



PIVOT^{4A}

LEARNER'S MATERIAL

QUARTER 2
MAPEH (Arts)

G7



DepEd CALABARZON
Curriculum and Learning Management Division

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The Editors

PIVOT 4A Learner's Material
Quarter 2
First Edition, 2020

MAPEH

(Arts)

Grade 7

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Published by: Department of Education Region IV-A CALABARZON
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PIVOT 4A CALABARZON Arts G7

Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in **MAPEH (Arts)** as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities on separate sheets of paper;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner's Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples.
	What is new	This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and thru other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

The Elements of Art in the Production of One's Arts and Crafts

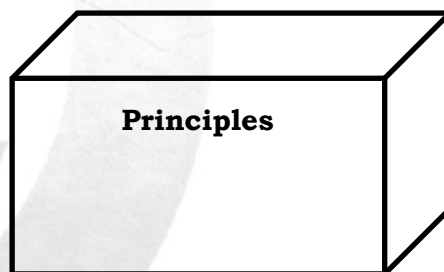
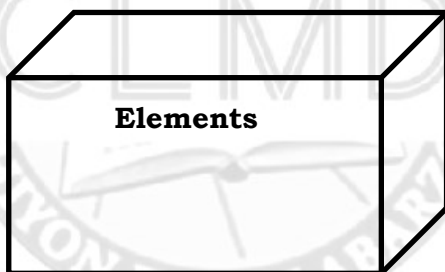
Lesson

I

This lesson was designed to introduce you to the different folk arts and designs of Southern Tagalog and the Visayas group of Islands. You will discover how elements and principles of arts are employed in the production of their crafts. Varied activities are given for you to experience and improve your craftsmanship.

At the end of the lesson, you should be able to examine and describe the elements and principles of art used in the production of one's arts and crafts, and create a product inspired by the arts and craft of MIMAROPA and/or Visayas.

Can you still remember the elements and principles of Arts? Write your answers on the box where they belong. Answer it in your activity notebook.



Do you know the provinces under MIMAROPA and Visayas Region? List down the provinces that you know from the two regions. Write your answers in your activity notebook.

MIMAROPA

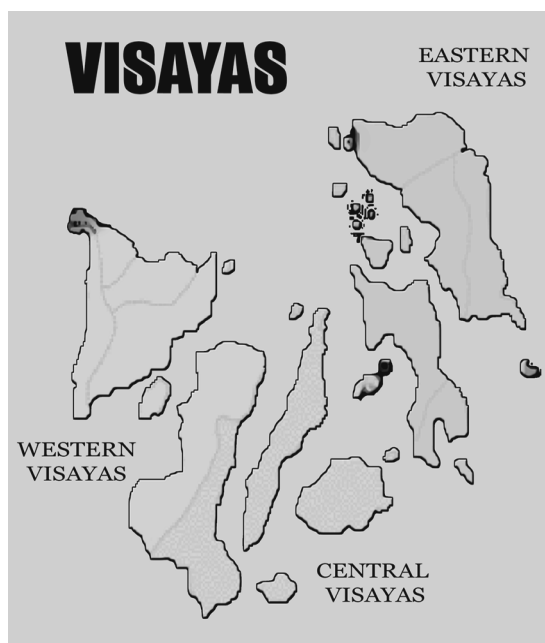
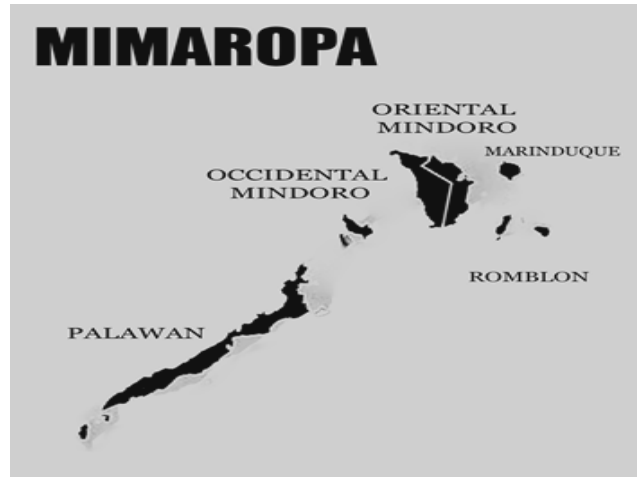
- 1.
- 2.
- 3.
- 4.

Visayas

- 1.
- 2.
- 3.
- 4.

MIMAROPA

MIMAROPA is called the Southern Tagalog region of the Philippines. It is also known as Region IV-B. MIMAROPA is a term combined by the names of its constituent provinces namely, Mindoro, Marinduque, Romblon, and Palawan. Their arts and crafts depict the different aspects of their culture.



Visayas

Visayas is one of the three principal geographical divisions of the Philippines consisting of major and minor islands. It consists of three administrative regions: Central, Eastern, and Western Visayas. Cebuano, Hiligaynon, Kinaray-a, Akeanon, Waray-Waray, and Leyte are the languages they used to communicate. They have rich culture that can be seen in their folk arts, motifs and design that are customarily inspired by indigenous and foreign influences.



Learning Task 1: Identify the place of origin, elements, and principles used. Answer it in your activity notebook.



Iraya Basket	Answers
Place of Origin	
Elements of Arts	
Principles of Design	

Arts and Craft

Mindoro

There are seven native groups living in Mindoro and they call themselves collectively as Mangyan. They are different from each other in terms of language, customs, and way of living.

The Iraya Mangyan of Mindoro are fond of making baskets with intricate patterns and designs of humans, animals, trees, and other objects. It is made of dried **nito grass** and **forest vines**. To weave their unique baskets, they must be patient and meticulous.



Palawan

Palawan is known for country's last frontier. It is rich in natural and cultural diversity.

Tagbanua is said to be the first inhabitants of Palawan.

Tingkop

A cone-shaped colander harvest basket made of blackened and natural bamboo. The extremely subtle changing of the under-over pattern of the bamboo strips makes the design stand out thus, displays the Palawan weavers' craftsmanship.



Panay Island

Aklan

Weave baskets, trays and mats are popular craft in Aklan. They use pandan and bariw plants to make their products.

Weaving or pagrarara is often a form of social interaction for them.



Bohol

Basket weaving is among the earliest industries in Bohol, particularly in the town of Antequera where most of the weavers have developed the skills and have handed down from generation to generation.

Antequera is known as the “Basket Capital of Bohol”. Their products are made from whatever native products on hand such as bamboo, rattan, wicker, nito, buri, sigid, and other vines



Learning Task 2: In your activity notebook, write the elements and principles you observed from the four (4) products mentioned in the lesson. Describe them according to how they are used. You can ask help from your parents or siblings for this activity.

Products	(Elements and Principles)
1	
2	
3	
4	

Learning Task 3: In a short band paper, draw a basket. Consider the elements of arts and principles of design in creating.

Learning Task 4: From the output you made in learning task 5, explain how you use the elements and principles in your creation. Write your answer below or at the back of your bond paper.

Criteria for Learning Task 3

Elements & Principles 5 pts
Creativity/Originality 5 pts

Learning Task 4

Effort/Perseverance 5 pts
Craftsmanship/Skill 5 pts
Content 5 pts
Grammar 5 pts



Learning Task 5: From the design you made in learning task 4, create your own basket using any available materials for weaving (colored magazine, art paper, construction paper, etc) that you can find at home. You can add other material for design to make it more creative. Be guided by the rubrics in learning task 4.

Learning Task 6: Complete the statement below base from your output and learnings in this lesson.

1. I employ ____ (elements and principles of arts and design ____ in my work.
2. What I gained from this lesson is ____.
3. If I were to apply the learnings I gained, it would be ____.
4. The skills and attitude that was developed during the learning process are ____ because ____.

The Characteristics of Arts and Crafts in Specific Areas in MIMAROPA and Visayas



Lesson

This module was designed to help you familiarize with the different characteristics of the arts and crafts in MIMAROPA and the Visayas group of Islands. As you go on with your art adventure, you will be exposed to the different artifacts found in the specific provinces or islands.

At the end of the lesson, you should be able to identify and discuss thoroughly the characteristics of the arts and crafts in specific areas in MIMAROPA and Visayas and create product inspired by the arts and craft of MIMAROPA and/or Visayas .

Identify what is being described. Unscramble the letters to get the correct word. Write your answer in your activity notebook.

1. a cone-shaped colander harvest bas-

K O P I T N G

2. Southern Tagalog Region of the Philippines

M A R O P A M I


3. "Basket Capital of Bohol"

N A E T E Q U A R

D

Learning Task 1: List three artifacts, crafts or art forms that you think is unique then explain what made them different.

Learning Task 2: Complete the table below by supplying the needed information.

	Name of the product/craft
	Place where it is made
	What made the instrument unique from that place?
	Describe its distinct characteristics.

Arts and Craft of MIMAROPA and Visayas

Mindoro

Art of Mangyan - displays their rich, artistic heritage.

Ambahan - one of their art form

- it is a rhythmic poetic expression with a meter of seven syllables.
- presented through recitation or chanting without a determined pitch or accompaniment.
-



Palawan

Manunggul Jar

- one of the most important ancient artifacts from the Philippines. (890-710 BCE)
- excavated in the early 1960's inside the Manunggul Cave, Lipuun Point Palawan.
- the upper portion of the jar as well as the cover is incised with curvilinear scroll designs and painted with natural iron or hematite.

Iloilo

Molo Church

- depicts the fusion of Gothic and Renaissance styles.
- the spires of the two towers of the church, and the interior elements, such as the altar and the pulpits show the gothic characteristics of the church.



E

Learning Task 3: Fill-out the information needed. Write your answer in your activity notebook.

Artifacts	Place of Origin	Characteristics
1. Ambahan		
2. Manunggul Jar		
3. Molo Church		

Learning Task 4: Venn Diagram

Compare and contrast the three artifacts. Use a Venn Diagram for your answers. Do it in your activity notebook.

Learning Task 5: In a short bond paper, draw an artifact popular in your place. Give a brief explanation about it. Be guided by the following rubrics.

Criteria for Learning Task 5

Understanding of concept 5 points
Craftsmanship 10 pts

Learning Task 3-4

Effort and Perseverance 5 pts

A

Learning Task 6: Complete the paragraph by writing your views about the lessons and activities.

What I have learned about	What I love about my artworks

The Mood, Idea or Message Emanating from Selected Artifacts and Art Objects

I

Lesson

Art is a way of expressing oneself. You can create an artwork based on how you think and feel .

This module was designed to help you reflect on and derive the mood, idea or message emanating from the selected artifacts and art objects.

At the end of the lesson, you should be able to identify, explain, the mood, idea or message from the selected artifacts and art objects of MIMAROPA and Visayas. Also, you are expected to create artwork that reflects its own mood or message.

Let's Recall

Did you know that lines depict emotions? In your activity notebook, draw the different lines and the emotions that they express.

In your activity notebook, list down the other elements of arts and explain how they help in conveying the message of an artwork. Add rows for your answer.

Elements	Explanation

D

Learning Task 1: Observe the picture carefully. Identify the mood and the message it tries to convey.

Morion Mask

Mood

Message



Arts and Craft of MIMAROPA and Visayas



Marinduque

Moriones Festival - a much-awaited Lenten tradition which is celebrated every Holy Week

Morion - masks that are made from wood or papier-mache, adorned with colorful shells, animal hairs, tassels, and crepe papers.

People who act as Roman soldiers during the festival, wear these masks together with the vest, capes, and wooden shield.

Kalibo, Aklan

Ati-Atihan Festival - regarded as one of the most colorful fun festivals in the Philippines.

Ati-Atihan - means "make believe Ati".

Ati the indigenous natives of the island.

Celebrated every third Sunday of January - in honor of the arrival of the Santo Niño as a gift from Ferdinand Magellan.

- participants paint their faces in different ways and dress in impressive costumes.



Bacolod

Masskara Festival - considered as the most spectacular display of colors, beauty, and culture of the Negrenses.

Masskara - comes from the two words "**mass**" meaning crowd and "**cara**" which means face

"City of Smiles" - Bacolod are known for because which becomes the symbol of their city.



Tacloban City

Pintados-Kasadyaan Festival - a religious celebration to honor the feast of the Santo Niño.

- features unique culture and colorful history of the province of Leyte. They reenact their Pre-Spanish history, epics and folk religions through street dancing.

Pintado Dance Presentation - highlight of the event



Learning Task 2: From the readings above, complete the table by supplying the information being asked.

Ati-Atihan <u>Place of Origin</u>	Masskara <u>Place of Origin</u>	Pintados-Kasadyaan <u>Place of Origin</u>
Mood	Mood	Mood
Message	Message	Message

Learning Task 3: Use a graphic organizer to show how the elements of arts were used in conveying message of the four festivals.

Learning Task 4: Draw a mask in a short bond paper. Design it according to your ideas or mood. Write a short explanation about your masks.

Learning Task 4

Content 5 pts

Grammar 5 pts

Criteria for Learning task

Elements & Principles 5 pts

Creativity/Originality 5 pts

Effort/Perseverance 5 pts

Craftsmanship/Skill 5 pts

A

	Basic 1 points	Proficient 3 points	Advance 5points	Total points
Creativity	Artwork shows some evidence of originality. Student uses line, shading, or form in a slightly original manner.	Artwork reflects originality. Student uses line, shading, or form in an original manner.	Artwork reflects a high level of originality. Student uses line, shading, or form in a highly original manner.	
Craftsmanship	Artwork is somewhat messy and shows either smudge marks or rips, tears, or folds. Some erasure lines showing.	Artwork is neat and shows very little evidence of smudge marks, rips, tears, or folds. A few erasure lines showing.	Artwork is impeccable and shows no evidence of smudge marks, rips, tears, or folds. No erasure lines showing.	
Technique	Artwork shows some technique and understanding of art concepts.	Artwork shows good technique. All objects are placed in correct space.	Artwork shows a mastery of advanced techniques in composition. All objects are placed in correct space.	

Learning Task 5: Sum up the things that you've learned in this lesson by completing the unfinished statement.

I learned that _____.

I understand _____.

I realized _____.

The Artifacts and Art Objects

Lesson

I

People create with a purpose. Aside from having artwork as a display or a means of relaxation and enjoyment, we create artwork because of its needs.

In this module you will learn how to appreciate the artifacts and art objects in terms of its utilization and its distinct use of art elements and principles.

At the end of this lesson, you should be able to explain thoroughly the usage or purpose of the artifacts from MIMAROPA and Visayas, create artwork employing the elements and principles of arts from MIMAROPA and Visayas, and show appreciation by promoting the artifacts and art objects in terms of its utilization and its distinct use of art elements and principles.

Give at least three reasons why people create or invent. Write your answers in your activity notebook.



Can you tell the elements and principles used in these artifacts? List down the elements and principles of arts observed. Write in your activity notebook.



D

Learning Task 1: Answer the following questions briefly. Write it in your activity notebook.

1. Can you tell the purpose or usage of those products?
2. What do you think is the reason why those objects are being created?

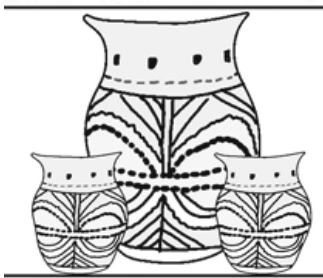
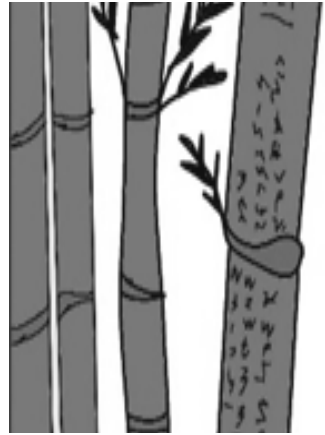
Arts and Craft of MIMAROPA and Visayas

Mindoro

Ambahan. Its purpose is to express in a symbolic way a situation or certain characteristics by the one reciting the poem.

Urukay - another variation

- uses eight syllables instead of seven
- frequently written in bamboo tubes or slats.



Romblon

- is known not only for its fine marble products but also for the beautifully woven mats and bags out of Romblon plants.

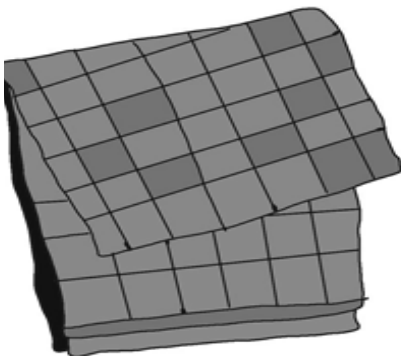


Manunggul Jar

- on the top of the jar cover is a boat with two human figures representing two souls on a voyage to the afterlife.

Palawan

Tagbanua carvers are well known for their black wood sculptures of animals with simple etched or incised features exposing the original white grain of the wood. These are used in rituals or as toys for children.



Iloilo

- a wrap around piece of cloth worn by women as a skirt and is usually paired with a kimono.
- can also be used as a shade to protect from the heat of the sun or the onslaught of rain.
- serve as tapis when bathing outdoor, washing clothes in the river, or as carriage for babies.
- often colorful and features linear and geometric designs
- abaca and cotton as the raw materials used
- in the later 80's they started using polyester.
- hand weaving of patadyong and hablon is still practiced in Iloilo particularly in Miag-ao.



Learning Task 2: Analyze the following artifacts and complete the table with the appropriate information. Write your answers in your activity notebook.

Arts and Craft	Arts Form	Purpose	Distinct used of Art Elements and Principles
Ambahan			
Manunggul Jar			
Patadyong			

Learning Task 3: Written Ambahan on bamboo is one of the famous art pieces from Mindoro. For this activity you will create a bookmark using cardboard with Ambahan scripts. You will be applying the etching technique for this activity.

Learning Task 4: Answer the questions in your activity notebook.

1. What can you say about your output?
2. How did you use the arts elements and principles to make your work unique?
3. How will you promote the arts and craft from MIMAROPA and Visayas in terms of their utilization and its distinct use of art elements and principles?



Learning Task 5: Answer the question thoroughly in your activity notebook. This will assess on how you understand our lesson.

What do you think is the reason why most of the art expressions of the Filipinos are intended to be used rather than for mere display and enjoyment?

Criteria for Learning task 3

Elements & Principles 5 pts Effort/Perseverance 5 pts
Creativity/Originality 5 pts Craftsmanship/Skill 5 pts

Learning Task 5

Content 5 pts
Grammar 5 pts

The Design, Form and Spirit of Artifacts and Art Objects from MIMAROPA and Visayas

Lesson

I

This lesson was designed to help increase your knowledge, skills, and appreciation of the Art and Crafts in Luzon. You will be familiarized with the art motifs from MIMAROPA and Visayas. These motifs and designs will be helpful to you in making your artwork and in appreciating the diversity of our culture. You will be engaged in a variety of art applications to experience, and better understand the process of creating art and develop a sense of patriotism and nationalism.

The main lesson of this learning material will focus on incorporating designs, forms, and spirit of artifacts and art objects from MIMAROPA and the Visayas.

After going through the lesson, you are expected to identify the elements and principles of design used in the artwork; analyze and explain thoroughly the cultural or historical context applied in the artifacts; and develop patriotism and nationalism by incorporating designs, forms, and spirit of artifacts and art objects in one's creation.

Learning Task 1: Identify the words by identifying the corresponding letters of the given numbers. Write your answers in your activity notebook.

6	15	18	13

4	5	19	9	7	14

19	16	9	18	9	20

1	18	20	9	6	1	3	20	19

A	B	C	D	E	F	G	H	I
1	2	3	4	5	6	7	8	9
J	K	L	M	N	O	P	Q	R
10	11	12	13	14	15	16	17	18
S	T	U	V	W	X	Y	Z	
19	20	21	22	23	24	25	26	

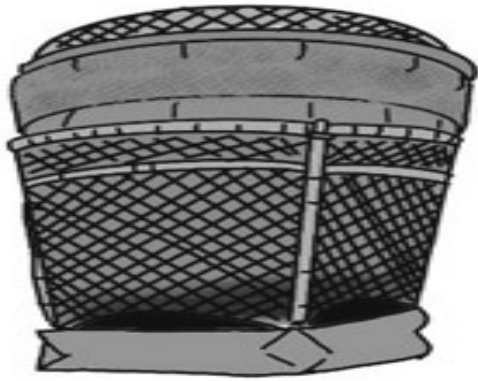
Design is a plan or specification for the construction of an object or system for the implementation of an activity, process, or result in the form of a prototype, product, or process. The verb design expresses the process of developing and the person who produces a design is called a designer. These are the people who work professionally in one of the various design areas such as a fashion designer, product designer, textile designer, etc.

Arts and Craft of MIMAROPA and Visayas

Mindoro

The Iraya Mangyan of Mindoro are fond of making baskets with intricate patterns and designs of humans, animals, trees, and other objects. It is made of dried **nito grass** and **forest vines**. To weave their unique baskets they must be patient and meticulous.





Palawan

Tingkop

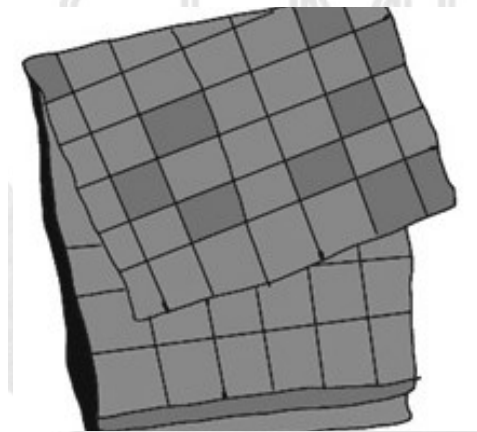
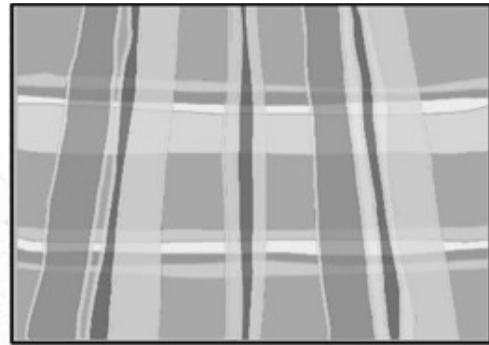
A cone-shaped colander harvest basket made of blackened and natural bamboo. The extremely subtle changing of the under-over pattern of the bamboo strips makes the design stand out thus, displays the Palawan weavers' craftsmanship.

Panay

Hablon

Weaving - primary form of arts and crafts in the island

- Indigenous textiles are weave from jusi and piña fiber and become popular in the latter part of the 19th century despite the introduction of cheap cotton cloth from the west that dominated the local textile.

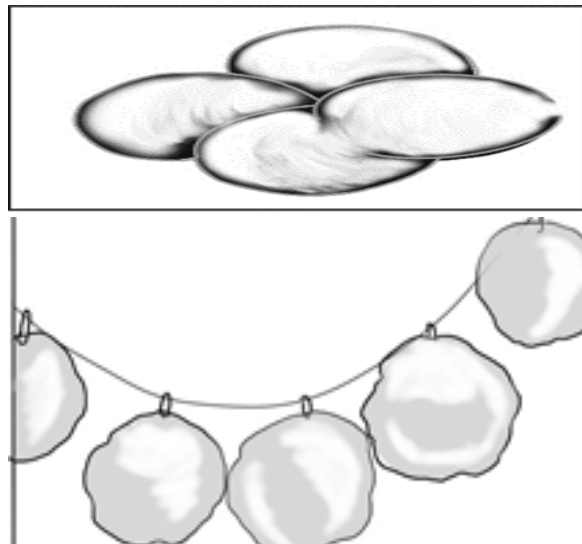


Patadyong

- a wrap around piece of cloth worn by women as a skirt and is usually paired with a kimono.
- often colorful and features linear and geometric designs
- abaca and cotton as the raw materials used
- in the later 80's they started using polyester.
- hand weaving of patadyong and hablon is still being practiced in Iloilo particularly in Miag-ao.

Capiz Shell

- An important material in the craft of Panay Island particularly in Aklan and Iloilo.
- They are bleached and dried before they are pressed or cut into different shapes.
- These are formed into various craft products like plates, utility box, chandelier, windows etc.

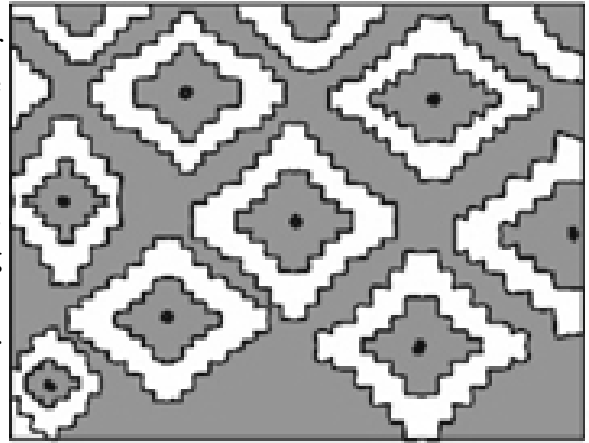


Negros Island

- first called Buglas. It was named after the type of grass similar to sugarcane that grows abundantly in the island.

Negrenses Weaving

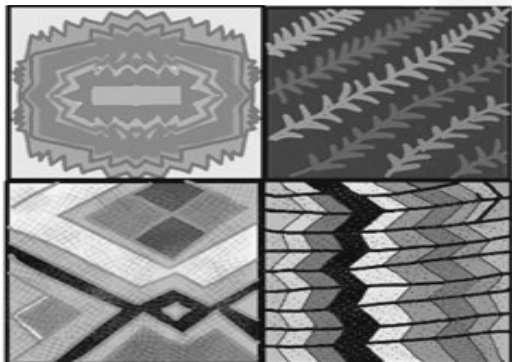
- Weaving tradition of Negrenses include the production of roofing materials, walls, hats and baskets.
- Pandan and buri leaves are their common materials used for weaving.
- They also weave fabric from abaca (Musa Textiles) twine and indigenous plants similar to banana known as Sinamay.



Sinamay weaving - a world class industry

Its application has expanded and improved, going beyond simple fiber craft to sophisticated industrial uses.

Basey, Samar



Mat Weaving

- A typical banig usually measures around 2x3 meters, and are as thin as a sheet of chipboard.
- Made from tikog, a reed grass which grows in swampy areas along rice fields and has solid, joint less, and usually triangular stems.

E

Learning Task 2: Looking at the pictures on page 21-23, observe and identify the elements and principles of design applied in the following artworks. Write your observations and answers in your activity notebook. (You can ask help from your parents, siblings, or other members of the family for this activity).

Iraya Basket	Tingkop	Capiz Shell	Hablon	Patadyong	Sinamay	Weave Mat

Learning Task 3: Answer briefly the following questions in your activity notebook.

1. What are the common elements and principles found in the artworks?
2. How did they use those elements and principles in their design?
3. What made these designs different from other designs from other provinces?

Learning Task 4: This time, you will make your **T-Shirt Design** integrating the elements and principles learned in the Arts and Craft of MIMAROPA and Visayas. You may use any available materials or make use of any computer graphics/editing applications to create your design. Be guided with the given criteria below in making your artwork.

Criteria:

Originality (innovative/creative designs) – 30%

Balance and Composition (artistic arrangement of the design elements) – 20%

Craftsmanship (mastery of skills, clean and organize) – 20%

Relevance Message Conveyed (cultural/historical context) – 20%

Visual Impact – 10%

A

Complete the unfinished statement by writing your views about the lessons and activities. Answers should come from your heart and mind.

1. What I have learned about _____.
2. What I love about my artwork _____.
3. What's unique about my design and the design from the arts and crafts of MIMAROPA and Visayas _____.
4. What I can do to take pride as a Filipino _____.

The External (Foreign) And Internal (Indigenous) Influences That Are Reflected in the Design

**WEEK
4**

I

Lesson

This lesson was designed to enhance your knowledge and introduce you to the range of skills appropriate in learning Arts and Crafts in MIMAROPA and Visayas group of island. It is made to equip you with the basic knowledge of architectural motifs and ensure enjoyment while learning. These motifs will be helpful to you in tracing the foreign and indigenous influences reflected in the design of the artwork, and in making your craft or artifact. Simple and diverse vocabularies were used to understand it thoroughly. Varied activities were given for you to explore and bring out the best in you. You will be given opportunities not only to learn about the skills but also to apply them in a variety of situations.

After going through the lesson, you are expected to trace the foreign influences reflected in the design of the artifacts and its craft, compare the features and designs in Catholic Churches, develop appreciation and creativity in Visayas' architecture by employing designs, traced from the foreign influences in one's creation.

Think of It

I want you to recall the churches found in your locality. Write it down in your activity notebook.

After listing those churches found within your locality, describe them in terms of their designs

Based from the descriptions you made in terms of the designs or features of the churches what have you discovered? What do you think is the reason why those churches have common features? differences?

Arts and Craft of MIMAROPA and Visayas

Read

When the Spaniards first set foot in the islands of Visayas, they introduced the catholic religion and used it to gain the trust of the people. They built churches that helped promulgate their faith

Iloilo

Molo Church

- regarded as a “Women’s Church because of the 16 women saints inside and its patron saint St. Ann.
- constructed with white coral rocks.



Iloilo

Miag-ao Church



- an example of a Baroque-Romanesque architecture that shows through its massive quality, thick walls, round arches, sturdy piers, groin vaults, large towers and decorative arcades
- famous for its artistic sculptural relief carved in the façade of the church that illustrates the way of life of the people of Miag-ao.
- acclaimed as a UNESCO World Heritage

Talisay, Negros Occidental ***The Ruins***

- an example of neoclassical architecture
- built by a wealthy hacendero for his Portuguese wife in the early 1900s
- it was destroyed by fire during the World war II, leaving behind the concrete structure that stands to this day
- colors of the ruins change from white to gray, and orange to red as the sunset touches the structure



D

Learning Task 1: Based on the readings, track down the influences made on the churches in Visayas by completing the details on the chart. Write your answers in your activity notebook.

House or Church	Place of Origin	Styles	Medium or Materials	Distinct Feature or Designs	Other Features
The Ruins					
Molo Church					
Miag-ao					

Questions to Answer

1. What have you discovered while doing the activity?
2. Are there any common features among them? Justify your answer.
3. Why did they use those materials in building their churches?

E

Learning Task 2: Make a comparison on the foreign influences seen on the architectures in Visayas using a venn diagram. (Molo Church, Miag-ao Church, Ruins)

Learning Task 3: In this activity, you will design your own house using the motifs or styles learned. You may use any materials found at home or make use of any computer graphics/editing applications to create your design. Be guided with the given criteria below in making your artwork.

Criteria: Originality 15pts

Balance 10pts

Craftsmanship 20pts

Visual Impact 15pts

A

In this activity, you will be constructing your own designed house using any recyclable materials. Your output will be evaluated using the criteria below.

Criteria : House Model 10pts Elements and Principles of Design 10pts

Creativity 10pts

Craftsmanship 10pts

The Craft That Can Be Locally Assembled With Local Materials, Guided By Local Traditional Techniques

I

Lesson

This lesson was designed to guide and help increase your knowledge, skills plus appreciation of the Arts and Crafts in MIMAROPA and Visayas. You will be acquainted with the local materials and traditional techniques employed in their crafts. These will be helpful to you in making your craft and in appreciating the diversity of our culture. You will be engaged in a variety of art applications to experience; better understand the process of creating art and develop artistry and creativity.

The focus of the lesson is on creating crafts that can be locally assembled with local materials, guided by local traditional techniques (e.g., habi, lilip, etc).

After going through the lesson, you are expected to identify the local materials used in Luzon's craft, describe the different traditional techniques applied, and develop creativity and resourcefulness in making one's handicraft.

D

The people of MIMAROPA and Visayas have a rich and colorful tradition in producing their arts and crafts using different materials and techniques. Each craft manifests their beliefs, ideology, creativity, and craftsmanship.

Here are some of the arts and crafts in Luzon. Analyze it carefully and answer the given questions below.



1. Name the products that you know in the picture?
2. Name the materials being used in the products.
3. How do these products being produced?

Learning Task 1: From your point of view, give at least three weaved products that can be found in your home. Cite the materials used in the product. Write your answers in the your activity notebook.

Weaving is an important part in the lives of the people in MIMAROPA and Visayas. It does not only preserve its history, but it also promotes promising products done by the indigenous communities. From fibers and threads to colors and prints, thus weaving speaks so much about it.

Most of the materials came from plants which are gathered from their locality, while the techniques were based on their ideology or beliefs. Classify the following whether it is a material or a technique. Write your answers in your activity notebook.

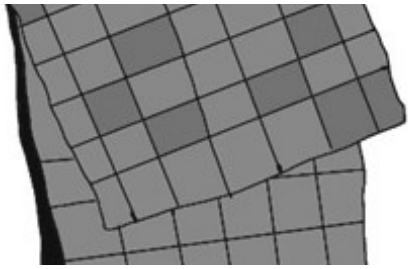
Nito grass	Twill	Forest Vines	Loom
Embroidery	Jusi	Under-over	Piña

Arts and Craft of MIMAROPA and Visayas

Mindoro

The Iraya Mangyan of Mindoro are fond of making baskets with intricate patterns and designs of humans, animals, trees, and other objects. It is made of dried **nito grass** and **forest vines**, To weave their unique baskets they must be patient and meticulous.





Iloilo

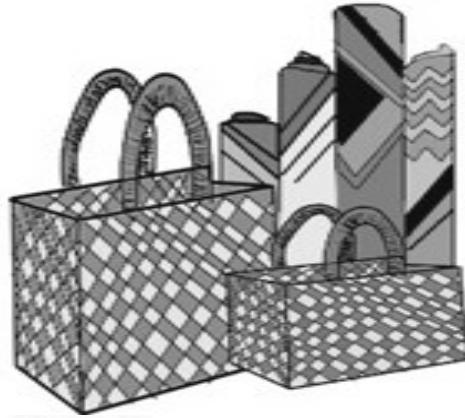
- a wrap around piece of cloth worn by women as a skirt and is usually paired with a kimono.
- often colorful and features linear and geometric designs
- abaca and cotton as the raw materials used

Panay Island

Aklan

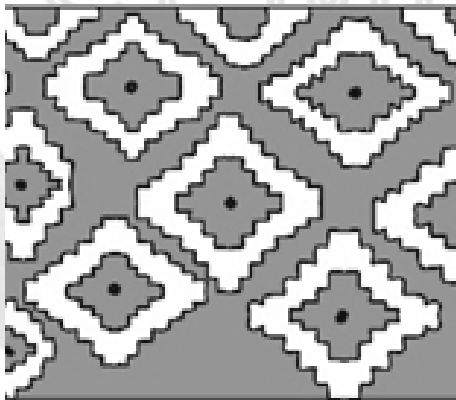
Weaved baskets, trays and mats are popular crafts in Aklan. They use pandan and bariw plants in making their products.

Weaving or pagrarara is often a form of social interaction for them.



Negros Island

Negrenses Weaving



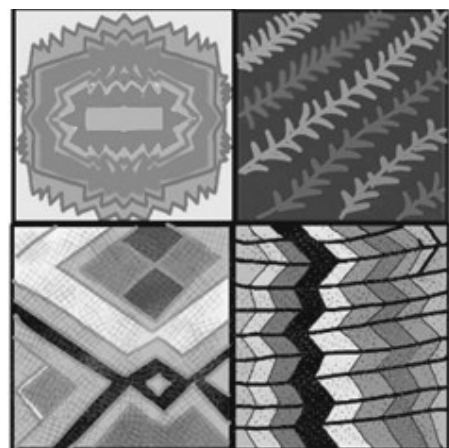
- Weaving tradition of Negrenses include the production of roofing materials, walls, hats and baskets.
- Pandan and buri leaves are the common materials used for weaving
- They also weave fabric from abaca (Musa Textiles), twine and indigenous plants similar to banana known as Sinamay.

Sinamay weaving - a world class industry

Basey, Samar

Mat Weaving

- Innovations have been made from known sleeping mat into bags, decors, place mats, furniture matting and other adornment.





Learning Task 2: Looking at the pictures on pages 29-30, observe and identify the materials used in the artwork and the place where it was produced.

Products	Place Originated	Localized Materials Used
Weave Mat (MIMAROPA)		
Sinamay		
Patadyong		
Weave Mat (Visayas)		
Iraya Basket		

Learning Task 3: This time, you will describe the technique used in the crafts from the previous learning task. Write your description in brief. Do it in your activity notebook.



Learning Task 4: Using any available paper that can be used for weaving, create a placemat or picture frame using the plain or twill-weave technique. Be guided with the given criteria.

Criteria: *Originality* 30% *Balance and Composition* 20% *Craftsmanship* 20%
Relevance Message Conveyed 20% *Visual Impact* – 10%

The Elements From Traditions or History Of A Community for One's Work

I

Lesson

This lesson is intended for you to derive elements from traditions/ history of a community for one's artwork. You will analyze how traditions/ history of a community affect the creation of an art.

After going through the lesson you are expected to identify the elements used in an artwork from the traditions/ history of the community where it was created, describe and illustrate the connection/ relationship of the artwork to the lives of the people, tradition, history, culture, beliefs and practices in their community, and recognize the vital role of tradition and history in the creation of the arts and crafts of Luzon.

Festival is a celebration and a highlight of one's place. It centers on some characteristics, history, religion, and culture of a certain community.

In this learning task, I want you to think of the festivals celebrated in Batangas. Write the details to what, when, why, and how it is being celebrated.

Direction: Identify the places/ provinces in MIMAROPA using their meaning or description. Write a short explanation why they are known for that name. Write your answers in your activity notebook.

1. The Marble Country
2. The Country's Last Frontier
3. The Heart of the Philippine Island
4. The Rice Granary and fruit Basket of Southern Tagalog

1. What artifact is in the picture?
2. Why is it considered as one of the most important artifacts in the Philippines?
3. How will you relate this artifact in the history and culture of the people of Palawan?





Tacloban City

Pintados-Kasadyaan Festival - a religious celebration to honor the feast of the Santo Niño.

- features unique culture and colorful history of the province of Leyte. They reenact their Pre-Spanish history, epics and folk religions through street dancing.

Pintado Dance Presentation - highlight of the event

D

Learning Task 1: Pintados –Kasadyaan Festival is a famous event celebrated in Tacloban. Using the graphic organizer, show how this art form relate its history through the elements of arts used.

E

Learning Task 2: Choose three artifacts from our lesson (including previous lessons). Then, complete the table by supplying the needed information.

PLACE OF ORIGIN	PEOPLE	SIGNIFICANCE	PROMINENT ELEMENTS OF ARTS USED						
			Line	Shapes	Color	Form	Value	Space	Texture

Learning Task 3: Share your ideas. Using a concept map, show the relationship of the arts and crafts to the community. Describe the connection/relationship of the elements of the artwork in the tradition, history, and culture they practice in their community.

A

Just like the Pintados festival, people painted themselves with tattoo. In this activity trace your right hand and make a design using the elements of arts that will show the culture and history of your place. Write a short explanation of your design. Same criteria (previous task) will be used for your output.

The Correlation of the Development of Crafts in the Specific Areas of the Country

Lesson

I

This lesson is intended for you to show the relationship of the development of crafts in specific areas of the country, according to functionality, traditional specialized expertise, and availability of resources (e.g. pottery, weaving, jewelry, baskets)

After going through the lesson, you are expected to identify the function, materials used/resources, form and expertise presented in a specific artwork in the community where it was created, describe and illustrate the connection/relationship of the development of crafts in specific areas of the country, according to functionality, expertise, and availability of resources through concept map and artworks and appreciate the importance of the arts and crafts of Luzon and recognize its productive development.

Direction: Guess the hidden word from the given number. Each number corresponds to a letter. 1 starts for A and 26 for Z.

16 1 12 1 23 1 14 . = _____

Write the artifacts that can be seen or popular in the answer.

READ

Palawan

Palawan is known as the country's last frontier. It is rich in natural and cultural diversity.

Tagbanua is said to be the first inhabitants of Palawan

Tagbanwa - their own writing system that they use to communicate with each other. They use their writing system to write their own history

Men of Palawan - skillful wood carvers

Children and women - proficient weavers

Tingkop

A cone-shaped colander harvest basket made of blackened and natural bamboo. The extremely subtle changing of the under-over pattern of the bamboo strips makes the design stands out thus, displays the Palawan weavers' craftsmanship.



Manunggul Jar

- one of the most important ancient artifacts from the Philippines. (890-710 BCE)
- excavated in the early 1960's inside the Manunggul Cave, Lipuun Point Palawan.
- the upper portion of the jar as well as the cover is incised with curvilinear scroll designs and painted with natural iron or hematite.
- on the top of the jar cover is a boat with two human figures representing two souls on a voyage to the afterlife.

Tagbanua carvers are well known for their black wood sculptures of animals with simple etched or incised features exposing the original white grain of the wood. These are used in rituals or as toys for children.

D

Learning Task 1: Answer the following questions in your notebook.

1. Why is Palawan known as the country's last frontier?
2. In what skill do the people of Tagbanua are expert with.
3. Describe how the elements of arts were used in their product.

Learning Task 2: List down arts and crafts from PALAWAN and tell its function and the materials used. Do this in your notebook.

Learning Task 3: Answer the following in your activity notebook.

1. How do people in Luzon create artworks? Are these artworks significant to their lives? If yes, why?
2. How does the change of time, development of the country and technology affects the creation of art in Luzon?

E

Learning Task 4: Choose one (1) province being discussed. Create a poster to promote their local crafts.

A

Learning Task 5: Complete the unfinished statement:

1. In this lesson I learned that _____.
2. I understand that _____.
3. I realized that _____.

The Relationship of MIMAROPA and Visayas Arts and Crafts to Philippine Culture, Tradition and History

Lesson

I

This lesson is intended for you to show the relationship of the MIMAROPA and Visayas Arts and Crafts to Philippine culture, tradition and history.

After going through the lesson, you are expected to discuss clearly the relationship of the MIMAROPA and Visayas Arts and Crafts to Philippine culture, tradition and history, manifest in its own artwork the relationship of the MIMAROPA and Visayas Arts and Crafts to Philippine culture, tradition and history, and show appreciation on the richness of MIMAROPA and Visayas arts and craft by creating advocacy materials.

What Do You Think?

1. Have you watched the advertisement “Wow Philippines” or any videos that shows the different places in the Philippines?
2. What are the things you’ve seen in the video?
3. What form of art is it?
4. How was this art form being used?

Read

Every places has its own way of showing the rich and diversified culture to people just like MIMAROPA and Visayas. Here are some of them.

Moriones Festival. A much-awaited Lenten tradition which is celebrated every Holy Week in Marinduque

Morion. A mask that is made from wood or papier-mache, adorned with colorful shells, animal hairs, tassels, and crepe papers.

People who act as Roman soldiers during the festival wear these masks together with the vest, capes, and wooden shield.

Ati-Atihan Festival. Regarded as one of the most colorful fun festivals in the Philippines.

D

Learning Task 1: Using a graphic organizer, show and explain the relationship of the festivals and architecture in MIMAROPA and Visayas to Philippine culture, tradition and history. Write your answers in a short bond paper or in an intermediate pad.

Learning Task 2: This time, think of one specific example of arts or crafts in your locality that will show the relationship of your culture, tradition and history. Show your output in a creative manner. Do this in your activity notebook or paper.

Learning Task 3: Draw/ illustrate objects or arts that were created with either, Islamic, Spanish or American influence. Then name at least three dominant characteristics that you noticed and now part of our own culture and tradition as Filipinos. Do this in a short bond paper.

E

Learning Task 4: Make an advocacy material that will show the relationship of the MIMAROPA and Visayas Arts and Crafts to Philippine culture, tradition and history. You can choose either brochure, video presentation, or poster.

A

Answer thoroughly the questions in your journal notebook.

1. Does my work show development?
2. What challenges came up during the process? What strategies did I use in addressing them?

Note: This criteria will be used in all the performance task in this lesson.

Criteria:

Originality (innovative/creative designs) – 30%

Balance and Composition (artistic arrangement of the design elements) – 20%

Craftmanship (mastery of skills, clean and organized) – 20%

Relevance Message Conveyed (cultural/historical context) – 20%

Visual Impact – 10%

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- ? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 2

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	
Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, ie. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.

Answer Key

Week 1		Week 3	Week 7
Lesson 1	Line Rhythm Space Balance Shape Emphasis Color Pattern Texture Unity Form Balance Value Contrast	Lesson 9	PALAWAN
Lesson 2	1. Tingkop 2. MIMAROPA 3. Antequera	Learning Task 1	Other Tasks (Lesson 1-10) Answers may Vary
Lesson 3	Mindoro Palawan Iloilo Answers may vary	Learning Task 3	
Lesson 4	MIMAROPA VISAYAS Mindoro Bohol Marinduque Cebu Romblon Iloilo Palawan Aklan	Learning Task 1	

References

Department of Education (2017). Music and Arts Grade 7 Learner's Material.

Department of Education (2017). Music and Arts Grade 7 Teacher's Guide.

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