

























W1	Learning Area	ARTS	Grade Level	8
	Quarter	3	Date	

I. LESSON TITLE	Arts and Crafts of India
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	Analyze elements and Principle of Arts and Crafts inspired by the culture of India Identifies characteristics of arts and crafts in India. Reflect the mood, idea or message of arts and craft of India.
III. CONTENT/CORE CONTENT	Rangoli, Diwali, Katak, Mendhi

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
A. Introduction <i>Panimula</i>		<p>Handicrafts play very important role in representing the culture and traditions of any country or region. Handicrafts are a substantial medium to preserve of rich traditional art, heritage and culture, traditional skills and talents which are associated with people's lifestyle and history. For this lesson you will discover the different arts and crafts of India as well as its characteristics.</p> <p>Rangoli is an art form, originating in the Indian subcontinent, in which patterns are created on the floor or the ground using materials such as coloured rice, coloured sand, quartz powder, flower petals, and coloured rocks. The purpose of rangoli is to feel strength, generosity, and it is thought to bring good luck. Design depictions may also vary as they reflect traditions, folklore, and practices that are unique to each area. Rangoli designs can be simple geometric shapes, deity impressions, or flower and petal shapes (appropriate for the given celebrations), but they can also be very elaborate designs crafted by numerous people. The Rangoli's most important element is being colourful. These are auspicious symbols that have a central role in the design. The design for generations are passed on as they are made – and is required to make these symbols. Traditionally, each new generation learns the art and thus a family keeps the tradition intact.</p> <p>DIWALI CANDLE- A diya, diyo, deya,^[1] divaa, deepa, deepam, or deepak is an oil lamp usually made from clay, with a cotton wick dipped in ghee or vegetable oils. In terms of the choice of material, the kiln fired earthenware lamps followed by the metallic lamps with multiple wicks, mostly of brass known as <i>Samai</i>, are the most common, though other materials are also used such as patravali floating lamp made from leaves or permanent lamps made of stones. In terms of wick design, lamps with one wick are most common followed by the four wick styles. In terms of overall lamps design, the ornamental lamps come in various designs. The iconic Nachiarkoil lamp, also known as "<i>Annam lamp</i>."</p> <p>Mehndi- is a form of body art and temporary skin decoration common in the Indian Subcontinent, in which decorative designs are created on a person's body, using a paste, created from the powdered dry leaves of the henna plant. Each motif it is believed to bring hope, joy, love and keep the bad spirits away. Most people believe that the longer the henna pattern lasts, the life care the person wearing it will be. The base of the design is a circle, square or rectangular element. From the central element, the artists' work out surrounding designs and patterns. Distinctive characteristic of the Indian patterns is that a large portion of the skin is covered with very little space left. Also, it is important to note that the designs can be mirrored or complementary.</p> <p>Kathak, one of the main forms of classical dance-drama of India, other major ones being <i>bharata natyam</i>, <i>kathakali</i>, <i>manipuri</i>, <i>kuchipudi</i>, and <i>odissi</i>. <i>Kathak</i> is indigenous to northern India and developed under the influence of both Hindu and Muslim cultures. <i>Kathak</i> is characterized by intricate footwork and precise rhythmic patterns that the dancer articulates by controlling about 100 ankle bells. It takes its movements from life, stylizes them, and adds the complex rhythmic patterns. <i>Kathak</i> is danced by both males and females; many of the dances convey moods of love.</p>
B. Development <i>Pagpapaunlad</i>		<p>Learning Task 1: Brain Teaser Directions: Create a word using the pictures as a clue.</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
		<p>1.</p>     <p>2.</p>     <p>3.</p>     <p>4.</p>     <p>5.</p>     <p>Follow up Questions:</p> <ol style="list-style-type: none"> Are you familiar to those words? Where do you think those words originated? Which among the words you formed considered as arts and crafts of India? <p>Learning task 2: Find my match Directions: Find and match the picture in column A with the name and definition in column B. Write your answer in your activity notebook.</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities	
		<p>A</p> <p>1. _____</p> 	<p>B</p> <p>Diwali- is an oil lamp usually made from clay, with a cotton wick dipped in ghee or vegetable oils. it is often used temporarily as lighting for special occasions and you can use either play or brass</p>
		<p>2. _____</p> 	<p>Kathak- one of the main forms of classical dance-drama of India. It emphasizes rhythmic foot movements with small bells and the movement harmonize to the music</p>
		<p>3. _____</p> 	<p>Mehndi- is a form of body art and temporary skin decoration also refers to the marriage feast on the occasion of the bride's hand and feet being stained with henna.</p>
		<p>4. _____</p> 	<p>Rangoli- is an art form, originating in the Indian subcontinent, in which patterns are created on the floor or the ground using materials such as coloured rice, coloured sand, quartz powder, flower petals, and coloured rocks. is that commoners paint it, without much background in geometry, fine arts or mathematics.</p>

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graph TD; A[Characteristics of Arts and Crafts in India (Rangoli, Diwali, Katak, Mendhi)] --- B((EX: Use of Geometric patterns)); A --- C(( )); A --- D(( )); A --- E(( ))
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Characteristics of Arts and Crafts in India (Rangoli, Diwali, Katak, Mendhi)



EX: Use of Geometric patterns

W2	Learning Area	ARTS	Grade Level	8
	Quarter	3	Date	

I. LESSON TITLE	Arts and Crafts of Pakistan, Saudi and Tibet
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	<ul style="list-style-type: none"> Analyze elements and Principle of Arts and Crafts inspired by the culture of Pakistan, Saudi and Tibet. Trace the external (foreign) and internal (indigenous) influences that are reflected in the design of an artwork and in the making of a craft. Incorporate the design, form, and spirit of Pakistan's artifacts and objects to one's creation.
III. CONTENT/CORE CONTENT	Pakistanis Truck Art, Arabian Rug, Tibet Mandala

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
A. Introduction <i>Panimula</i>	DAY 1	<p style="text-align: center;">PAKISTAN</p> <p>PRE-ISLAMIC SETTLEMENTS</p> <p>*KOT DIJI</p> <p>*MOHENJO DARO</p> <p>*HARRAPA</p> <p>➤ Large buildings build, an advanced urban culture developed in the region around the middle of the 3rd millennium BCE.</p> <p style="text-align: center;">PAKISTANIS TRUCK ART</p> <p>Across Pakistan, brightly colored flamboyant trucks painted with images of idealized landscapes, famous personalities, flowers and trees turned village lanes, city streets and long-distance highways into a gallery without walls; a free-form kaleidoscopic exhibition in motion.</p> <p>Many trucks and buses are highly customized and decorated by their owners. The decoration often contains elements that remind the truck drivers of home. The art is a mode of expression for the truck drivers. Decoration may include structural changes, paintings, calligraphy and ornamental-decor like mirror work on the front and back of vehicles and wooden carvings on the truck doors. Depictions of various historical scenes and poetic verses are alsocommon.</p> <p style="text-align: center;">SAUDI ARABIA: ARABIAN RUGS</p> <p>Throughout the Arabian world, you can find an abundance of both kilims, or flat-weave carpets, and pile carpets. You can find different knots used as well. The artistic boundaries of carpet production techniques and design are not bound by the rigid lines that separate our modern nations. Arabian carpets are primarily made from wool, but one finds a broader variety LESSON of materials in the area as compared to other regions of the world. Cotton and flax are easily grown in the northern portion of Egypt. You can find carpet that use both cotton and linen threads. You can also find rugs made from camel hair and goat hair in some areas. Sometimes, silk is used too.</p> <p style="text-align: center;">TIBET: TIBETAN MANDALA</p> <p>A mandala is a spiritual and ritual symbol in Asian cultures. It can be understood in two different ways: externally as a visual representation of the universe or internally as a guide for several practices that take place in many Asian traditions, including meditation. In Hinduism and Buddhism, the belief is that by entering the mandala and proceeding towards its center, you are guided through the cosmic process of transforming the universe from one of suffering into one of joy and happiness. In their most basic form, mandalas are circles contained within a square and arranged into sections that are all organized around a single, central point. They're typically produced on paper or cloth, drawn on a surface with threads, fashioned in bronze, or built in stone. While extraordinary as a standalone work of art, mandalas hold symbolic and meditative meaning beyond their vibrant appearance.</p>

IV. LEARNING PHASES	Suggested Timeframe	Learning Activities																																																																																																																																										
B. Development Pagpapaunlad	DAY 2	<div>ACTIVITY 1: DECODE THE MESSAGE</div> <div>DIRECTIONS: Decode the numbers below the line by using the alphabets to form a word that corresponds to the given pictures on each number. Give the message or idea of the artifacts and arts objects. Write your answer on your notebook.</div> <div><table><tr><td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td><td>I</td><td>J</td><td>K</td><td>L</td><td>M</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td><td>S</td><td>T</td><td>U</td><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td></tr><tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr></table></div> <div><div><div>1.</div><div><table><tr><td>---</td><td>O</td><td>---</td></tr><tr><td>11</td><td>15</td><td>20</td></tr></table></div><div><table><tr><td>---</td><td>I</td><td>---</td><td>I</td></tr><tr><td>4</td><td>9</td><td>10</td><td>9</td></tr></table></div></div><div><div>2.</div><div><table><tr><td>M</td><td>---</td><td>N</td><td>---</td><td>A</td><td>L</td><td>---</td></tr><tr><td>13</td><td>1</td><td>14</td><td>4</td><td>1</td><td>12</td><td>1</td></tr></table></div></div><div><div>3.</div><div><table><tr><td>T</td><td>---</td><td>---</td><td>C</td><td>---</td></tr><tr><td>20</td><td>18</td><td>21</td><td>3</td><td>11</td></tr></table></div><div><table><tr><td>---</td><td>R</td><td>---</td></tr><tr><td>1</td><td>18</td><td>20</td></tr></table></div></div><div><div>4.</div><div><table><tr><td>A</td><td>---</td><td>A</td><td>---</td><td>---</td><td>A</td><td>N</td></tr><tr><td>1</td><td>18</td><td>1</td><td>2</td><td>9</td><td>1</td><td>14</td></tr></table></div><div><table><tr><td>---</td><td>U</td><td>---</td></tr><tr><td>18</td><td>21</td><td>7</td></tr></table></div></div><div><div>5.</div><div><table><tr><td>M</td><td>---</td><td>---</td><td>E</td><td>---</td><td>J</td><td>O</td></tr><tr><td>13</td><td>15</td><td>8</td><td>5</td><td>14</td><td>10</td><td>15</td></tr></table></div><div><table><tr><td>D</td><td>---</td><td>---</td><td>O</td></tr><tr><td>4</td><td>1</td><td>18</td><td>15</td></tr></table></div></div></div> <div><div></div><div></div><div></div><div></div><div></div></div>	A	B	C	D	E	F	G	H	I	J	K	L	M	1	2	3	4	5	6	7	8	9	10	11	12	13	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	14	15	16	17	18	19	20	21	22	23	24	25	26	---	O	---	11	15	20	---	I	---	I	4	9	10	9	M	---	N	---	A	L	---	13	1	14	4	1	12	1	T	---	---	C	---	20	18	21	3	11	---	R	---	1	18	20	A	---	A	---	---	A	N	1	18	1	2	9	1	14	---	U	---	18	21	7	M	---	---	E	---	J	O	13	15	8	5	14	10	15	D	---	---	O	4	1	18	15
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IV. LEARNING PHASES	Suggested Timeframe	Learning Activities																									
C. Engagement Pakikipagpalihan	DAY 3	<p>ACTIVITY: LET’S COMPARE</p> <p>DIRECTIONS: Using the picture shown compare Pinoy Jeep with Pakistanis Truck Art in terms of its color, design, form and shapes.</p> <div><div>PINOY JEEP</div><div></div></div> <div><div>PAKISTAN’s TRUCK ART</div><div></div></div> <div><div>COLOR</div><div></div><div></div></div> <div><div>DESIGN</div><div></div><div></div></div> <div><div>FORM</div><div></div><div></div></div> <div><div>SHAPE</div><div></div><div></div></div>																									
D. Assimilation Paglalapat	DAY 4	<p>ACTIVITY: LET’S DO THIS</p> <p>DIRECTIONS: Create an art work inspired by the truck art of Pakistan and Mandala of Tibet. You may choose between the two given art work.</p> <p>A. MY OWN TRUCK ART</p> <p>DIRECTIONS: Design your own Truck Art with the influence of the Arts and Crafts from Pakistan. Use the Truck Art frame as your guide. Once done, write at the space provided a short explanation of your design.</p> <p>Step 1: Make a simple Truck Art Design. Step 2: Draw your Design with the use of pencil. Step 3: Add colors to your Design.</p> <p>For rating, follow the rubric below.</p> <table><tr><th>Indicators</th><th>5</th><th>4</th><th>3</th><th>2</th></tr><tr><td>Following directions.</td><td>Followed all the directions correctly</td><td>Followed most of the directions</td><td>Followed some directions correctly</td><td>Did not followed directions at all</td></tr><tr><td>Creativity and workmanship</td><td>Demonstrate exceptional creativity and tidiness</td><td>Demonstrate adequate creativity and tidiness</td><td>Demonstrate some creativity and tidiness</td><td>Demonstrate no creativity and tidiness</td></tr><tr><td>Effort</td><td>Students give most of her/his time and work hard for the project.</td><td>Students give more of her/his time, and work hard for the project.</td><td>Students give a little time to work hard for the project.</td><td>The students did not give its effort at all</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	Indicators	5	4	3	2	Following directions.	Followed all the directions correctly	Followed most of the directions	Followed some directions correctly	Did not followed directions at all	Creativity and workmanship	Demonstrate exceptional creativity and tidiness	Demonstrate adequate creativity and tidiness	Demonstrate some creativity and tidiness	Demonstrate no creativity and tidiness	Effort	Students give most of her/his time and work hard for the project.	Students give more of her/his time, and work hard for the project.	Students give a little time to work hard for the project.	The students did not give its effort at all					
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IV. LEARNING PHASES	Suggested Timeframe	Learning Activities
		<p>B. MANDALA MAKING</p> <p>MATERIALS NEEDED You don't need many materials to learn how to draw a mandala. All you need is a paper, pencil, ruler and eraser. To color in your mandala: your choice of colored pencils, watercolors, crayons or any type of coloring materials. You can also use a compass if you like.</p> <p>STEPS IN MAKING MANDALA -The first step in how to draw a mandala is to measure out your paper into a square shape. -Use your ruler and a pencil to draw a dot in the very center of the square, -Next step in how to draw a mandala is to draw a series of circles around this dot. -Next, measure out another distance from the center dot. I chose 1.5" from the center dot. Now that you've drawn your dots, it's time to connect them. -Next, draw another series of dots at the same distances from the center as your first series of dots. -Connect the dots into circles. -Now that you've drawn the basic outline for your mandala, put your desired color on it.</p>
<p>V. ASSESSMENT (Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6)</p>	DAY 4	<p>ACTIVITY: SHARE YOUR THOUGHTS DIRECTIONS: Read the following questions, reflect and write your answer in your notebook.</p> <ul style="list-style-type: none"> The elements of art ensure the streamlining of any artwork. Which element do you think would be the most effective at instilling discipline that people could use to enrich their culture? Choose one of the countries in India, Saudi Arabia, Pakistan and Tibet and give the significant role of their arts and crafts in their daily life and activities?
VI. REFLECTION		<ul style="list-style-type: none"> The learner communicates the explanation of their personal assessment as indicated in the Learner's Assessment Card. The learner, in their notebook, will write their personal insights about the lesson using the prompts below. <p>I understand that _____</p> <p>I realize that _____</p> <p>I need to learn more about _____</p>

Prepared by: Grade 8 MAPEH / GFLMNHS

Checked : NIMFA P. MANALO