
























|             |                      |        |                    |   |
|-------------|----------------------|--------|--------------------|---|
| <b>W3-4</b> | <b>Learning Area</b> | ARTS 7 | <b>Grade Level</b> | 7 |
|             | <b>Quarter</b>       | Third  | <b>Date</b>        |   |

|   |   |
|---|---|
| <b>I. LESSON TITLE</b>                                  | Arts and Crafts of Mindanao   |
| <b>II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)</b> | <ol style="list-style-type: none"> <li>1. Analyzes elements and principles of art in the production one's arts and crafts inspired by the arts of Mindanao;</li> <li>2. Identifies characteristics of arts and crafts in specific areas in Mindanao (e.g., maritime vessel [balanghay] from Butuan, vinta from Zamboanga; Maranao's malong, brasswares, okir, panolong, torogan, and sarimanok; Yakan's fabric and face makeup and body ornamentation; T'boli's tinalak and accessories; Tawi-tawi's Pangalay dance, etc;</li> <li>3. Reflects on and derive the mood, idea, or message emanating from selected artifacts and art objects;</li> <li>4. Appreciates the artifacts and art objects in terms of its utilization and their distinct use of art elements and principles;</li> <li>5. Incorporates the design, form, and spirit of artifacts and objects from Mindanao to one's creation</li> </ol> |
| <b>III. CONTENT/CORE CONTENT</b>                        | <b>ATTIRE, TEXTILES, TAPESTRIES, CRAFTS, ACCESSORIES, AND BODY ORNAMENTS</b>  |

| <b>IV. LEARNING PHASES</b>      | <b>Suggested Time Frame</b> | <b>Learning Activities</b>  |
|---------------------------------|-----------------------------|---|
| <b>A. Introduction Panimula</b> | Day 1                       | <p><b>A. What's New?</b></p> <p><b>MINDANAO</b></p> <ul style="list-style-type: none"> <li>• It is referred to as "The Land of Promise".</li> <li>• It is the second largest (after Luzon) in the Philippines located at the southernmost island in the Philippine archipelago.</li> <li>• It produced a unique Filipino artistic tradition as a result of animism and Islamic religion fused together.</li> </ul> <p style="text-align: center;"><b><u>ATTIRE, TEXTILES AND TAPESTRIES</u></b></p> <p><b>A. Traditional Clothing of the B'laan</b></p> <p>- The Bilaan or B'laan is an ethnolinguistic group that inhabits some parts of South Cotabato, North Cotabato and Davao del Sur. B'laan is a combination of two words, "bila" that means house and "an" that means people. They are known for embroidery, brass ornament and beadwork that are integrated in their traditional clothing.</p> <p><b>-Takmun</b> – sequin-like capiz shells used to give s distinct design and color to their clothes</p> <div style="display: flex; justify-content: space-around;">    </div> <p style="text-align: center; font-size: small;">B'laan Woman's Shirt</p> <p><b>-Ikat</b> – it is a process of dyeing fabric from B'laan, Bagobos and T'bolis where the yarns are tightly wrapped with string and dyed before weaving.</p> <p><b>The textiles usually contain three colors:</b> ✓ Shades of black or brown, ✓ Red or darker shades of orange, ✓ Ecu (color of undyed abaca)</p> <p><b>B. Traditional Clothing of the Bagobo and the T'boli</b></p> <p>-The Bagobos are group of people that live in Davao. "Bago" means new and "obo" means growth. T'boli or Tagabili to lowlanders are an animist ethnic group inhabiting highland areas in southwestern Mindanao.</p> <p><b>-T'nalak</b>– is woven from deep brown abaca treated in the ikat process to obtain intricate design. Only women are allowed to weave this fabric.</p> <ul style="list-style-type: none"> <li>✓ Men wear t'nalak short, undershirt and t'nalak coat</li> <li>✓ Women wear wrap- around t'nalak skirts and blouses. They also wear rows of bells around their waists and ankles that produce tinkling sounds when they walk.</li> <li>✓ The common colors are red, brown and black</li> </ul> |

| IV. LEARNING PHASES | Suggested Time Frame | Learning Activities  |
|---------------------|----------------------|--|
|                     |                      |  <p style="text-align: center;">T'nalak Cloth</p> <p><b>C. The Traditional Clothing of the Maranao</b></p> <ul style="list-style-type: none"> <li>- The word Maranao means "People of the Lake".</li> <li>- <b>Malong</b> – is a traditional Filipino tube skirt that is made of hand-woven or machine-made multicolored cotton cloth. It can be used in different ways.</li> <li>- <b>KapaMalong or SambisaMalong</b> – is a traditional dance which demonstrates the various ways of wearing malong and its uses.</li> </ul>  <p><b>D. The Traditional Clothing of the Yakans</b></p> <ul style="list-style-type: none"> <li>- Basilan is the home to the Yakans.</li> <li>- <b>Badjulapi</b> – is a tight blouse with long sleeves</li> <li>- <b>Pinalantupan</b> – a type of skirt that is layered over trousers</li> <li>- <b>Sawal</b> – is the traditional tight-fitting trousers made of Yakan fabric characterized by its vertical stripes</li> <li>- <b>Seputangan</b> – square cloth used by Yakans women as a head cover or as belt.</li> </ul>  <p style="text-align: center;"><b>CRAFTS, ACCESSORIES AND BODY ORNAMENTS</b></p> <p><b>1. Sarimanok</b> - It is a legendary bird of the Maranao. It comes from the words "sari" which means cloth and "manok" which means chicken. A symbol of good fortune.</p> <p><b>2. Okir</b> - It refers to traditional and unique carving. Its name originated from old Malayan word which means carve or "ukit".</p> <p><b>3. Wedding Attire from Yakan</b></p> <p><b>A. Pis and Kandit (For Male)</b>– hand-woven head cloth and 15-meter belt or sash which serves as protection from spears or knives.</p> <p><b>B. Short skirt over trousers for Female</b></p> <p><b>C. Saruk (Both)</b>– hat worn to add elegance</p> <p><b>D. Maniktegiyas (Ornaments)</b> – a necklace or bracelet of beads from dried fruit seeds to protect them from illness.</p> <p><b>E. Maniksembulan (Ornaments)</b> – necklace or bracelets made of bamboo stems cut into short pieces, they serve as additional protection.</p> <p><b>F. Pegupaan (Ornaments)</b> – bamboo container for chewing betel nut</p> <p><b>G. Lutuan (Ornaments)</b> – A small bronze box with engravings carried at the waist</p>   <p style="text-align: center;">Pegupaan</p>  <p style="text-align: center;">Lutuan</p> <p><b>4. T'boli Accessories</b></p> <p><b>A. Hilot</b> – is a heavy brass belt worn by women during festivals.</p> <p><b>B. Suwatlmimotis</b> – is a wooden comb with colored glass beads hanging from it, worn towards the back of the head.</p> <p><b>5. Brass Making</b></p> <p><b>A. Kulintang</b> – is a musical instrument composed of eight different sized brass gongs laid upon a wooden rack.</p> |

| IV. LEARNING PHASES  | Suggested Time Frame           | Learning Activities   |                       |                                |  |   |  |   |  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|--------------------------------|---|-----------------------|--------------------------------|--|---|--|---|--|---|---|----------------|--------------|-----------------------|------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| B. Development<br>Pagpapaunlad   | Day 2                          | <p><b>B. What I Need to Know?</b></p> <p><b>ACTIVITY 1: LOOP A WORD!</b></p> <p>Directions: Find words that you considered as arts and crafts. Words are either in vertical, horizontal, or diagonal. Encircle it.</p> <table border="1"><tr><td>T</td><td>A</td><td>P</td><td>E</td><td>S</td><td>T</td><td>R</td><td>I</td><td>E</td><td>S</td></tr><tr><td>E</td><td>I</td><td>T</td><td>A</td><td>H</td><td>N</td><td>I</td><td>E</td><td>D</td><td>F</td></tr><tr><td>X</td><td>U</td><td>J</td><td>T</td><td>K</td><td>L</td><td>P</td><td>O</td><td>T</td><td>Y</td></tr><tr><td>T</td><td>T</td><td>E</td><td>W</td><td>I</td><td>Q</td><td>T</td><td>B</td><td>N</td><td>M</td></tr><tr><td>I</td><td>W</td><td>Y</td><td>J</td><td>K</td><td>R</td><td>E</td><td>O</td><td>V</td><td>B</td></tr><tr><td>L</td><td>O</td><td>R</td><td>N</td><td>A</td><td>M</td><td>E</td><td>N</td><td>T</td><td>S</td></tr><tr><td>E</td><td>T</td><td>T</td><td>G</td><td>H</td><td>S</td><td>A</td><td>K</td><td>O</td><td>D</td></tr><tr><td>A</td><td>C</td><td>C</td><td>E</td><td>S</td><td>S</td><td>O</td><td>R</td><td>Y</td><td>S</td></tr></table> <p><b>ACTIVITY 2: PICTURE IDENTIFICATION</b></p> <p>Directions: Name the following arts and crafts in the picture. Write your answer on the blank provided.</p> <p>1. _____ 2. _____ 3. _____</p> <div></div> <p>4. _____ 5. _____</p> <div></div> | T                     | A                              | P  | E | S  | T | R  | I | E | S              | E            | I                     | T                | A | H | N | I | E | D | F | X | U | J | T | K | L | P | O | T | Y | T | T | E | W | I | Q | T | B | N | M | I | W | Y | J | K | R | E | O | V | B | L | O | R | N | A | M | E | N | T | S | E | T | T | G | H | S | A | K | O | D | A | C | C | E | S | S | O | R | Y | S |
| T  | A                              | P   | E                     | S                              | T  | R | I  | E | S  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| E  | I                              | T   | A                     | H                              | N  | I | E  | D | F  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| X  | U                              | J   | T                     | K                              | L  | P | O  | T | Y  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| T  | T                              | E   | W                     | I                              | Q  | T | B  | N | M  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| I  | W                              | Y   | J                     | K                              | R  | E | O  | V | B  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| L  | O                              | R   | N                     | A                              | M  | E | N  | T | S  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| E  | T                              | T   | G                     | H                              | S  | A | K  | O | D  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| A  | C                              | C   | E                     | S                              | S  | O | R  | Y | S  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| C. Engagement<br>Pakikipagpalihan  | Day 3                          | <p><b>C. What's More?</b></p> <p><b>ACTIVITY 3 :</b></p> <p>Directions: Analyze the sample pictures of B'laan clothing. Identify the elements and principles of art that are present on it.</p> <table border="1"><thead><tr><th>B'laan Clothing</th><th>Elements and Principles of Art</th></tr></thead><tbody><tr><td>1. </td><td></td></tr><tr><td>2. </td><td></td></tr><tr><td>3. </td><td></td></tr></tbody></table> <p><b>ACTIVITY 4: PAPER DOLL MAKING</b></p> <p>Directions: On the paper doll below, put accessories and clothing that will represent the culture of Mindanao. You may use any art materials available at home for your work.</p> <table border="1"><tr><td></td><td>4<br/>Excellent</td><td>3<br/>Average</td><td>2<br/>Below<br/>Average</td><td>1 Unsatisfactory</td></tr></table>  | B'laan Clothing       | Elements and Principles of Art | 1.  |   | 2.  |   | 3.  |   |   | 4<br>Excellent | 3<br>Average | 2<br>Below<br>Average | 1 Unsatisfactory |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| B'laan Clothing  | Elements and Principles of Art |   |                       |                                |  |   |  |   |  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1.  |                                |   |                       |                                |  |   |  |   |  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2.  |                                |   |                       |                                |  |   |  |   |  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3.  |                                |   |                       |                                |  |   |  |   |  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  | 4<br>Excellent                 | 3<br>Average  | 2<br>Below<br>Average | 1 Unsatisfactory               |  |   |  |   |  |   |   |                |              |                       |                  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

| IV. LEARNING PHASES   |  | Suggested Time Frame      | Learning Activities   |   |   |   |  |
|---|--|---------------------------|---|---|---|---|--|
|   |  |                           | <b>Creativity/ Originality</b>  | Total aspects of the design are original.                     | Most aspects of the design are original                     | Some aspects of the design are original                       | The attire is a copy of the designs in the lesson        |
|   |  |                           | <b>Total Appearance</b>   | The output is finished and have a good appearance.            | The output is finished but need some improvement            | The output is finished but need lots of improvement           | The output is unfinished                                 |
|   |  |                           | <b>Elements of Arts and Principles of Design</b>  | All the elements of arts and design are present in the output | Most elements of arts and design are present in the output. | Elements of arts and design in the output is moderately used. | Used very few elements of arts and design in the output. |
| <b>D. Assimilation</b><br><b>Paglalapad</b>   |  | Day 4                     | <b>D. What I have Learned</b><br><b>ACTIVITY 5: THINK BACK AND IDENTIFY</b><br>Directions: Fill each blank with the correct answer. Write your answer on the blank.<br>_____ 1. A traditional dance which demonstrates the various ways of wearing a malong and its uses.<br>_____ 2. Sacred cloth which is exchanged during marriages and used as a cover during births.<br>_____ 3. The traditional tight-fitting trousers made of a Yakan fabric characterized by its vertical stripes design.<br>_____ 4. Sequin-like capiz shells used to give a distinct design and color to their clothes.<br>_____ 5. Most common material used by the ethno linguistic groups in Mindanao for weaving cloth.<br>_____ 6. The process of dyeing the fabric in which the yarns have been tie-dyed before weaving.<br>_____ 7. A square cloth used by the Yakan women as a head cover or as a belt.<br>_____ 8. The common color tones found in a Bagobo'st'nalak..<br>_____ 9. The common color tones found in a T'bolit'nalak.<br>_____ 10. They are known as "People of the Lake". |   |   |   |  |
| <b>V. ASSESSMENT</b><br>(Learning Activity Sheets for Enrichment, Remediation or Assessment to be given on Weeks 3 and 6) |  |                           | <b>Directions:</b> Answer the question.<br>1. Why Mindanao is known as the Land of Promise?<br>_____<br>_____<br>_____<br>_____   |   |   |   |  |
| <b>VI. REFLECTION</b>   |  |                           | <ul style="list-style-type: none"> <li>The learner communicates the explanation of their personal assessment as indicated in the <b>Learner's Assessment Card</b>.</li> <li>The learner, in their notebook, will write their personal insights about the lesson using the prompts below.<br/> I understand that _____.<br/> I realize that _____.<br/> I need to learn more about _____. </li> </ul>  |   |   |   |  |
| <b>Prepared by:</b>   |  | G7 MAPEH TEACHERS GFLMNHS |   | <b>Evaluated by:</b>  |   | NIMFA P. MANALO<br>APRILITO C. DE GUZMAN                      |  |