Standards	Performance Standards	Learning Competencies
	<i>The learner...</i>	<i>The learner...</i>	<i>The learner...</i> <ul style="list-style-type: none"> improvises simple rhythmic/harmonic accompaniments to selected Post-Romanticism and Popular Music of the 20s to the 50s. explores ways of producing sounds that would be similar to the sound of the instruments studied.
Music Grade 10 - SECOND QUARTER/SECOND GRADING PERIOD			
<ul style="list-style-type: none"> Popular Music of the 60s to the 90s <ul style="list-style-type: none"> Performers and Genres: <ul style="list-style-type: none"> ➤ Beatles ➤ Peter, Paul and Mary ➤ Motown Sound ➤ Rhythm and Blues ➤ Soul/Gospel ➤ Rap 	<ul style="list-style-type: none"> demonstrates understanding of salient features of contemporary music. demonstrates the commonalities and differences of music from different cultures of the world; its functions; the roles of musicians in society; and the conditions under which music is typically performed. 	<ul style="list-style-type: none"> participates in diverse ways in artistic and cultural performances of Popular Music of the 60s to the 90s. interprets in diverse ways one's understanding and appreciation of Popular Music of the 60s to the 90s. 	<ul style="list-style-type: none"> sings accurately alone and/or with others representative examples of Popular Music of the 60s to the 90s. performs on available instruments alone and/or with others. improvises simple rhythmic/harmonic accompaniments to selected Popular Music of the 60s to the 90s. analyzes examples of Popular Music of the 60s to the 90s and describes how the musical elements are used. explores ways of producing sounds that would be similar to the sound of the instruments studied. analyzes the relationship and functions of Popular Music of the 60s to the 90s to the lives of the people.

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<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
			<ul style="list-style-type: none"> correlates the distinguishing characteristics of representative music to history and culture.
Music Grade 10 - THIRD QUARTER/THIRD GRADING PERIOD			
<ul style="list-style-type: none"> Contemporary Philippine Music Composers: <ul style="list-style-type: none"> ➤ Lucio San Pedro ➤ Felipe Padilla de Leon ➤ Rodolfo Cornejo ➤ Lucrecia Kasilag ➤ Jose Maceda ➤ Manuel Maramba ➤ Ramon Santos ➤ Ryan Cayabyab ➤ Chino Toledo Performers: <ul style="list-style-type: none"> ➤ Lea Salonga ➤ OPM Artists ➤ Oscar Yatco ➤ Cecile Licad ➤ Gilopez Kabayao ➤ Jovita Fuentes ➤ UP Madrigals ➤ Andrea Veneracion ➤ Loboc Singers 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> demonstrates understanding of salient features of contemporary music. demonstrates the commonalities and differences of music from different cultures of the world; its functions; the roles of musicians in society; and the conditions under which music is typically performed. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> participates in diverse ways in artistic and cultural performances of 20th and 21st century music. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> correlates the distinguishing characteristics of representative Philippine 20th and 21st century to history and culture. sings accurately alone and/or with others representative examples of Philippine 20th and 21st century songs performs on available Philippine 20th and 21st century instruments or improvised instruments alone and/or with others improvises simple rhythmic/harmonic accompaniments to selected Philippine 20th and 21st century songs. analyzes an example of 20th and 21st century Philippine music and describes how the musical elements are used. explores ways of producing sounds on a variety of sound sources that would be similar to the sound of the instruments studied.

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Content	Content Standards	Performance Standards	Learning Competencies
	<i>The learner...</i>	<i>The learner...</i> <ul style="list-style-type: none"> interprets in diverse ways one's understanding and appreciation of 20th and 21st century music. 	<i>The learner...</i> <ul style="list-style-type: none"> analyzes the relationship of functions of 20th and 21st century Philippine music to the lives of the people in the present time. evaluates music and music performances using knowledge of musical elements and style.
Music Grade 10 - FOURTH QUARTER/FOURTH GRADING PERIOD			
<ul style="list-style-type: none"> Music and Media 	<ul style="list-style-type: none"> demonstrates an understanding of musical elements and processes by synthesizing and applying prior knowledge and skills. demonstrates an understanding of salient features of Contemporary Music by comparing musical elements. demonstrates understanding of the interrelationship between music, technology, and media. 	<ul style="list-style-type: none"> analyzes musical elements and processes of Contemporary Music. correlates the functions of music to modern society and culture. demonstrates skills in using various media and technology to create musical work and presentations. 	<ul style="list-style-type: none"> describes how an idea or story is communicated through a musical presentation. performs examples of Contemporary Music, alone and with others, in appropriate tone, pitch, rhythm, expression and style. illustrates how the different elements are combined in music and media presentation. creates / improvises appropriate sound, music, gesture, movements, and costume for a chosen presentation. makes a presentation highlighting the differences and similarities between contemporary music in the Philippines and the world.

K TO 12 MUSIC AND ART

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
			<ul style="list-style-type: none"> evaluates music and music performances using knowledge of musical elements and style.

ART

(Grade 1 to Grade 10)

CONTENT OF ART

THEMES OR TOPICS FOR THE DIFFERENT GRADE LEVELS: (relating to and enriching the topics in the other subjects of the student)

- Kindergarten and Grade 1: Myself, my Family and School
- Grade 2: My Neighborhood, My Community
- Grade 3: My Province, My Region
- Grade 4: Cultural Communities in the Philippines
- Grade 5: History of the Philippines
- Grade 6: The Philippines in the Present Times
- Grade 7: The Three Island Groups in the Philippines: Luzon, Visayas and Mindanao
- Grade 8: Our Asian Neighbors
- Grade 9: The Western Countries
- Grade 10: The Middle East, Africa, and the Americas
- Grade 11: Contemporary Times and the New Media
- Grade 12: Art Related Careers

DOMAINS OR DISCIPLINE AREAS IN TEACHING ART:

There are four main domains or disciplines in teaching art to insure that Art is CHILD-CENTERED, that it develops the student's HIGHER ORDER THINKING SKILLS, and that it strengthens his IDENTITY as a FILIPINO. All these disciplines are taught from K to 12 In a SPIRAL PROGRESSION APPROACH, beginning with very simple concepts, activities and values which gradually become more complicated and multi-faceted through each grade level.

- A. Creative Expression or Art Production :** through Drawing, Painting, Printmaking, Sculpture, Crafts, and New Media
- B. Artistic Perception or Art Appreciation:** of the elements of Art (line, color, shape and texture)
of the principles of Art (repetition, contrast, rhythm, balance, emphasis, harmony, proportion and unity)
- C. Historical, Cultural Context or Art History:** of the Philippines; Southeast Asia and Asia; Europe; the Americas, Middle East, and Africa.
- D. Artistic and Critical Analysis or Art Criticism:** of one's work and peers, Philippine artists, and art masterpieces from the world.

ART - GRADE 1

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 1 - FIRST QUARTER			
Process: <ul style="list-style-type: none"> DRAWING <ul style="list-style-type: none"> portraits persons animals plants, flowers houses, furniture Elements: <ul style="list-style-type: none"> shapes lines texture.. Principles: <ul style="list-style-type: none"> balance proportion variety 	<i>The learner...</i> <ul style="list-style-type: none"> understands that ART is all around and is created by different people. understands that artists use different tools and materials in creating ART. sees that artists use different lines, shapes and colors when they draw natural or man-made objects. demonstrates an understanding that a drawing can be realistic or imaginary; useful and decorative. understands that drawings can express one's ideas about oneself, one's family and neighborhood. 	<i>The learner...</i> <ul style="list-style-type: none"> distinguishes and is able to identify the different kinds of drawings : <ul style="list-style-type: none"> portraits group portraits landscapes cityscapes on-the-spot drawings of nature. uses different drawing tools – pencil, crayons, piece of charcoal , a stick on different papers, <i>sinamay</i>, leaves, tree bark, and other local materials .to create his drawing. observes and sees the details in a person's face, in plants and animals, in a view, to be able to show its shape and texture. 	<i>The learner...</i> <ul style="list-style-type: none"> creates a portrait of himself and his family which shows that the face has balance and proportion . draws different animals – his pets, and common animals found in the country showing different shapes and textures. draws different kinds of plants, leaves and flowers showing a variety of shapes, lines and color. distinguishes and is able to identify the different kinds of drawings : <ul style="list-style-type: none"> portraits group portraits landscapes cityscapes on-the-spot drawings of nature. uses different drawing tools – pencil, crayons, piece of charcoal , a stick on different papers, <i>sinamay</i>, leaves,

K TO 12 MUSIC AND ART

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
	<i>The learner...</i>	<i>The learner...</i> <ul style="list-style-type: none"> creates a view-finder to help him/her select a particular view to draw 	<i>The learner...</i> <ul style="list-style-type: none"> tree bark, and other local materials to create his drawing. observes and sees the details in a person's face, in plants and animals, in a view, to be able to show its shape and texture. * draws the selected view seen through the view-finder
Grade 1 - SECOND QUARTER			
Process: <ul style="list-style-type: none"> PAINTING Creating colors from natural material. and from man-made materials Elements: <ul style="list-style-type: none"> Colors <ul style="list-style-type: none"> natural colors primary colors secondary colors 	<ul style="list-style-type: none"> knows that colors are seen in the surroundings - in both natural and man-made objects demonstrates understanding that colors can come from nature, like colored flowers, seeds, barks. and it can also be manufactured and bought in a store. understands that colors have names, and have groups and can be produced by mixing two or more colors. 	<ul style="list-style-type: none"> uses his creativity to create paints from nature and found materials, and brushes from twigs, cloth and other materials. creates a harmonious design by using primary colors in painting geometric shapes arranged in a balanced pattern. selects certain colors to paint his design, to show a specific feeling or mood. 	<ul style="list-style-type: none"> experiments on painting using different painting tools and paints and produce different colors. draws a design out of repeated abstract and geometric shapes like in a <i>parol</i> and paints it in primary and secondary colors. paints a design based on the <i>Philippine jeepney</i> or <i>fiesta décor</i> using primary colors.

Content	Content Standards	Performance Standards	Learning Competencies
<ul style="list-style-type: none"> • Shapes <ul style="list-style-type: none"> – geometric shapes – organic shapes <p>Principles:</p> <ul style="list-style-type: none"> – harmony – rhythm – balance 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • appreciates the Filipino's love for bright colors as seen in the fiestas and their creativity in making artistic designs for <i>parols</i> • appreciates the power of colors to create a specific mood or feeling. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> * observes the variety of colors in Philippine flowers and choose and paint the colors closest to it • selects colors that will create a certain feeling and mood in a scene. * appreciates and talks about the landscape he painted and the landscapes of others 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • creates a design inspired by Philippine flowers or objects using the colors seen. • paints a landscape choosing specific colors to create a certain feeling or mood.
Grade 1 - THIRD QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> • PRINTMAKING This process allows the artist to copy the image he creates several times. • Kinds of prints: <ul style="list-style-type: none"> – Nature print – Object prints – Stencil prints <p>Elements:</p> <ul style="list-style-type: none"> • Texture • Shape 	<ul style="list-style-type: none"> • realizes that man since long ago, has been making prints in caves and stone walls. • understands that different natural and man-made objects can be used to make a print. • knows that prints make it possible for many people to have a copy of an artist's artwork. • sees that prints use actual texture as part of the design 	<ul style="list-style-type: none"> • distinguishes between a print and a drawing or painting. • identifies a print from nature and one made from a man-made object • replicates repeated patterns in nature, in the environment and in works of art • identifies different kinds of textures and shapes in nature, in the surroundings and in art. 	<ul style="list-style-type: none"> • creates a print by rubbing pencil or crayon on paper placed on top of a textured object (coin, corrugated paper, textured leaves, bark, etc) • creates a print by using his finger or palm or any part of his body and applying dyes or paint and pressing it to create an impression. • creates a print using objects from nature: leaves, stones, shells, flowers, seeds, bark, scales, animal skin etc.

K TO 12 MUSIC AND ART

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Principles: <ul style="list-style-type: none"> Prints can be <ul style="list-style-type: none"> repeated alternated emphasized 	<i>The learner...</i> <ul style="list-style-type: none"> understands that prints can be repeated, alternated or emphasized to create a design. 	<i>The learner...</i> <ul style="list-style-type: none"> has the skill to manipulate natural and man-made objects, apply paint or dyes and print on a surface to repeat the design identifies artistically designed prints in the works displayed. and in his own work. 	<i>The learner...</i> <ul style="list-style-type: none"> creates a print using found objects (eraser; block of wood or plastic; toy, fork, piece of cloth, cup) 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.
Grade 1 - FOURTH QUARTER			
Process: <ul style="list-style-type: none"> 3-D works and SCULPTURE Elements: <ul style="list-style-type: none"> shape (3-dimension - it has height, depth and width) texture – feel of the surface Principles: <ul style="list-style-type: none"> proportion - parts are of the proper size and 	<ul style="list-style-type: none"> sees that ancient Filipinos used clay to make jars for their rice, water, and food and for their utensils. understands that a 3-dimensional object has height, width and depth: like a ball, a cube, a mango, an animal, a book, a person. An artist uses many materials to carve or shape a 3D object. understands that different materials can be used in creating a 3-dimensional object: <ul style="list-style-type: none"> clay or wood (human or animal figure) bamboo (furniture, <i>bahay</i> 	<ul style="list-style-type: none"> can distinguish between a 2-dimensional and 3-dimensional artwork and state the difference. observes the characteristics of animals in terms of shape and texture of their skin and translates this into a 3D sculpture by using different marking tools. uses his/her creativity in recycling discarded materials and uses it to create a mask and a useful object. appreciates the creativity of local and indigenous craftsmen and women who 	<ul style="list-style-type: none"> shapes animal and human figures out of clay, flour-salt mixture, or paper-mache using different techniques creates mobiles out of recycled cardboard and paper, baskets, leaves, string and decorates it with found objects. constructs a mask out of cardboard, glue, found materials, <i>bilao</i>, paper plate, string, seeds and other found materials like the <i>Ati-atihan masks of Aklan</i>. creates a useful 3D object: <ul style="list-style-type: none"> a pencil holder, bowl, container, using recycled materials like plastic bottles carves a decorative pendant out of dough clay, real clay or paper mache.

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Content	Content Standards	Performance Standards	Learning Competencies
<p>weight so that the sculpture is balanced.</p> <ul style="list-style-type: none"> • Emphasis is created by using unusual decorative materials that are big, or colorful, or unusual. 	<p><i>kubo</i>)</p> <ul style="list-style-type: none"> – stone (Philippine mortar & pestle) - softwood (<i>trumpo</i> - paper, cardboard,(masks) –found material – <i>parol</i>, <i>sarangola</i> –marble - religious statues. <ul style="list-style-type: none"> • realizes that the Philippines is rich with different materials that the indigenous people and artists carve and shape to create various objects. 	<p>create artistic and useful things out of recycled materials like the <i>parol</i>, <i>maskara</i>, <i>local toys</i>, <i>masks</i>.</p> <ul style="list-style-type: none"> • can select 3D objects that are well proportioned, balanced and show emphasis in design 	

ART - GRADE 2

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 2 - FIRST QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> DRAWING <ul style="list-style-type: none"> - portrait of two or more people in one work - body in motion - still life of fruits/plants (drawing from life) imaginary landscape <p>Elements:</p> <ul style="list-style-type: none"> different lines natural shapes colors - contrasting <p>Principles:</p> <ul style="list-style-type: none"> variety of lines, shapes proportion of body parts, fruits contrast of shapes 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> sees that each person in this world has a unique face (some are round, oval, square faced) and each has a different body shape (some are tall, fat, thin, small, big) - showing the variety of human beings in this world. realizes that artists have drawn or painted portraits of persons to capture their likeness, and their character. <ul style="list-style-type: none"> (<i>Philippine artists who made portraits: Damian Domingo, Simon Flores, Juan Luna, Amorsolo</i>) appreciates the variety of shapes of Philippine plants, leaves and fruits and their contrasting colors. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> learns to observe distinctions between facial features of persons: <ul style="list-style-type: none"> – like shape of the eyes, nose, lips, head; and texture of the hair and can show these in a drawing. observes the position of the arms, legs and body when a person is doing an action, and portrays this in an action-drawing. appreciates the different styles of Filipino artists when they create portraits. translates his imagination into a drawing that others can appreciate and see. can point 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><i>The learner...</i></p> <ul style="list-style-type: none"> draws a portrait of two or more persons – his friends, his family, showing the differences in the shape of their facial features. shows motion or action in the drawing of human bodies composes the different fruits or plants to show overlapping of shapes and the contrast of colors and shapes in his colored drawing, * draws from an actual still life arrangement. creates an imaginary landscape or world from a dream or a story.

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 2 – SECOND QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> PAINTING fishes and sea creatures or wild forest animals designs: lines, shapes tricycles, jeepneys <p>Elements:</p> <ul style="list-style-type: none"> colors – primary secondary shapes – organic geometric textures –spotted furry shiny, slimy <p>Principles:</p> <ul style="list-style-type: none"> repetition contrast rhythm 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> notes the variety of the shapes, designs on the covering and skin of fishes and sea creatures; colors and shapes are repeated or contrasted observes that local man-made objects like tricycles and jeepneys are painted with a variety of lines, shapes and designs that make each one unique. generalizes that each person can create his own design by using two or more kinds of lines, colors and shapes and repeating or contrasting them, so that there is rhythm. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> describes the lines, shapes and textures seen in the different sea or forest animals using visual art words. points out the contrasts in the colors, , shapes, textures between two or more animals. can work harmoniously with a group in painting a design for a tricycle or jeepney that shows unity while using a variety of lines, shapes and colors. displays control in the use of painting tools and materials to paint the different line, shapes and colors in his work or in a work done with others 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> points out the unique shapes, colors, texture and design of the skin covering of different fishes and sea creatures or of wild forest animals from pictures or memory, and draws with pencil or crayon these sea or forest animals in their habitat showing their unique shapes and features paints the drawing of animals to show the variety of colors and textures found in the skin covering of these animals. with a group, draws the outline of a tricycle or jeepney on a big paper, and paints the design of lines and shapes that show repetition, contrast and rhythm,

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 2 - THIRD QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> PRINTMAKING banana trunk prints fern prints eraser prints found object prints cut out designs card making <p>Elements:</p> <ul style="list-style-type: none"> shapes textures colors <p>Principles:</p> <ul style="list-style-type: none"> repetition of motif contrast of motif & color 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> realizes that designs for prints can be found in many natural objects: leaves, cut trunk of banana stalks, shape of twigs, grass, flat stones. sees that patterns created by man usually repeat a line, shape or color to create a harmonious design. observes that any object that has a flat surface and has a specific shape can be painted and printed to create a design (an eraser, sides of a popsicle stick; a slice of <i>kamote</i> or potato; corn cob) realizes that prints are needed to multiply an artist's design and make it available to many people. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> shows facility in making a clear print from natural and manmade objects. Is able to create a consistent pattern by making two or three prints that are repeated or alternated in shape or color. can print multiple copies of his design so that he can <p>have several cards or papers that can be exchanged or given as gifts.</p> <ul style="list-style-type: none"> carves a shape or letter on an eraser or <i>kamote</i> which can be painted and printed several times. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> experiments with natural objects (leaves, twig, sliced vegetables, banana stalks, 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 print. collects man-made objects with a flat surface and dab dyes or paint before pressing it on paper or any cloth to create a print. creates a print by repeating, alternating or contrasting the color or size or texture of the prints. creates prints for a card and makes several copies or editions of the print so the cards can be exchanged with other people.

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 2 - FOURTH QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> SCULPTURE and 3-D CRAFTS <ul style="list-style-type: none"> box figure sculpture kites and boats paper mache animals clay figures <p>Elements:</p> <ul style="list-style-type: none"> animal shapes geometric shapes texture <p>Principles:</p> <ul style="list-style-type: none"> proportion balance 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> realizes that all man-made objects and toys in this world were created by artists and craftsmen using local or manufactured materials. sees the artistry of different local craftsmen in creating: <ul style="list-style-type: none"> <i>taka</i>, paper mache horses and other animals in Paete, Laguna <i>sarangola</i>, or kites made by artists <i>banca</i>, native boats from Cavite, and coastal towns. sees that 3-D human figures can be made of different materials: <ul style="list-style-type: none"> clay, wood, found materials, recycled objects, wire, metal, bamboo. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> is able to create a free-standing balanced figure made of boxes and found material. discovers the traditional way of making a <i>sarangola</i>, which is an old iconic toy of the Philippines and can make it fly. learns the steps in making a paper mache animal figure using an armature. demonstrates beginning skill in the method of creating 3-dimensional free standing figures out of different materials. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> creates an imaginary robot or creature using different sizes of boxes, coils, wires, bottle caps and other found material putting them together with glue, wires, tape. constructs a native kite from thin bamboo sticks, <i>papel de japon</i> glue and string and tests its design (proportion and balance) by flying it. molds an animal shape using paper mache on wire or bamboo armature or framework, showing the animal in action. creates a clay human figure that is balanced and can stand on its own.

ART - GRADE 3

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 3 - FIRST QUARTER			
<p>Process: DRAWING people in the community on-the-spot sketching of plants, trees or buildings geometric line designs</p> <p>Elements: lines can show movement texture is created by using different lines shape of natural objects are free in form or organic.</p> <p>Principles: balance of size contrast of texture</p>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> understands that figures drawn small make them appear far, while figures drawn big appear near. understands that in a landscape, what we draw nearest us is the foreground; the objects behind the foreground are in the middle ground, while objects farthest away are in the background, and by doing this there is balance realizes that every single leaf, flower branch in nature has its own unique texture appreciates that artists create visual textures by using a variety of lines and colors. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> varies the size of persons in the drawing, to indicate its distance from the viewer. shows the illusion of space in his drawing by drawing the objects and persons in different sizes shows a work of art based on his/ her close observation of natural objects in his/ her surrounding noting its size, shape and texture composes an original design using only two kinds lines and contrasting its type and size. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> creates a pencil or pen drawing of a scene in daily life, where people in the community show their occupation by the action they are doing, sketches and colors a view of their neighborhood with houses and buildings indicating the foreground, middleground and the background by the size of the objects. 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. creates a geometric design by contrasting two kinds of lines in terms of type or size.

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 3 - SECOND QUARTER			
<p>Process: PAINTING fruits and plants (still life) scene at a time of day wild animal (close-up)</p> <p>Elements: Color mix colors to create tints, shades and neutral colors</p> <p>Shape animals have shapes adapted to their needs.</p> <p>Texture is created by variety of lines</p> <p>Principles: Harmony colors, shapes and lines that complement each other create harmony and a mood of the painting.</p>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> perceives how harmony is created in an artwork because of complementary colors and shapes. realizes that new tints and shades of colors can be created by mixing two or more colors. appreciates that nature is so rich for no two animals have the same shape, skin covering and color sees that there is harmony in nature as seen in the color of landscapes at different times of the day. <p><i>Ex: landscapes of Felix Hidalgo Fernando Amorsolo Jonahmar Salvosa</i></p> <p><i>Still lifes of Araceli Dans Jorge Pineda Agustin Goy</i></p>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> sharpens his/her vision by close observation of natural objects like fruits, plants and animals and noting its color, shape and texture. applies his/her knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape. observes that several Filipino artists have painted landscapes in their own particular style and can identify what makes each artist unique in his use of colors to create harmony. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> 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. paints a landscape at a particular time of the day and selects colors that complement each other to create a mood. observes the characteristics of a wild animal by making several pencil sketches, and painting it later, adding the texture of its skin covering.

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 3 - THIRD QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> PRINTMAKING (stencils) T-shirt /cloth print poster prints duffel bag print <p>Elements:</p> <ul style="list-style-type: none"> Shape letter stencils logo designs abstract shapes Color Complementary colors <p>Principles:</p> <ul style="list-style-type: none"> Repetition of letters and logos and shapes Emphasis of shapes by contrast 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> understands that a print can be made from objects from nature that prints made by artists can be realistic or abstract realizes that a print design can be duplicated many times by hand or by machine and can be shared with others. observes that a good print design uses repetition of shapes or lines and emphasis through contrast of shapes and lines understands that designers who create special prints for T-shirts, bags, and other products are able to earn a living from selling their products. understands that printmaking is an old tradition done in ancient civilizations: Mesopotamia, Egypt, China, Japan and 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> exhibits basic skills in making a design for a print and producing several clean copies of the print can design an attractive logo or message about the environment with letters and abstract shapes to be used for a print can manipulate a stencil with adequate skill to produce a clean print for a message, slogan or logo for a Tshirt, poster or bag. can produce at least 3 good copies of the print using complementary colors and contrasting shapes. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> writes a slogan or logo of a few words about the environment or related messages to be printed on T-shirts, posters or banners or bags. creates and cuts a stencil from paper or plastic sheets to be used for multiple prints on cloth or hard paper. creates a print for a shirt, bag or a poster using letter stencils or abstract designs using his/her selected message and prints several copies.

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
	India.		
Grade 3 – FOURTH QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> SCULPTURE and CRAFTS puppets on a stick imaginary masks <p>Elements:</p> <ul style="list-style-type: none"> SHAPES, human and animals COLORS primary, secondary, tertiary TEXTURES visual and actual <p>Principles:</p> <ul style="list-style-type: none"> Emphasis by Variation of shapes and texture CONTRAST of colors 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> demonstrates knowledge of different styles of puppets made In the Philippines (<i>from Teatro Mulat and Anino Theater</i>). Puppetry began in China and India and was practiced in Thailand, Indonesia, Malaysia and Vietnam and later in Europe. appreciates variations of puppets in terms of material, structure, shapes, colors and intricacy of textural details. understands that puppetry was used to tell stories, legends and myths, instill values and to entertain children and adults; and that master puppeteers were honored in their country. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> demonstrates basic skill in constructing a puppet made from a hard material and stick, which can be manipulated.. demonstrates ability to decorate the puppet using designs that would give it a specific and unique character. is able to manipulate the puppet to act out a character in a story together with other puppets is able to design a mask that uses recycled materials and natural objects. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> constructs a simple puppet based on a character in a legend, myth or story using recycled cardboard, bark of a tree or any hard material and bamboo stick or twig. applies designs of varied shapes and colors on his/her puppet to show the unique <p>character of the puppet.</p> <ul style="list-style-type: none"> acts as puppeteer together with others, in a performance of the story, using the puppet he/she created. creates a mask or headdress that is imaginary in design using found and recycled material, inspired by local festivals.

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<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
	<ul style="list-style-type: none"> • Demonstrates understanding that masks of imaginary designs are created during Phil. festivals (<i>Maskara Festival and Ati-atihan</i>) and religious rituals (<i>Moriones</i>) 		

ART - GRADE 4

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 4 - FIRST QUARTER			
<p>Process: DRAWING drawing of figures from cultural communities crayon etching of ethnic designs crayon resist of scenes from cultural communities</p> <p>Elements: LINES- organic and geometric COLORS – primary SHAPES – stylized based on nature</p> <p>Principles: REPETITION of motifs RHYTHM</p>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> demonstrates understanding and appreciation of the rich variety of cultural communities in the Philippines and their uniqueness. LUZON- <i>Ivatan, Ifugao, Kalinga, Bontok, Gaddang, Agta</i> – VISAYAS – <i>Ati</i> – MINDANAO- <i>Badjao, Mangyan, Samal, Yakan, ubanon, Manobo, Higaonon, Talaandig, Matigsalog, Bilaan, T'boli, Tiruray, Mansaka, Tausug.</i> 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. sees a design used by the cultural group and adapts 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> is able to describe and distinguish distinctive characteristics of several cultural communities in terms of attire, body accessories, religious practices and lifestyle. can translate his/her research of the artistic designs of the cultural communities into a contemporary design. writes a comparative description of the houses and utensils used by select cultural groups from different provinces 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> creates a drawing after close study and observation of one of the cultural communities' way of dressing and accessories. adapts an indigenous cultural motif into a contemporary design in a crayon etching produces a crayon resist on any of these topics: the unique design of the houses, household objects, practices or rituals of one of the cultural groups.

K TO 12 MUSIC AND ART

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
	this to create a contemporary design.		
Grade 4 - SECOND QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> PAINTING imp. landscape in a province (indigenous houses) mural painting <p>Elements:</p> <ul style="list-style-type: none"> SHAPES – showing foreground, middle ground and background COLOR – to show mood and atmosphere <p>Principles:</p> <ul style="list-style-type: none"> PROPORTION of houses, buildings, fields, mountains, sky in a landscape 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> views pictures of localities where different cultural communities live and understands that each group has distinct houses and practices. (<i>refer to Filipino Heritage series for details about the different cultural communities and Philippine Ancestral Houses by Fernando Zialcita, Martin Tinio, Jr.</i>) uses cultural references to create paintings that reflect the realities of the cultural groups' life. realizes that the cultural communities in the Philippines need to be honored and their culture appreciated by present day Filipinos, since their culture will disappear if it is not protected and preserved. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> can distinguish the attire, accessories, lifeways of selected cultural communities from different parts of the country. can compare the geographical location, practices, festivals, and cultural practices of the different cultural groups. realizes that the choice of colors to use in a landscape gives the mood or feeling of the painting. understands that the mural is an effective visual narrative or story that can inform people about Philippine cultural communities. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> creates a preliminary sketch of the landscape of one of the cultural communities based on research and observation paints the sketched landscape using colors appropriate to the reality of the cultural community's lifeways. combines his/her individual landscapes with the landscapes of others within the class to create a mural which they will put up for their class and their school to appreciate.

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 4 - THIRD QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> PRINTMAKING relief prints- glue print cardboard print found objects print <p>Element:</p> <ul style="list-style-type: none"> TEXTURE from a variety of materials LINES Organic, geometric COLORS earth or natural colors <p>Principles:</p> <ul style="list-style-type: none"> CONTRAST smooth vs. rough curves vs. straight lines small shapes vs. Big 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> discovers that there are other printmaking techniques using other materials done by crafts artists from our country and from other countries (<i>China, Japan, Africa, Europe</i>) understands the principle of relief prints – the embossed textured shapes will be printed while the depressed parts will serve as empty space providing contrast. understands that relief prints are more interesting and harmonious if there is a balance of textured areas and smooth areas; big shapes and small shapes. knows that ethnic designs from the Phil. cultural communities can be used to make contemporary reliefs and prints for decoration of walls/textiles. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> uses additive process in creating a relief master by adding and gluing strings, cardboard, found objects and glues objects with varied textures to create an interesting relief. Uses subtractive process by carving or cutting out lines and shapes from the master plate. prints reliefs with adequate skill to produce clean prints with a particular design motif (repeated or alternating) on a wall or a big space. assesses if prints done by others are well-printed and if the designs are harmonious. presents research on relief prints created by craftsmen of other countries. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> makes sketches or studies of ethnic motifs and creates a design out of repeating, alternating or radiating the motif. creates the relief mold using found material: hard foam; cardboard shapes glued on wood; string and buttons, old screws, metal parts glued on wood or cardboard produces with his/her group. multiple copies of the relief print using industrial paint or natural dyes to create decorative borders on a wall in class or the school or for a play or for a decorative panel.

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 4 - FOURTH QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> SCULPTURE and 3-D crafts Textile craft: tie-dye (one color; 2 colors) Mat weaving (<i>buri</i>) <p>Elements:</p> <ul style="list-style-type: none"> COLOR – dyes can be combined to create new colors <p>Principles:</p> <ul style="list-style-type: none"> REPETITION of motifs, colors 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> researches on textile traditions like tie-dye – done in China, India, Japan, Indonesia in the olden times and presently, in other countries and also in the Philippines – like the <i>T'bolis who create their Tinalak mats by tie-dyeing abaca strands</i>. realizes that this craft of tie-dye is a long process and demands patience and hard work since there are several steps to be followed. Sees the intricate designs of mats woven in: <ul style="list-style-type: none"> <i>Basey, Samar buri mats</i> <i>Iloilo bamban mats</i> <i>Badjao & Samal mats</i> <i>Laminusa mats of Tawi-tawi</i> <i>Romblon buri mats</i> and notes the unique characteristic of each. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> appreciates the intricate steps involved in tie-dyeing for cloth and weaving as seen in the abaca tapestries (<i>T'nalak</i>) done by the <i>T'bolis</i> and the intricately designed mats done in other provinces. understands that textile crafts like tie-dye demands practice and faithful repetition of the steps to produce good designs is able to replicate traditional skills like tie-dye and mat weaving that is still being practiced by local craftsmen from indigenous communities. 	<p><i>The learner:</i></p> <ul style="list-style-type: none"> creates original tie-dye designs by following traditional steps in dyeing textiles using one color and two colors as applied to T-shirts or any cotton cloth. researches on tie-dyed crafts of the T'boli and presents designs made by them ; presents research on tie-dyed products of other countries to compare their designs and colors. presents pictures or actual samples of different kinds of mat weaving traditions in the Philippines creates a small mat using colored buri strips or any material that can be woven, showing different designs: square, checkered, zigzag, and stripes.

ART - GRADE 5

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 5 - FIRST QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> DRAWING drawing from archeological artifact drawing Philippine houses and buildings, churches from different historical periods (<i>on-the-spot</i>) <p>Elements:</p> <ul style="list-style-type: none"> LINES – crosshatching to simulate 3-dimensional effect. SHAPES – geometric 3 dimension <p>Principles:</p> <ul style="list-style-type: none"> RHYTHM – repeated motifs BALANCE – symmetrical and asymmetrical 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> understands that we are influenced by events, practices, the culture of foreigners who have come to our country by way of trade (<i>Chinese and other Asians</i>) or by way of colonizing us (<i>Spaniards, Americans, Japanese</i>) realizes that our being an archipelago and being strategically located has made us part of a vibrant trading tradition (<i>Chinese merchants, Galleon Trade, Silk traders</i>) sees from archeological artifacts that the form of our houses, our clothes, language, lifestyle – utensils, food, pottery, furniture, etc.. are influenced by foreigners who have come to our shores. (<i>manunggul jar, balanghail, bahay na bato, kundiman,</i> 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> is able to give the illusion of depth and 3-dimensionality by the use of cross-hatching and shading in drawings (<i>old pottery, boats, jars, musical instruments</i>) shows details of architectural features of a <i>bahay kubo, a torogan, a bahay na bato, simbahan, carcel, etc</i>) and is able to name the significant parts. can talk and describe the different artifacts and architectural buildings found in their locality and in different parts of the Philippines. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> creates 3-dimensional drawings from important archeological artifacts seen in books and the museums (<i>National Museum and its branches in the Phil</i>) and in old buildings or churches in the community. after looking around the community, draws old houses, churches or buildings on the spot, and creates a mural with the drawings of the others of their community. creates a mini-exhibit with labels on Philippine artifacts and houses after completing drawings with the whole class.

Content	Content Standards	Performance Standards	Learning Competencies
	<i>Gabaldon schools, vaudeville, Spanish – inspired churches</i>		
Grade 5 - SECOND QUARTER			
Process: <ul style="list-style-type: none"> PAINTING landscapes of important places in the community (natural or man-made) Elements: <ul style="list-style-type: none"> LINE (one-point perspective In landscape drawing) COLOR Complementary Principles: <ul style="list-style-type: none"> HARMONY created through the right proportion of parts 	<i>The learner...</i> <ul style="list-style-type: none"> identifies important natural and historical places in their community that tourists usually go to or that has been designated World Heritage Site, or sites that local people value. (ex: <i>rice terraces in Banawe, Batad; Paoay Church and Miag-ao Church landscape of Batane, Callao Caves in Cagayan; old houses of Taal, Batangas; the torogan in Marawi</i>) is able to name and point out the architectural features or natural features of the place after observation from pictures or an actual visit to the place. realizes that artists in all periods, have painted landscapes of beautiful or 	<i>The learner...</i> <ul style="list-style-type: none"> trains his/her visual perception by noting and naming the significant details in the place or landscape to be able to sketch it faithfully. chooses complementary colors to produce a harmonious painting of the selected landscape or site. compares the work of two artists/persons looking or painting the same place and compare the difference in their “style”. appreciates the skill and artistry of Philippine painters and artists in painting different landscapes of the Philippines and is able to describe what makes each artist unique. 	<i>The learner...</i> <ul style="list-style-type: none"> draws on the spot sketches of the significant natural or man-made places in their community selects one of the sketches and creates a preliminary drawing for a painting of that particular landscape, using complementary colors. utilizes one-point perspective to paint the landscape, designating objects in the foreground, middle ground and background area to give depth to the landscape selects complementary color in painting to create a harmonious landscape.

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Content	Content Standards	Performance Standards	Learning Competencies
	<p>significant places in their province or country and they have their own styles in painting.</p> <p>(ex: <i>Fabian dela Rosa; Fernando Amorsolo, Carlos Francisco, Vicente Manansala, Jose Blanco, Victor Edades, Juan Arellano, Prudencio Lamarroza, Manny Baldemor</i>)</p>		
Grade 5 - THIRD QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> PRINTMAKING linoleum or rubber print or wood print of a Philippine mythological creature <p>Elements:</p> <ul style="list-style-type: none"> LINE Thick, thin, jagged lines TEXTURE ribbed, fluted, woven, carved . <p>Principles:</p> <ul style="list-style-type: none"> CONTRAST 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> explores a new printmaking technique, using a sheet of thin rubber (used for soles of shoes) or linoleum or any soft wood that can be carved or gouged to create dif. lines and textures designs a mythological creature from reading stories about them. (<i>Mariang Makiling, Bernardo Carpio, dwende, capre, sirena, Darna, diwata, Dalagang Magayon, etc</i>) appreciates the richness of 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> demonstrates beginning skill in creating a lino, rubber or wood print by safe use of carving tools and carving a variety of indentations to create textures and lines. is able to produce several good editions of the same print that are well-inked and evenly printed. Is able to create variations from the same print by using 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> follows the step by step process of creating a print : <ul style="list-style-type: none"> sketching the drawing indicating areas to be carved out and areas that will remain. carving the image on the rubber or wood using sharp cutting tools doing a preliminary rubbing finally inking the plate with printing ink placing paper over it , rubbing the

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Content	Content Standards	Performance Standards	Learning Competencies
of carved textured areas, solid areas of thick textured lines and fine lines	the traditional Philippine myths and legends from the local community and from different parts of the country.	different colors of ink in printing the master plate.	<p>back of the paper to get the impression of the print.</p> <ul style="list-style-type: none"> – repeating the process to get several editions of the print. – works with the class, to produce a compilation of their prints to create a book or calendar which they can give as gifts, sell or display in the walls of their school
Grade 5 - FOURTH QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> • SCULPTURE AND 3-D CRAFTS Constructing a <i>PAROL</i> <p>Elements:</p> <ul style="list-style-type: none"> • COLOR primary colors secondary colors • SHAPE Geometric shape Organic shapes <p>Principles:</p> <ul style="list-style-type: none"> • REPETITION; colors, Shapes • BALANCE – of the Structure and shape 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • appreciates the many variations in the geometric design and materials of the Philippine <i>parol</i>, particularly the ones coming from Pampanga. • knows that unknown craftsmen are behind the artistry and design of the award-winning <i>parols</i>, which show creativity and imagination in their use of natural and geometric shapes and colors and local materials. • understands the historical connection to Mexico and 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • demonstrates fundamental construction skills in making a 3-dimensional <i>parol</i> that is balanced, and artistic with repeated decorations and colors. • shows knowledge of design by his/her repetition of colors and shapes in the making of the <i>parol</i>. • traces Philippine historical roots to Mexico and Spain as seen in our Christmas decorations like the <i>parol</i> with the <i>belen</i>. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • is able to construct the framework of the star-shaped <i>parol</i> out of thin pliable bamboo sticks with ends tied with string. • uses different colors of the transparent <i>papel de japon</i> to cover the bamboo framework with glue and overlap it with different shapes and colors to create new designs • adds decorative tassels and fringes to make the <i>parol</i> move in the wind, making it a colorful mobile with lights.

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<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
	the religious significance of the <i>parol</i> to Philippine traditions in the celebration of the Christmas season.		

ART - GRADE 6

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 6 - FIRST QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> DRAWING, NEW TECHNOLOGIES animation, digital art, computer art and drawing big murals, designs for VCDs, posters, websites <p>Elements:</p> <ul style="list-style-type: none"> LINE, SHAPE TEXTURE producing these using technology <p>Principles:</p> <ul style="list-style-type: none"> CONTRAST, EMPHASIS 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> understands that with the presence of new technologies, new instruments can be used for drawing <i>ex: sketching w/computer, coloring with omputer doing floor plans layouting a magazine page doing product design painting a huge mural.</i> knows that art processes, elements and principles still apply even with the use of technologies realizes that the visual arts can now be shared, seen and produced digitally and that people can appreciate, critique, comment on one's artworks. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> uses his/her regular drawing skills applied to a new medium (technology) and updates his/her knowledge on the new digital tools for art that is available. uses the internet and creates a website to disseminate and promote one's own drawings and artworks and share these to a bigger audience than the school population. goes through the steps of animation artists as he/she creates an original cartoon character on the computer. promotes his/her province (and other products) by designing a website, a logo and an attractive home page. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> researches on artists, drawings and artworks that can be accessed through the internet from all periods (<i>the past, through museum websites, the present through blogs, Flickr, Tumblr, etc</i>) and share these with the class. creates a drawing (portrait, landscape, event) and uploads it on the internet and reports on how many people accessed it or reacted to it. creates an original character that can be put in a cartoon, animation or as part of a website using various shapes, lines, textures. creates a website about your province, composing a home page that gives information about your province that will interest others

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 6 - SECOND QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> PAINTING mural on environment product design ex: attractive trash cans <p>Elements:</p> <ul style="list-style-type: none"> COLOR primary, secondary and neon colors CONTRAST of lines, shapes 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> knows that a mural is an effective way to give a message about specific ways to save the local environment using words and visuals to support the message, and by using bright and contrasting colors and shapes. researches on design of murals about the environment as seen in the internet, or in magazines, T-shirts, on TV, etc..and analyze its visual composition. knows that well-designed and attractive products attract people to use it, thus, a well designed trash can would be used by people. 	<p><i>The learner:</i></p> <ul style="list-style-type: none"> works with a group cooperatively to complete a wall-size piece of painting or mural that will attract the viewer. writes a public message that will attract and be remembered by the people, for them to think and act for the environment; uses bright colors for the letters of the message and use meaningful images to catch the eye of the viewer. understands that utilitarian products like a trash can, needs to be well-designed for people to be attracted to use it. "<i>Form follows function</i>" 	<p><i>The learner:</i></p> <ul style="list-style-type: none"> plans the composition and design of a mural with a message about the environment, together with a group. selects the site of the mural and with the group, enlarge the design by sketching and later painting it. chooses an unusually shaped container to be a trash can and paints it with attractive colors so the public will immediately throw their trash there.

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 6 - THIRD QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> PRINTMAKING Silk-screen printing on cloth and paper for a commercial quantity <p>Elements:</p> <ul style="list-style-type: none"> SHAPES Letters and geometric shapes COLORS primary blended with secondary and tertiary colors. <p>Principles:</p> <ul style="list-style-type: none"> CONTRAST of shapes and colors HARMONY of letters, shapes, colors 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> understands that digital technology has speeded up the printing of original designs and made it accessible to many, as seen in T-shirts and poster designs realizes that originality and creativity of the artist is still needed for the design of products, but duplicating machines can copy it easily (<i>discuss concept of copyright and intellectual property of artists, musicians</i>) knows that design principles still apply for any new design (contrast of colors, shapes and lines produces harmony) done by hand or by use of machine. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> is able to replicate what a product designer (an entrepreneur or business man/woman) does in real life as a profession creates an original design based on specifications produces his/her own prints and duplicates them or selects a printer to produce many T-shirts promotes and advertises sale of the T-shirts, by leaflets, advertising posters or using the internet business sites submits a report of the results of the business project. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> creates an original design for a T-shirt that promotes the culture of one's province or region. sources silk screen printers and compares their prices and quality of printing and choose one to silkscreen their selected design. (<i>survey</i>) or creates his/her own silk screen prints (<i>production</i>) organizes an event with the class where the T-shirt products can be sold (<i>promotion, marketing, sales</i>)

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 6 - FOURTH QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> SCULPTURE and NEW MEDIA photography and video of places and local events <p>Elements:</p> <ul style="list-style-type: none"> COLOR subdued and vibrant quiet vs. busy <p>Principles:</p> <ul style="list-style-type: none"> CONTRAST of art elements makes the viewer alert and watchful 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> realizes that in the present world, events happen so quickly that it has to be recorded immediately through a camera, video cam or cellphone with camera /video functions, and by any person. knows that television, film and internet are visual media that transmits events, thoughts, oppressions, violence, tragedies, immediately, making it accessible to everyone, thus upholding the democratic right of people to know. <i>(discuss (the Arab Spring uprisings, the EDSA II, the tsunami of Japan, the earthquake and floods in the Phil. and other events that are immediately witnessed by people around the world via the internet)</i> knows that knowledge of the new technology is needed to live and work 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> exhibits artistry in recording a visual event – the images captured are focused, well-composed, and gives the message intended in an effective and memorable manner. enhances the visual event recorded by creative editing and by the use of color, by cropping, by adding sounds, music or a narrative. produce a visual report that proves that more and more, the moving image is the potent means of communication as seen in video boards installed in public places –malls, walls of buildings, elevators, stores, anywhere where people are in the locality. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> records an event: a disaster, a celebration, a school function, a performance, a speech of an important person, through several means: camera, recorder, video, cell phone, etc.. adds his comments to the event while presenting it before the class, to add a personal dimension to the AV presentation. Sends his/her recording of an event to another person, uploads it on the web, shares it with the general public. creates a campaign (asking for help for flood victims; raise funds for an environment project; invite people to a historical or cultural site in one's province) and uploads it on the net. monitors the results of the event through internet.

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<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
	productively in the present world.		

ART - GRADE 7

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 7 - FIRST QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> DRAWING & PAINTING Drawing and painting of the folk art motifs, designs found in artifacts of the cultural groups in Luzon, Visayas, Mindanao <p>Elements:</p> <ul style="list-style-type: none"> LINES organic, curvilinear geometric, linear COLORS nature-based hues; dyes primary colors secondary, tertiary colors <p>Principles:</p> <ul style="list-style-type: none"> REPETITION and RHYTHM of colors, shapes and lines. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> appreciates the distinctive designs, color schemes, figures and objects coming from the cultural communities found in the three island groups. <ul style="list-style-type: none"> <i>Luzon: weaving – Abra, kalinga, Vakul, pahiyas, gigantes, barong</i> <i>Visayas – hablon, piyaya,</i> <i>Mindanao- kulintang, malong, torogan</i> sees the strong influence of the Spanish (400 yrs) and Americans (50 yrs) colonizers on Phil. culture and lifeways (houses, churches, celebrations, education, food, daily utensils, clothing, accessories <i>(paintings of churches and plazas; pictures of cottages at John Hay, Teachers Camp; Vigan, Taal, Batangas, Iloilo, Bacolod- these places have bahay na</i> 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> creates a AV presentation with a group that compares the distinct artistic designs of artifacts coming from the different cultural communities from the three island groups of the Philippines and explains what inspired or influenced the design. writes a comparative visual report on the influences of the Spanish and the Americans in the architecture of the Philippines, particularly in the churches and the houses around the plaza, and the distinct features found in it. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> joins a group to do a research on the culture of some indigenous communities coming from one island and creates an audio-visual presentation (drawings, paintings) for the class. joins a group to write a report on how the Spaniards and the Americans influenced the culture of the Filipinos, publishes the report with illustrations in a class publication. recreates a typical Phil. plaza by drawing/painting during the Spanish times and make a mural of this.

Content	Content Standards	Performance Standards	Learning Competencies
	<i>bato.</i>		
Grade 7 - SECOND QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> PRINTMAKING and NEW MEDIA still pictures <ul style="list-style-type: none"> - camera films - videoclip - videocam - cellphones - screen printing of design - <p>Elements:</p> <ul style="list-style-type: none"> SHAPES, COLORS <p>Film is a series of moving scenes; color sets mood</p> <p>Principles: CONTRAST is created when opposites are combined: quiet colors and loud colors; slow action and frantic movement.</p>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> realizes that still pictures, film and moving images have a visual language and artistic elements different from still drawings and paintings understands that a story can be told through a short film with emphasis on images, color and music or sound, with dialogue not a necessary component. <i>(Cinemalaya films; award winning TV ads; other awarded indie films by Ditsi Casimiro, etc)</i> can take pictures or record an event using a cellphone and other recording devices, and these can be shared with others immediately. knows that an original design can be replicated many times through the use of a duplicating machine. <i>(Team Manila designs of Phil. icons, maps, places</i> 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> Is able to make a short storyboard of the series of shots he is going to film and the kind of shots he will take, to be able to tell his story. can analyze short films, video productions and movies and appreciates the development of the narrative through different shots employed, the use of visual clues and the use of color, music. can select well-composed photos and analyze its composition to show balance, emphasis and proportion of shapes and lines. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> narrates a short story, an event, a celebration, a tragedy, using a camera, cellphone or videocam to record it and present the event. has to make quick decisions about the angle of the shots, the kind of shots (close-up, long-shot, topshot,etc) and the composition of the shots while he is in the process of recording. shares the series of events he recorded to tell his story and presents it and allows his classmates to critique his pictures or film. Is able to make a short storyboard of the series of shots he is going to take and kind of shots, to be able to tell his story. can analyze short films, video productions and movies and appreciate the development of the narrative through different shots, use of visual clues and use of color, music.

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Content	Content Standards	Performance Standards	Learning Competencies
	<i>for shirts, bags,hats,; Also Island Souvenirs design for different provinces)</i>		
Grade 7 - THIRD QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> SCULPTURE and 3D ASSEMBLAGE <p>Creation of:</p> <ul style="list-style-type: none"> – installation of nature objects of <i>Jun Yee</i> – assemblage of metal parts to create a music instrument by <i>Lirio</i> – Metal scraps sculpture of <i>Ral Arogante</i> – Sack cloth, seeds, shells, buttons Wall hanging by <i>Ching Abad</i> – Sculpture- bicycle parts –<i>Picasso</i> – <p>Putting up a Mini Museum</p> <p>Elements:</p> <ul style="list-style-type: none"> TEXTURE of found and natural objects SHAPE 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> knows that modern sculptors and craftsmen use any material in their environment to create a 3D work. sees that among indigenous groups, it is common to create musical instruments, pots and fishing and hunting weapons, weave cloths, construct houses, according to their own distinct. designs using local materials. <i>Mt. Province –bamboo based music instruments and metal gongs, Woven baskets for food, rice.</i> <i>Visayas – guitars, T'boli, -molded bells, jewelry, figurines.Tie-dye abaca tapestry.Maranaos bronze</i> 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> exhibits in his/her assemblage that the material is not important, but the creativity and imagination of the artist in creating an artistic assemblage reports that in indigenous communities, constructing., carving, weaving and creating what they need is part of their lifestyle and makes them self-sufficient. looks at his/her own assemblage and those of others and he can judge which work is most creative and at the same time artistic. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> gathers material from his surrounding that is considered trash, and with a group, recycles this material to be part of an assemblage (<i>plastic bottles, caps; tetra packs, straws, tin foil wrappers, etc..</i>) which will be a creative sculpture. collects pictures of, or actual 3D artifacts from different parts of the country and research on its source, material, source of design, use, and put up a mini- museum , where each artifact is displayed and labeled properly for students to appreciate.

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Content	Content Standards	Performance Standards	Learning Competencies
<p>organic and natural shapes</p> <p>Principles:</p> <ul style="list-style-type: none"> • CONTRAST • EMPHASIS 	<p><i>cast metal jars, gongs, weapons.</i></p> <ul style="list-style-type: none"> • observes local craftsmen as they carve or create local crafts and note their mastery of the design and material, which was passed on from generation to generation. 		
Grade – 7 FOURTH QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> • VISUAL ARTS IN DRAMA & FESTIVALS <p><i>Baguio – Panagbenga</i> <i>Lucban- Pahiyas</i> <i>Bacolod- Maskara</i></p> <p><i>Aklan – Ati-atihan</i> <i>Davao –Kaamulan</i> <i>Holy Week- Moriones,</i> <i>SantaCruzan Pasyon</i> <i>Zarzuela –Bulacan & Luzon provinces</i> <i>Moro-moro – different provinces</i></p> <p>Elements:</p> <ul style="list-style-type: none"> • COLOR • TEXTURE 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • Identifies the unique festivals, dramas, celebrated all over the country throughout the year, and state the reason for its celebration • knows that the Filipino people love a festival, religious ritual or drama where they are required to wear special attires and costumes that show creativity and artistry • since this is part of a street or public performance. where there is music and dancing. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • creates his/her own festival attire with accessories based on authentic pictures of the festivals and joins the drama group or festival community to celebrate the event. • appreciates the innate artistry of the townspeople who join yearly in the festivities enthusiastically create an entirely new costume, accessories and décor every year; create a photo-essay about an outstanding local actor in a festival or drama 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • designs with a group the visual components of a school drama or participates in a town fiesta to create: the costumes or attire, mask, headdresses, and accessories and décor and venue and stage design • reports on the history of the festival and its evolution and describes how the townspeople participate and contribute to its festivity and gaiety. • analyzes the uniqueness of the group that was given recognition for its performance to explain what component contributed to their being

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Content	Content Standards	Performance Standards	Learning Competencies
<p>costumes, masks, accessories, decor for venue and stage</p> <p>Principles:</p> <ul style="list-style-type: none"> • CONTRAST • RHYTHM 	<ul style="list-style-type: none"> • appreciates the uniqueness of festivals like the “<i>Pahiyas</i>” which the townsfolk prepare for, weeks in advance by creating the colorful leaf-like kiping which hangs as décor for their homes. 	<ul style="list-style-type: none"> • defines what makes each of the Philippine festivals unique by a visual presentation and report. of selected festivals representing Luzon, Visayas and Mindanao. 	<p>selected;</p>

ART - GRADE 8

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 8 – FIRST QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> DRAWING of Asian peoples- their attire, accessories, and artifacts- iconic gods, cultural symbols. <p>Elements:</p> <ul style="list-style-type: none"> LINES & COLORS of their attires and artifacts <p>Principles:</p> <ul style="list-style-type: none"> CONTRAST and BALANCE of the various lines, colors in the designs of their cultural artifacts. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> appreciates the different attires and accessories of the people from different Asian countries showing the rich variety and uniqueness of each in terms of design, color, material and meaning. <i>(see the SEAsian countries and the other Asian countries)</i> understands the beliefs, values, practices of the different Asian peoples from their artifacts for worshipping, celebrating, feasting, working. connects the similarities between these countries and our own country from a review of their culture and their icons and explains these connections because of geography, migration patterns, trading routes and other factors. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> demonstrates through his/her drawings and researches that the countries in the Asian region are so rich in living culture and so diverse in dressing, religion, the arts, dances, music, artifacts and language. presents in a timeline and poster, how the values and the individual cultures of these Asian countries influenced Philippine culture in language, food, music and arts. identifies the countries with its unique art forms, designs, materials, colors and identify similar motifs and artifacts among the different Asian countries.. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> draws the Asians who live in countries near the Philippines, in their full native attire with accessories and in full color. researches on each of these Asians and how their culture is similar or different from ours. sketches musical instruments from the different Asian countries that are made from bamboo and comment on the similarities and differences. selects one important cultural icon connected to an Asian country and draws it and talks about its significance. puts up a mini-Asian exhibit with the drawings, researches the class made for other students to appreciate.

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 8 – SECOND QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> PAINTING of landscapes and places from the different Asian countries <p>Elements:</p> <ul style="list-style-type: none"> COLORS complementary colors and tertiary colors. LINES, SHAPES that are related to symbols of that country. <p>Principles:</p> <ul style="list-style-type: none"> REPETITION of motifs and designs 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> selects the colors and designs most apt for that country in painting their landscapes and scenery. understands that colors have special significance for the people of a country related to their religion, beliefs and values. knows the iconic sites connected to each Asian country and its significance to them. <i>Brunei (Sultan Omar Ali Saifudin Mosque)</i> <i>Cambodia (Angkor Wat Temple)</i> <i>Indonesia (Borobudur Temple)</i> <i>Lao PDR (That Luang Temple)</i> <i>Myanmar (Shwedagon Pagoda)</i> <i>Malaysia (Masjid Jame Temple)</i> <i>Philippines (Rice Terraces)</i> <i>Singapore (Thian Hock Keng Temple)</i> <i>Thailand (Sukhothai complex)</i> <i>Vietnam (Minh Mang tomb)</i> 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> identifies cultural designs and motifs unique to each Asian country by drawing them delineating the lines, shapes symbols and colors used. researches on the significance of the building, temple or site for that country and its unique artistic features. compares the level of craftsmanship and architectural skills of the different Asian peoples as seen in their buildings significant landscapes and sites, by creating a mural for each country. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> makes a pencil sketch of the selected landscape or building from a selected Asian country. selects the colors to be used in painting the landscape for each of the Asian countries show the details of the temple or buildings to be drawn and painted and the surrounding landscape of trees, mountains, seas, following the style of painting of that country research on details and importance of that site and write a short explanatory piece to go with the painted landscape.

K TO 12 MUSIC AND ART

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 8 - THIRD QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> PRINTMAKING and MIXED MEDIA Batik textile designs Internet access to Asian countries data base <p>Elements:</p> <ul style="list-style-type: none"> LINE, SHAPE of traditional batik motifs COLORS of batik dyes <p>Principles:</p> <ul style="list-style-type: none"> REPETITION of Motifs, lines and colors 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> studies the process and steps in making traditional batik as practiced in Indonesia using textile dye. understands the intricacies and long process involved in creating batik of more than one color searches in the internet for batik methods and designs not only from Indonesia but also from other countries and compare methods and materials used. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> prepares an AV presentation to demonstrate the craftsmanship and artistry involved in creating batik designs that are intricate and traditional as seen in Indonesia and China. applies his/her research on batik and creates his own batik-designed cloth. analyzes which batik-designed cloth done by the students is well-designed and well-made. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> studies and applies the ancient method of creating batik designs on natural cotton cloth using melted wax and natural dyes. creates a batik design with one color and with 2 colors of textile dyes for a table cloths or decorative panel. displays finished batik cloths and with the class, hold a batik exhibit and demo for the other students and include articles about batik as practiced in other countries.
Grade 8 - FOURTH QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> SCUPTURE and 3-D ART Installations or sculpture using local materials <p>Elements :</p> <ul style="list-style-type: none"> SHAPES found in cultural icons of the Asian countries 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> researches on common materials used in the different Asian countries that are also found in the Philippines. understands that installations/ sculptures made of local materials is a 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> exhibits knowledge of construction skills needed to create an installation that will withstand the weather and the elements. designs an installation that complements or blends in with the space it 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> gathers common materials found in the locality: bamboo, wood, stalks of corn, talahib, tikiw, nipa leaves, coconut shells etc. to create an installation works with a group to conceptualize the installation they will create in a space in the school ground or

K TO 12 MUSIC AND ART

Content	Content Standards	Performance Standards	Learning Competencies
Principles: <ul style="list-style-type: none"> REPETITION of motifs, designs 	<p>common tradition of Asian artists.</p> <p><i>Bamboo – for musical instruments and household utensils and for décor during festivities</i> <i>Wood – for statues; furniture</i> <i>Stone - for temples, buildings</i> <i>Metal - for musical Instruments</i></p>	<p>is put in.</p> <ul style="list-style-type: none"> compares the installation his/her group created with those created by others and analyzes if it has repetition of motifs, colors and shapes in its design. 	<p>community</p> <ul style="list-style-type: none"> uses all available material to create an installation that will be integrated with the space it will be put in. lets other students interact with their installation and give their opinion about it.

ART - GRADE 9

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 9 - FIRST QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> DRAWING and PAINTING exposure of our artists to Spanish religious art and engraving, printing European artistic traditions American modern traditions Painting in a particular style <p>Elements and Principles: were dictated by the style of the European schools of art where our expatriate Filipino artists went: topics were from classic antiquity and allegorical</p>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> sees the strong influence of Spanish religious art in Filipino artists in the engravings and prints: <i>(Nicolas dela Cruz Bagay and Francisco Suarez)</i> in portraits done in the European style: <i>"miniaturismo"- Simon Flores</i> <i>Letras y figuras- Damian Domingo</i> In landscapes, and large scale paintings of European schools of art: <i>Juan Luna "Spoliarium" (gold medal)</i> <i>Felix Hidalgo "Virgines Christianas" (silver medal in the Madrid Exposition of 1884)</i> notes the American influence in Phil. artists : Naturalists/Romantics: 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> replicates the style of miniaturismo by Simon Flores or the style of miniaturismo by artist Damian Domingo in a drawing or painting traces the foreign influences (Spanish, European and American) that strongly affected our artists by an analysis of their works. categorizes Philippine artists according to the different historical periods and the style of their works. traces the foreign influences (Spanish, European and American) that strongly affected our artists by an analysis of their works. categorizes works of Philippine artists according 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> researches on the painters who were popular during the Spanish period painting portraits and finds the reasons and circumstances that brought this about creates a drawing based on the "letras y figuras" style of Domingo using the letters of own name creates an AV presentation of the two expatriate artists (Luna , Hidalgo) and compares their works and styles and cite European artists who used this allegorical style of painting. chooses the group he/she will belong to in debating on the big controversy between the Romantic Realists led by Amorsolo and the Moderns led by Edades paint or draw a landscape or portrait following a particular artistic style of one of the Phil.Artists.

K TO 12 MUSIC AND ART

Content	Content Standards	Performance Standards	Learning Competencies
	<i>Amorsolo, Fabian dela Rosa, Jorge Pineda</i> Modernists: led by <i>Victorio Edades Botong Francisco, Galo Ocampo.</i>	to <ul style="list-style-type: none"> the different historical periods and the style of their works. 	
Grade 9 - SECOND and THIRD QUARTER			
Process: <ul style="list-style-type: none"> PRINTMAKING and NEW MEDIA (American Influence) Making a magazine on Philippine Art: <i>Photographs Layouting</i> <i>Fonts and lettering</i> <i>Illustration Promotions, marketing</i> Elements and Principles: Lines and Shapes deciding on the style and physical layout of the magazine	<i>The learner...</i> <ul style="list-style-type: none"> and his/her group divide the work involved in creating a magazine so that each will do their assignment realizes that the layout, the fonts, the illustrations and photos have to be integrated and cohesive following a style and format that the group will decide on. Each job in a magazine entails a special skill and knowledge of technology : <i>camera, computers and printers entrepreneurship</i> 	<i>The learner...</i> <ul style="list-style-type: none"> learns the different steps in publishing a magazine together with his group. realizes the different artistic and technical skills needed in putting together a publication does the promotions, pricing and marketing of the magazine to raise funds to print the magazine. 	<i>The learner...</i> <ul style="list-style-type: none"> researches and writes the articles on the style of art of the Filipino artists during the different historical periods. takes the needed pictures or creates the illustrations to accompany the articles chooses the fonts and prints the articles layouts the article with the pictures and illustrations prints the whole work and binds it.

K TO 12 MUSIC AND ART

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 9 - FOURTH QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> 3D INSTALLATION <p>Creating a booth about Philippine Art for the students</p> <p>Elements and Principles:</p> <ul style="list-style-type: none"> Designing a booth and its Contents Designing a poster to advertise The booth Layouting pictures, labels Installing a video program 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> understands the components needed in installing an informational booth about Philippine Art intended for teenagers so it will catch their interest: <ul style="list-style-type: none"> <i>articles and blurbs</i> <i>attractive pictures and artworks</i> <i>pictures of the artists and reproductions of their work clear labels.</i> 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> functions as a member of a working group similar to an advertising agency or marketing and promotions firm measures the ability of the group to accomplish an assignment on time by practicing cooperative behavior and working under pressure. gets the feedback of the audience to gauge the impact of the booth on the intended audience. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> divides the work among the members of the group so that the booth is attractive and informational for the different ages of students of the school with his/her group creates a time plan assigns the work, prepares the materials needed so that the booth will be finished on time. works on the booth within the time given and schedules who will man the booth at different times of the day and gets feedback from the visitors to check its impact on the students

ART - GRADE 10

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 10 - FIRST and SECOND QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> PHOTOGRAPHY, FILM & ANIMATION Parts and functions of the Camera and videocam <p>Elements & Principles:</p> <ul style="list-style-type: none"> composition of lines, shapes, color composition of shots continuity of images color scheme background sound, music models 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> researches on the steps and the equipment needed for his selected process reads on the different well-known artists for each of these fields and if possible conduct interviews <p><i>photographer:</i> George Tappan John Chua</p> <p><i>film: Brillante Mendoza</i> Maryo delos Reyes Ditsi Casimiro</p> <p><i>Animation: Animation orgs.</i></p>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> understands the required skills for each of these different modern day art professions by apprenticing to a professional for a period of time. exposes himself/herself to the needs and requirements of the job and learns from the experts is able to complete a portfolio of his/her works in the selected art form choosing a particular topic related to the arts. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> selects a topic or theme to explore the basic elements in photography or film or animation interviews artists in these professions –photographer film maker, animation artist applies what one has learned from the interviews and lets the professional comment on his works prepares a project plan for two quarters on the selected art profession and implements it with the group. presents his/her photographs or video films during a multi-media exhibit and gets feedback from the audience and viewers.

<i>Content</i>	<i>Content Standards</i>	<i>Performance Standards</i>	<i>Learning Competencies</i>
Grade 10 - THIRD and FOURTH QUARTER			
<p>Process:</p> <ul style="list-style-type: none"> • PRODUCT DESIGN <ul style="list-style-type: none"> – Fashion designer – Window display designer – Landscape designer – Av Presentation designer – Furniture designer – Accessories designer – Book. Magazine designer <p>Elements and Principles:</p> <ul style="list-style-type: none"> • Art – Line shape, color and texture and the different principles are applied to their different works. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • researches on the different art careers and lists the required skills (artistic and technological) for the career he selects • interviews professionals from the selected career and gets advice on the preparation needed for that career. • describes a well-know designer in the field chosen and creates a pictorial of the works of that designer. 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • selects a particular design profession and creates a project plan of product designs he/she will produce. • interviews a local product designer and his/her process of creating his/her designs; inspirations for his designs and his/her way of making a living from his designs • simulates the tasks that the product designer goes through for the needed preparation, production and the promotion of his works. • reflects in writing and is able to project if this is the profession he can consider later by the experiences he has gone through 	<p><i>The learner...</i></p> <ul style="list-style-type: none"> • Prepares a project plan that includes the selected art career he/she will concentrate on. <p>Includes activities in the project</p> <ul style="list-style-type: none"> – assessment of skills learner has possible resources/artists – to interview and spend time with schedule of work on additional skills to acquire projected output after two quarters resources needed – presents the work of 2 semesters in a final exhibit where the products are displayed and can be assessed and later can be sold.

CURRICULUM DEVELOPERS/WRITERS/REACTORS in the DEVELOPMENT of K to 12 CURRICULUM

MUSIC and ART

A. Learning Area Team (LAT) Review with designated LAT CONVENOR

Date: September 20, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Dennis Faustino - Convenor	Headmaster	Mary's School of Sagada and All Saints ES of Bontoc
2. Alice Panares – Art Coordinator	Commissioner	NCAA
3. Maurica Borromeo-Music Coordinator	Retired - Dean, UP College of Music	UP College of Music Extension
4. Cecilia Tusing	ES – I	DepEd Division of Batangas
5. Rosendo Cacap	ES	Di
6. Myrna Parakikay	Division Music Coordinator	Division of Makati City
7. Alvenia Palu-ay	SEPS	CD - BEE
8. Jocelyn Guadalupe		
9. Sr. Mary Placid Abejo (retired)	Dean, College of Music	St. Scholastica College
10. Paraluman Giron (retired)	Chair, K – 10 TWG	DepEd

B. Workshop on Determining Gaps Between BEC Grade 6 Competencies and the K to 12 Grade 7 Competencies

Venue: DAP, Tagaytay City

Date: September 7-9, 2011 (MUSIC)

NAME	DESIGNATION	OFFICE/SCHOOL
1. Elena T. Eustacio		
2. Ma. Teresa Caringal		
3. Ruthmabelel E. Reyes		

Venue: DAP, Tagaytay City

Date: September 7-9, 2011 (ART)

NAME	DESIGNATION	OFFICE/SCHOOL
1. John Gepullano	Division Art Coordinator	DepEd
2. Virginia Fernandez	EPS	BEE, DepED

K TO 12 MUSIC AND ART

C. Workshop on the Development of Learning Competencies and Teaching Guides

Venue: DAP, Tagaytay City (ARTS)

Date: July 18-19, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Virginia Fernandez	EPS	BEE, DepED
2. Adolfo S. Amit	Teacher	DepED Manila
3. Ansel Guillien G. Samson	Teacher	DepED Rizal
4. Cherry Joy P. Samoy	Teacher	DepED Olongapo
5. Juan G. Gepullano	Division Art Coordinator	DepEd
6. Amihan R. Fenis	Teacher	DepED Rizal
7. Veronica E. Ramirez	Teacher	DepEd
8. Teresita Gracia	EPS	BEE – DepED C.O.

Venue: DAP, Tagaytay City (MUSIC)

Date: July 18-19, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Ma. Chit Singayan	EPS	BEE – CDD
2. Dr. Dennis Faustino	Headmaster,	St. Mary's School of Sagada and All Saints ES of Bontoc
3. Prof. Mauricia Borromeo	Retired - Dean, UP College of Music	UP College of Music Extension
4. Sr. Mary Placid Abejo	Dean, College of Music	St. Scholastica College
5. Ms. Lillian Luna	EPS II	DepEd – BSE
6. Concepcion F. Pasumbal	Education Program Supervisor	Division of Manila
7. Cecilia E Tusing	ES – I	Division of Batangas
8. Belinda R. Anido	Teacher	Division of Manila
9. Fe V. Enguerro	EPS – II	IV - Calabarzon
10. Jannet F. Labre	Documentor	DepEd

D. Writeshop on the Finalization of the Curriculum Standards

Venue: RELC, CALABARZON

Date: May 19-21, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Dr. Dennis Faustino	Headmaster,	St. Mary's School of Sagada and All Saints ES of Bontoc

K TO 12 MUSIC AND ART

2. Prof. Mauricia Borromeo	Retired - Dean, UP College of Music	UP College of Music Extension
3. Sr. Mary Placid Abejo	Dean, College of Music	St. Scholastica College
4. Ms. Carmela Buhain	Supervising Professor in MAPE	Philippine Normal University
5. Ms. Virginia Tolentino	Retired, former Department Head, MAPE (DepEd Manila)	DepEd - Manila Div
6. Ms. Lillian Luna	EPS II	DepEd – BSE
7. Ms. Pilar Montes	Teacher	DepEd, Region IV MIMAROPA
8. Mr. Jayson Antazo	Teacher I	Regional Pilot School for the Arts
9. Ms. Rosalita Bartolome	Master Teacher I	M. Marcos Memorial High School
10. Crisostomo V. Velasco Jr.	Teacher I/Documentor	A. F. G. Bernardino Memorial Trade School

E. Workshop on the Review and Refinement of the K to 12 Curriculum Framework and Standards

Venue: DAP, Tagaytay City

Date: May 10-13, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
11. Dr. Dennis Faustino	Headmaster,	St. Mary's School of Sagada and All Saints ES of Bontoc
12. Prof. Mauricia Borromeo	Retired - Dean, UP College of Music	UP College of Music Extension
13. Sr. Mary Placid Abejo	Dean, College of Music	St. Scholastica College
14. Ms. Carmela Buhain	Supervising Professor in MAPE	Philippine Normal University
15. Ms. Virginia Tolentino	Retired, former Department Head, MAPE (DepEd Manila)	DepEd - Manila Div
16. Ms. Lillian Luna	EPS II	DepEd – BSE
17. Ms. Pilar Montes	Teacher	DepEd, Region IV MIMAROPA
18. Mr. Jayson Antazo	Teacher I	Regional Pilot School for the Arts
19. Ms. Rosalita Bartolome	Master Teacher I	M. Marcos Memorial High School
20. Crisostomo V. Velasco Jr.	Teacher I/Documentor	A. F. G. Bernardino Memorial Trade School

F. Consultative Workshops for the Validation of the K to 12 Curriculum Framework and Standards

1. Regions IV-A, IV-B, V and NCR

Venue: Bulwagan ng Karunungan

Date: April 27, 2011

K TO 12 MUSIC AND ART

NAME	DESIGNATION	OFFICE/SCHOOL
1. Jayson D. Antazo	Teacher I	Regional Pilot School for the Arts
2. Salvacion Y. Ramio	Teacher	Paco Catholic School
3. Carmela M. Buhain	Professor	Philippine Normal University
4. Susana A. Gabiola	Education Program Supervisor I	Deped – Lucena City
5. Manuel V. Fernandez	Master Teacher II	Deped – Commonwealth E.S.
6. Oliver M. Eusebio	Teacher III	Deped
7. Lourdes R. Siobal	Teacher II	Caloocan
8. Roldan V. Gacutan	Teacher I	Deped – Oriental Mindoro
9. Rosemarie P. Tungol	Teacher III	Deped – Division of Navotas City
10. Concepcion F. Pasumbal	Education Program Supervisor	DepEd
11. Maricel G. Reyes	Teacher	DepEd
12. Pilar L. Montes	Teacher	DepEd
13. Rosalita SL. Bartolome	Teacher	DepEd
14. Rogelio F. Ambilis	Teacher	DepEd

2. Regions I,II,III and CAR

Venue: Teachers' Camp, Baguio City

Date: April 29, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Angelica O. Dañguilan, Ph.D	Teacher	SHS, Solano Nueva Vizcaya
2. Rose H. Radin	Master Teacher II	San Juan Central School
3. Georgina M. Kumalao	Teacher III	Bontoc Central School
4. Ruby P. Tanciongco, Ph. D.	ES II	Dep. Ed. RO III
5. Jonathan A. Froda, Ph. D.	Principal II	Dep. Ed. Kayapa East District
6. Cherrie Lou Q. Javier	Teacher III	Quirino Central High School
7. Virginia T. Lupian	Teacher	Deap. Ed. CAR - RO
8. Marietta B. Aguiguin	Learning Area Coordinator	SLU- Laboratory Elem. Sch.
9. Miriam L. Najera	ES II	Dep. Ed. RO I
10. Blesilda T. Unite, Ph.D.	EPS	Deped R02
11. Evelyn Rodriguez	Teacher I	Deped
12. Mary Anne Bernadette M. Samson	Division Coordinator for Music and Arts	Deped - Division of Pampanga
13. Alejandro I. Icbán	Teacher III	Bataan National High School

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3. Regions VI,VII and VIII

Venue: Ecotech, Lahug Cebu City

Date: May 4, 2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Orlando G. Cezar Jr.	PESS Coordinator	Division of Bago City, R-IV
2. Nancy M. Dion	ES-I MAPEH	Samar Division, R-VIII
3. Alan U. Bana	Teacher II/Division Music Coordinator	Negros Oriental, R - VII
4. Cecilia Monica B. Arcenas	Master Teacher I	Division of Capiz, R-VI
5. Bebiano A. Tuayon	Teacher III	Negros Oriental, R – VII
6. Miriam P. Braganza	EPS II	R - VII
7. Liezl B. Ambaic	MAPEH Coordinator	USJ-R Cebu
8. Jude Iledar	Teacher	Deped 6
9. Razil Grace R. Caldino	Teacher	Deped RO 6
10. Peppard G. Ramirez	Teacher	Deped – Samar
11. Sr. Nory B. Espulgar SM	School Head	Sisters of Mary School

4. Regions IX,X and ARMM

Venue: RELC, Cagayan de Oro City

Date: May,2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Raul R. Cabatingan	Teacher	Deped – Agusan del Sur
2. Rayfrocina T. Abao	EPS – I	Deped – Agusan del Norte
3. Nimfa Naneto	SST – III	ASNAS
4. Deity Brenda L. Parada	Master Teacher – I	Deped – Surigao City
5. Mari Jean F. Sebastian	Teacher – I	Deped R 9
6. Norvina Tubongbanua	ES – II	Deped R 9
7. Ryan Montera	Teacher	CUBED
8. Emenioneth F. Coordoncillo	Teacher	Dep. Ed. Lanao del Norte
9. Amelia R. Avila	Teacher	Dep. Ed. CARAGA
10. Elizabeth A. Bautista	EPS – II	DepEd – Regional Office

5. Regions XI,XII, ARMM (Shariff Kabunsuan,Maguindanao)

Venue: RELC, Davao Cityand CARAGA

Date: May 6, 2011

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NAME	DESIGNATION	OFFICE/SCHOOL
1. Herman Aldous R. Bodikey Jr.	EPS	Davao del Sur
2. Felix Antecristo	Teacher	Davao del Sur
3. Esther E. Udtohan	Teacher	Panabo City
4. Merliza M. Murray	Teacher	Maguindanao I
5. Consuelo B. Tindoc	ES – I	Maguindanao II Division
6. Dr. Purificacion S. Yambao	EPS	DepEd – RO XI
7. Joy M. Rainos	Teacher	DepEd – Tagum National Trade School Tagum City Division
8. Joenary D. Silao	Teacher	DepEd – Norala Central Elem. School South Cotabato Division
9. Milagros L. Saceda	Head Teacher III	DepEd – Sta. Ana National High School

G. Workshop on the K to 12 Curriculum Mapping

Venue: DAP, Tagaytay City

Date: March 16-18,2011

NAME	DESIGNATION	OFFICE/SCHOOL
1. Lilian Luna	EPS	SDD – BSE
2. Myrna Parakikay	Teacher	Division of Makati City
3. Marivic Tolitol	EPS	CDD – BSE
4. Jose Tuguinayo, Jr	EPS	CDD – BSE
5. Nancy Pascual	Teacher	Division of Makati City
6. Virginia Fernandez	EPS	CDO – BEE
7. Ma. Paz Levita Galapir	EPS	SDD – BEE
8. Ronald Castillo	Teacher	Division of Apayao
9. Isabelo Magbitang	Suervisor	City School Supervisor, Manila
10. Alve Paluay	Teacher	Curriculum Specialist
11. Dr. Larry Gabao	Professor	PNU
12. Dr. Fernando Josef	EPS	BSE
13. Dr. Evelina Veronica	Professor	UE – College of Education
14. Roy Concepcion	Documentor	CDD – BEE

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SECRETARIAT

NAME	DESIGNATION
1. Rachelle C. Fermin	DepEd
2. Prescy Ong	DepEd
3. Magdalena Mendoza	DAP
4. Tristan Suratos	DAP
5. Kimberly Pobre	DAP
6. Cristina Villasenor	DAP
7. Lani Garnace	DAP
8. Kidjie Saguin	DAP
9. Maria Boncan	Accountant, DepEd
10. Daylinda Guevarra	Accountant, DepEd
11. Fenerosa Maur	Accountant, DepEd
12. Divina Tomelden	Accountant, DepEd
13. Nilva Jimenez	Disbursing Officer, DepEd

FACILITATORS/ SUPPORT TEAM

NAME	DESIGNATION
1. Irene C. De Robles	CDD – BEE
2. Jose Tuquinayo, Jr.	CDD – BSE
3. Marivic Abcede	CDD – BSE
4. Mirla Olores	SPED – BEE
5. Simeona Ebol	CDD – BEE
6. Fe Villalino	SDD – BEE

ADVISORY TEAM

NAME	DESIGNATION
1. Usec. Yolanda S. Quijano	Undersecretary, DepEd OSEC
2. Dr. Lolita Andrada	Director, BSE – DepEd, Pasig
3. Dr. Angelita Esdicul	Director, BEE – DepEd, Pasig
4. Dr. Ricardo de Lumen	OIC, Director III – Tech Voc, DepEd
5. D. Paraluman R. Giron	Chair, K – 10 TWG
6. Dr. Avelina T. Liagas	Consultant, TEC, DepEd
7. Dr. Dina Ocampo	Dean, COE, UP Diliman

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8. Dr. Ester Ogena	President, PNU
9. Dr. Brenda B. Corpuz	Technical Adviser to the Office of USEC, Pograms and Standards
10. Dr. Dennis Faustino	Headmaster, SMS Sagada, Mt. Prov.
11. Dr. Merle Tan	Director, UP – NISMED
12. Dr. Cristina Padolino	President, CEU
13. Mr. Napoleon Imperial	CHED
14. Diane Decker	Consultant, MTB – MLE
15. Dr. Nelia Benito	Director, NETRC
16. Dr. Socorro Pilor	Director, IMCS
17. Dr. Beatriz Torno	Executive Director, TEC
18. Dr. Carolina Guerrero	Director, BALS
19. Dr. Irene Isaac	Director, TESDA
20. Dr. Imelda Taganas	Director, TESDA