

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

# **K to 12 Curriculum Guide**

## **MUSIC and ART**

( Grade 1 and Grade7)

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 21<sup>st</sup> Century.

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

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

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



Figure 1. The Curriculum Framework of Music and Art Education

## K TO 12 MUSIC AND ART

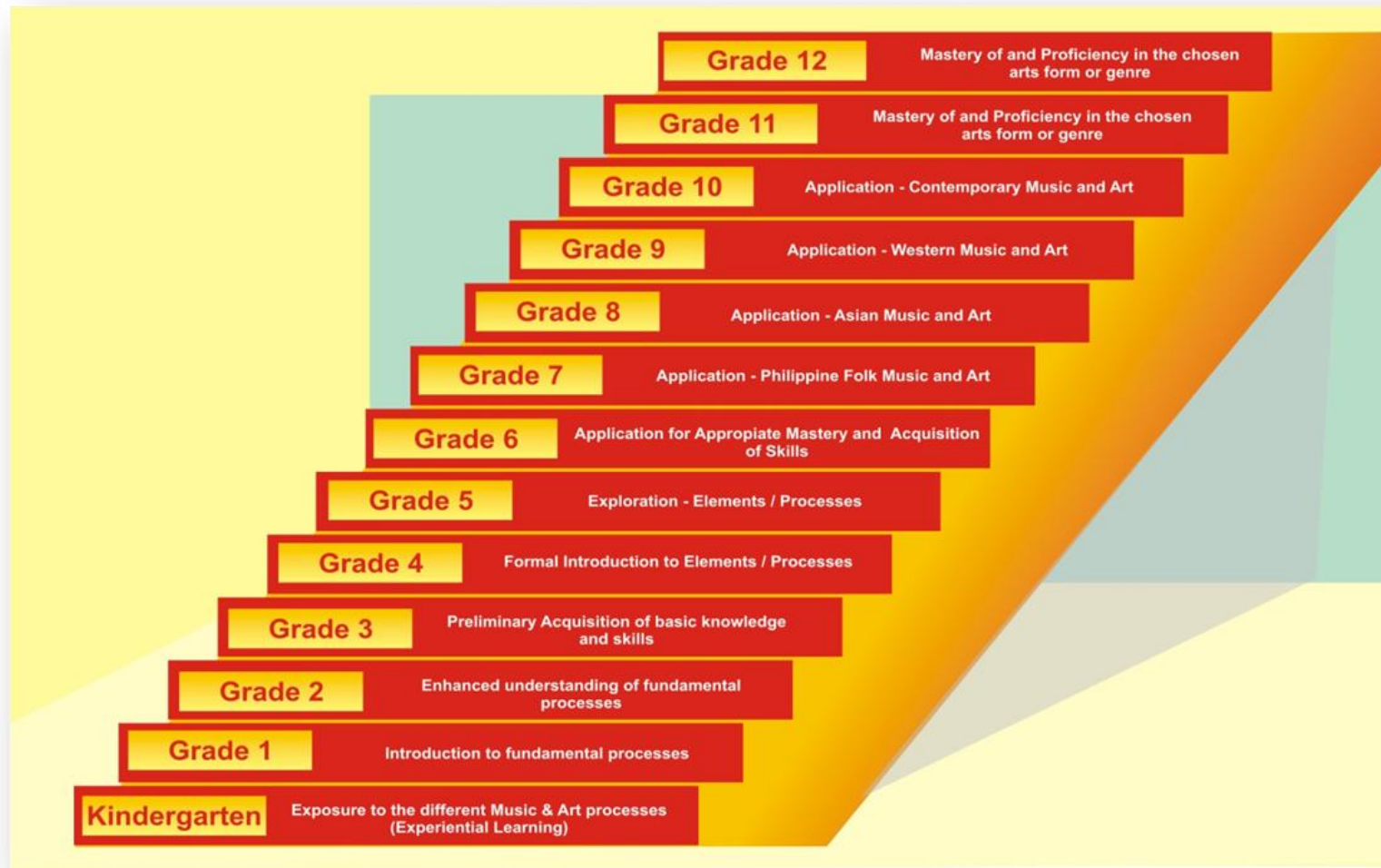


Figure 2. Content of Music and Art per Grade Level

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

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

## K TO 12 MUSIC AND ART

**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 <b>fundamental processes</b> 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 <b>basic elements and concepts</b> 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 <b>salient features of music and art of the Philippines and the world</b> , through appreciation, analysis, and performance, for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.



## K TO 12 MUSIC AND ART

### 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.
Grade10	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 and Grade 7)

## MUSIC – GRADE 1\*

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

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

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

**MUSIC – GRADE 7**

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

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

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



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

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

# **ART**

(Grade 1 and Grade 7)

## K TO 12 MUSIC AND ART

### 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

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

K TO 12 MUSIC AND ART

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

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

K TO 12 MUSIC AND ART

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



K TO 12 MUSIC AND ART

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

## ART - GRADE 7

Content	Content Standards	Performance Standards	Learning Competencies
<b>Grade 7 - FIRST QUARTER</b>			
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li><b>DRAWING &amp; PAINTING</b> <ul style="list-style-type: none"> <li>Drawing and painting of the folk art motifs, designs found in artifacts of the cultural groups in Luzon, Visayas, Mindanao</li> </ul> </li> </ul> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li><b>LINES</b> <ul style="list-style-type: none"> <li>organic, curvilinear</li> <li>geometric, linear</li> </ul> </li> <li><b>COLORS</b> <ul style="list-style-type: none"> <li>nature-based hues; dyes</li> <li>primary colors</li> <li>secondary, tertiary colors</li> </ul> </li> </ul> <p><b>Principles:</b></p> <ul style="list-style-type: none"> <li><b>REPETITION and RHYTHM</b> of colors, shapes and lines.</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>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"> <li><i>Luzon: weaving – Abra, kalinga, Vakul, pahiyas, higitantes, barong</i></li> <li><i>Visayas – hablon, piyaya,</i></li> <li><i>Mindanao- kulintang, malong, torogan</i></li> </ul> </li> <li>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 bato.</i></li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>joins a group to write a report on how the Spaniards and the Americans influenced the culture of the Filipinos,</li> <li>publishes the report with illustrations in a class publication.</li> <li>recreates a typical Phil. plaza by drawing/painting during the Spanish times and make a mural of this.</li> </ul>

Grade 7 - SECOND QUARTER			
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li><b>PRINTMAKING and NEW MEDIA</b></li> </ul> <p>still pictures</p> <ul style="list-style-type: none"> <li>- camera films</li> <li>- videoclip</li> <li>- videocam</li> <li>- cellphones</li> <li>- screen printing of design</li> <li>-</li> </ul> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li><b>SHAPES,</b></li> <li><b>COLORS</b> <ul style="list-style-type: none"> <li>- Film is a series of moving scenes; color sets mood</li> </ul> </li> </ul> <p><b>Principles:</b></p> <ul style="list-style-type: none"> <li><b>CONTRAST</b> <ul style="list-style-type: none"> <li>- is created when opposites are combined: quiet colors and loud colors; slow action and frantic movement.</li> </ul> </li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>realizes that still pictures, film and moving images have a visual language and artistic elements different from still drawings and paintings</li> <li>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></li> <li>can take pictures or record an event using a cellphone and other recording devices, and these can be shared with others immediately.</li> <li>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 for shirts, bags,hats,;</i>  <i>Also Island Souvenirs design for different provinces)</i></li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>can select well-composed photos and analyze its composition to show balance, emphasis and proportion of shapes and lines.</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>narrates a short story, an event, a celebration, a tragedy, using a camera, cellphone or videocam to record it and present the event.</li> <li>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.</li> <li>shares the series of events he recorded to tell his story and presents it and allows his classmates to critique his pictures or film.</li> <li>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.</li> <li>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.</li> </ul>

Grade 7 - THIRD QUARTER			
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li><b>SCULPTURE and 3D ASSEMBLAGE</b></li> </ul> <p><b>Creation of:</b></p> <ul style="list-style-type: none"> <li>– installation of nature objects of <i>Jun Yee</i></li> <li>– assemblage of metal parts to create a music instrument by <i>Lirio</i></li> <li>– Metal scraps sculpture of <i>Ral Arogante</i></li> <li>– Sack cloth, seeds, shells, buttons Wall hanging by <i>Ching Abad</i></li> <li>– Sculpture- bicycle parts – <i>Picasso</i></li> <li>–</li> </ul> <p><b>Putting up a Mini Museum</b></p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li><b>TEXTURE</b> of found and natural objects</li> <li><b>SHAPE</b> organic and natural shapes</li> </ul> <p><b>Principles:</b></p> <ul style="list-style-type: none"> <li><b>CONTRAST</b></li> <li><b>EMPHASIS</b></li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>• knows that modern sculptors and craftsmen use any material in their environment to create a 3D work.</li> <li>• 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 cast metal jars, gongs, weapons.</i></li> <li>• 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.</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>• exhibits in his/her assemblage that the material is not important, but the creativity and imagination of the artist in creating an artistic assemblage</li> <li>• reports that in indigenous communities, constructing., carving, weaving and creating what they need is part of their lifestyle and makes them self-sufficient.</li> <li>• 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.</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>• gathers material from his surrounding that is considered trash, and with a group, recycles this material to be part of an <b>assemblage</b> (<i>plastic bottles, caps; tetra packs, straws, tin foil wrappers, etc..</i>) which will be a creative sculpture.</li> <li>• collects pictures of, or actual 3D artifacts from different parts of the country and research on its source, material, source of design, use, and <b>put up a mini-museum</b>, where each artifact is displayed and labeled properly for students to appreciate.</li> </ul>

Grade – 7 FOURTH QUARTER			
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li><b>VISUAL ARTS IN DRAMA &amp; FESTIVALS</b></li> </ul> <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 &amp; Luzon</i>  <i>provinces</i>  <i>Moro-moro – different</i>  <i>provinces</i></p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li><b>COLOR</b></li> <li><b>TEXTURE</b></li> </ul> <p>costumes, masks, accesories, decor for venue and stage</p> <p><b>Principles:</b></p> <ul style="list-style-type: none"> <li><b>CONTRAST</b></li> <li><b>RHYTHM</b></li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>Identifies the unique festivals, dramas, celebrated all over the country throughout the year, and state the reason for its celebration</li> <li>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</li> <li>since this is part of a street or public performance. where there is music and dancing.</li> <li>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.</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> <li>defines what makes each of the Philippine festivals unique by a visual presentation and report. of selected festivals representing Luzon, Visayas and Mindanao.</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>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</li> <li>reports on the history of the festival and its evolution and describes how the townspeople participate and contribute to its festivity and gaiety.</li> <li>analyzes the uniqueness of the group that was given recognition for its performance to explain what component contributed to their being selected;</li> </ul>

## ART - GRADE 8

Content	Content Standards	Performance Standards	Learning Competencies
<b>Grade 8 - FIRST QUARTER</b>			
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li><b>DRAWING of</b> Asian peoples- their attire, accessories, and artifacts- iconic gods, cultural symbols.</li> </ul> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li><b>LINES &amp; COLORS</b> of their attires and artifacts</li> </ul> <p><b>Principles:</b></p> <ul style="list-style-type: none"> <li><b>CONTRAST and BALANCE</b> of the various lines, colors in the designs of their cultural artifacts.</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>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></li> <li>understands the beliefs, values, practices of the different Asian peoples from their artifacts for worshiping, celebrating, feasting, working.</li> <li>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.</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>identifies the countries with its unique art forms, designs, materials, colors and identify similar motifs and artifacts among the different Asian countries..</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>draws the Asians who live in countries near the Philippines, in their full native attire with accessories and in full color.</li> <li>researches on each of these Asians and how their culture is similar or different from ours.</li> <li>sketches musical instruments from the different Asian countries that are made from bamboo and comment on the similarities and differences.</li> <li>selects one important cultural icon connected to an Asian country and draws it and talks about its significance.</li> <li>puts up a mini-Asian exhibit with the drawings, researches the class made for other students to appreciate.</li> </ul>

Grade 8 - SECOND QUARTER			
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li><b>PAINTING</b> of landscapes and places from the different Asian countries</li> </ul> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li><b>COLORS</b> complementary colors and tertiary colors.</li> <li><b>LINES, SHAPES</b> that are related to symbols of that country.</li> </ul> <p><b>Principles:</b></p> <ul style="list-style-type: none"> <li><b>REPETITION</b> of motifs and designs</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>selects the colors and designs most apt for that country in painting their landscapes and scenery.</li> <li>understands that colors have special significance for the people of a country related to their religion, beliefs and values.</li> <li>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></li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>identifies cultural designs and motifs unique to each Asian country by drawing them delineating the lines, shapes symbols and colors used.</li> <li>researches on the significance of the building, temple or site for that country and its unique artistic features.</li> <li>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.</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>makes a pencil sketch of the selected landscape or building from a selected Asian country.</li> <li>selects the colors to be used in painting the landscape for each of the Asian countries</li> <li>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</li> <li>research on details and importance of that site and write a short explanatory piece to go with the painted landscape.</li> </ul>

K TO 12 MUSIC AND ART

	<p><i>Singapore (Thian Hock Keng Temple) Thailand (Sukhothai complex)</i></p> <p><i>Vietnam ( Minh Mang tomb)</i></p>		
<b>Grade 8 - THIRD QUARTER</b>			
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li><b>PRINTMAKING and MIXED MEDIA</b></li> </ul> <p>Batik textile designs</p> <p>Internet access to Asian countries data base</p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li><b>LINE, SHAPE</b> of traditional batik motifs</li> <li><b>COLORS</b> of batik dyes</li> </ul> <p><b>Principles:</b></p> <ul style="list-style-type: none"> <li><b>REPETITION of</b> Motifs, lines and colors</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>studies the process and steps in making traditional batik as practiced in Indonesia using textile dye.</li> <li>understands the intricacies and long process involved in creating batik of more than one color</li> <li>searches in the internet for batik methods and designs not only from Indonesia but also from other countries and compare methods and materials used.</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>applies his/her research on batik and creates his own batik-designed cloth.</li> <li>analyzes which batik-designed cloth done by the students is well-designed and well-made.</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>studies and applies the ancient method of creating batik designs on natural cotton cloth using melted wax and natural dyes.</li> <li>creates a batik design with one color and with 2 colors of textile dyes for a table cloths or decorative panel.</li> <li><b>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.</b></li> </ul>



# K TO 12 MUSIC AND ART

Grade 8 - FOURTH QUARTER			
	<i>The learner...</i>	<i>The learner...</i>	<i>The learner...</i>
<p><b>Process:</b></p> <ul style="list-style-type: none"> <li>• <b>SCUPTURE and 3-D ART</b> Installations or sculpture using local materials</li> </ul> <p><b>Elements :</b></p> <ul style="list-style-type: none"> <li>• <b>SHAPES</b> found in cultural icons of the Asian countries</li> </ul> <p><b>Principles:</b></p> <ul style="list-style-type: none"> <li>• <b>REPETITION</b> of motifs, designs</li> </ul>	<ul style="list-style-type: none"> <li>• researches on common materials used in the different Asian countries that are also found in the Philippines.</li> <li>• understands that installations/ sculptures made of local materials is a common tradition of Asian artists.</li> </ul> <p><i>Bamboo – for musical instruments and household utensils and for décor during festivities</i></p> <p><i>Wood – for statues; furniture</i></p> <p><i>Stone - for temples, buildings</i></p> <p><i>Metal - for musical instruments</i></p>	<ul style="list-style-type: none"> <li>• exhibits knowledge of construction skills needed to create an installation that will withstand the weather and the elements.</li> <li>• designs an installation that complements or blends in with the space it is put in.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• gathers common materials found in the locality: bamboo, wood, stalks of corn, talahib, tikiw, nipa leaves, coconut shells etc. to create an installation</li> <li>• works with a group to conceptualize the installation they will create in a space in the school ground or community</li> <li>• uses all available material to create an installation that will be integrated with the space it will be put in.</li> <li>• lets other students interact with their installation and give their opinion about it.</li> </ul>

## ART - GRADE 9

Content	Content Standards	Performance Standards	Learning Competencies
<b>Grade 9 - FIRST QUARTER</b>			
<p><b>Process :</b></p> <ul style="list-style-type: none"> <li><b>DRAWING and PAINTING</b></li> </ul> <p>exposure of our artists to Spanish religious art and engraving, printing</p> <p>European artistic traditions</p> <p>American modern traditions</p> <p>Painting in a particular style</p> <p><b>Elements and Principles:</b></p> <p>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"> <li>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></li> <li>in portraits done in the European style: <i>"miniaturismo"- Simon Flores</i></li> <li><i>Letras y figuras- Damian Domingo</i></li> <li>In landscapes, and large scale paintings of European schools of art: <i>Juan Luna "Spoliarium" (gold medal)</i></li> </ul>	<p><i>The learner</i></p> <ul style="list-style-type: none"> <li>replicates the style of miniaturismo by Simon Flores or the style of miniaturismo by artist Damian Domingo in a drawing or painting</li> <li>traces the foreign influences (Spanish, European and American) that strongly affected our artists by an analysis of their works.</li> <li>categorizes Philippine artists according to the different historical periods and the style of their works.</li> <li>traces the foreign influences (Spanish, European and American) that strongly affected our artists by an analysis of their works.</li> <li>categorizes works of Philippine artists according to</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>researches on the painters who were popular during the Spanish period painting portraits and finds the reasons and circumstances that brought this about</li> <li>creates a drawing based on the "letras y figuras" style of Domingo using the letters of own name</li> <li>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.</li> <li>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</li> </ul>

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Content	Content Standards	Performance Standards	Learning Competencies
	<p><i>Felix Hidalgo “Virgines Christianas (silver medal in the Madrid Exposition of 1884)</i></p> <ul style="list-style-type: none"> <li>notes the American influence in Phil. artists : Naturalists/Romantics: <i>Amorsolo, Fabian dela Rosa, Jorge Pineda</i> Modernists: led by <i>Victorio Edades Botong Francisco, Galo Ocampo.</i></li> </ul>	<ul style="list-style-type: none"> <li>the different historical periods and the style of their works.</li> </ul>	<ul style="list-style-type: none"> <li>paint or draw a landscape or portrait following a particular artistic style of one of the Phil.Artists.</li> </ul>

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

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<i><b>Content</b></i>	<i><b>Content Standards</b></i>	<i><b>Performance Standards</b></i>	<i><b>Learning Competencies</b></i>
<b>Grade 9 - FOURTH QUARTER</b>			
<p><b>Process :</b></p> <ul style="list-style-type: none"> <li><b>3D INSTALLATION</b></li> </ul> <p>Creating a booth about Philippine Art for the students</p> <p><b>Elements and Principles:</b></p> <ul style="list-style-type: none"> <li>Designing a booth and its Contents</li> <li>Designing a poster to advertise</li> <li>The booth Layouting pictures, labels</li> <li>Installing a video program</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>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"> <li><i>articles and blurbs</i></li> <li><i>attractive pictures and artworks</i></li> <li><i>pictures of the artists and reproductions of their work clear labels.</i></li> </ul> </li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>functions as a member of a working group similar to an advertising agency or marketing and promotions firm</li> <li>measures the ability of the group to accomplish an assignment on time by practicing cooperative behavior and working under pressure.</li> <li>gets the feedback of the audience to gauge the impact of the booth on the intended audience.</li> </ul>	<p><i>The learner...</i></p> <ul style="list-style-type: none"> <li>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</li> <li>with his/her group creates a time plan assigns the work, prepares the materials needed so that the booth will be finished on time.</li> <li>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</li> </ul>

## ART - GRADE 10

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

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

## K TO 12 MUSIC AND ART

		later by the experiences he has gone through	semesters in a final exhibit where the products are displayed and can be assessed and later can be sold.
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