



PIVOT_{4A}

LEARNER'S MATERIAL

QUARTER 2

MAPEH (Arts)

G6



DepEd CALABARZON
Curriculum and Learning Management Division

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The Editors

PIVOT 4A Learner's Material
Quarter 2
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MAPEH (Arts)

Grade 6

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PIVOT 4A CALABARZON Arts G6

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 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. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
	What is new	
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).

Digital Rise in the Arts

Lesson

I

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to realize that art processes, elements and principles still apply even with the use of new technologies and identify the advantages of using computer in painting.

Painting has changed in the last few decades, through the power and creative ability of computers. Computers can make you a better artist. They can and do improve your skills as an artist. Computers do not paint for you more than a brush paints for you, but computers provide you with digital technologies that have become important in this competitive area.

Advantages of Using Computers in Painting:

1. Errors can easily be corrected.
2. Work is done in an organized, no mess environment
3. Colors do not fade and brushes are never worn out.
4. Stages and versions of the artwork can be saved, filed, and easily retrieved
5. Work can be transferred or printed on almost any media
6. Work can be formatted and easily e-mailed to interested parties.

Most, if not all of today's successful digital painters started as beginners. They gained their understanding of digital painting step-by step. Like them, you can gradually edge your way towards getting your own unique style before becoming a master of craft. Digital painting is a fun hobby, one that you will enjoy for years. You can even make a living with digital painting.



Vincent Van Gogh—known for oil canvass painting



Tadao Cern—well known digital painter

Learning Task 1: Define the following elements of arts. Do this on your answer sheet.

1. line
2. color
3. shape
4. space
5. texture

Learning Task 2: Analyze the picture. Answer the questions that follow in your answersheet.

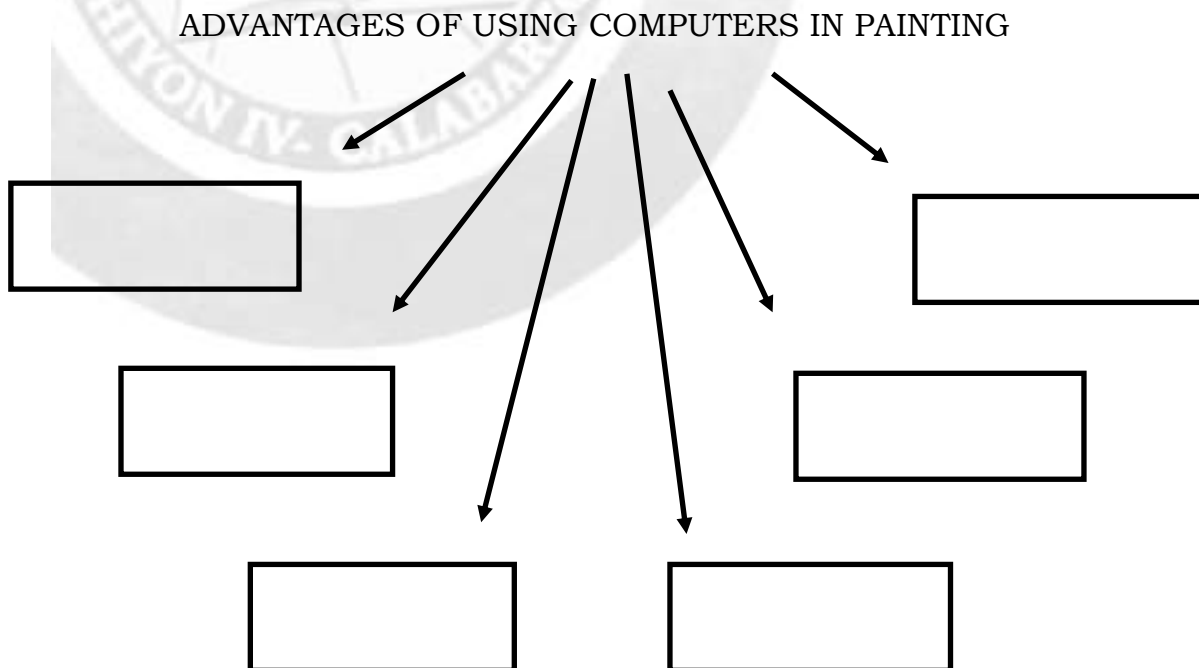


1. What is the girl doing in the picture?
2. What is the device that she use in making artwork?
3. How can we use computer in making artwork?

Learning Task 3: Read each statement and write the correct answer being asked for. Do this on your notebook.

1. Vincent Van Gogh is known for oil canvass painting : Tadao Cern is known for _____
 A. Digital painting B. sculpture C. architecture
2. Computers do not paint for you more than a brush paints for you ,but computers provide you with _____ that have become important in this competitive area.
 A. opportunity B. skills C. digital technologies
3. In digital painting _____ do not fade and brushes are never worn out.
 A. colors B. sizes C. pictures
4. Well- known digital painters gain their understanding _____
 A. gradually B. step by step C. by observing
5. Painting has changed in the last few decades, through the power and creative ability of _____.
 A. paintings B. pictures C. computers

Learning Task 4: Complete the Diagram about the advantages of using computers in painting. Do this on your answer sheet.



A

Draw your art diary for this day.

Date: _____

Dear Art Diary,

I learned today that _____

Your name

Elements and Principles in Digital Art

Lesson

I

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to identify the elements and principles of arts and appreciate the elements and principles applied in digital art and appreciate your artwork.

Elements of Arts

1. Line is a mark with greater length than width. Lines can be horizontal, vertical, or diagonal; straight or curved; thick or thin.
2. Shape is a closed line. Shapes can be geometric, like squares and circles; or organic, like free-form or natural shapes. Shapes are flat and can express length and width.
3. Forms are three-dimensional shapes expressing length, width, and depth. Balls, cylinders, boxes, and pyramids are forms.
4. Space is the area between and around objects. The space around objects is often called negative space; negative space has shape. Space can also refer to the feeling of depth. Real space is three-dimensional; in visual art, when we create the feeling or illusion of depth, we call it space.
5. Color is light reflected off objects. Color has three main characteristics: *hue* (the name of the color, such as red, green, blue, etc.), *value* (how light or dark it is), and *intensity* (how bright or dull it is).
6. Texture is the surface quality that can be seen and felt. Textures can be rough or smooth, soft or hard. Textures do not always feel the way they look; for example, a drawing of a porcupine may look prickly, but if you touch the drawing, the paper is still smooth.

Principles of Arts

1. Balance is the distribution of the visual weight of objects, colors, texture, and space. If the design was a scale, these elements should be balanced to make a design feel stable.
2. Emphasis is the part of the design that catches the viewer's attention. Usually the artist will make one area stand out by contrasting it with other areas. The area could be different in size, color, texture, shape, etc.
3. Movement is the path the viewer's eye takes through the work of art, often to focal areas. Such movement can be directed along lines, edges, shape, and color within the work of art.
4. Pattern and Repetition is the repeating of an object or symbol all over the work of art.

5. Proportion is the feeling of unity created when all parts (sizes, amounts, or number) relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.

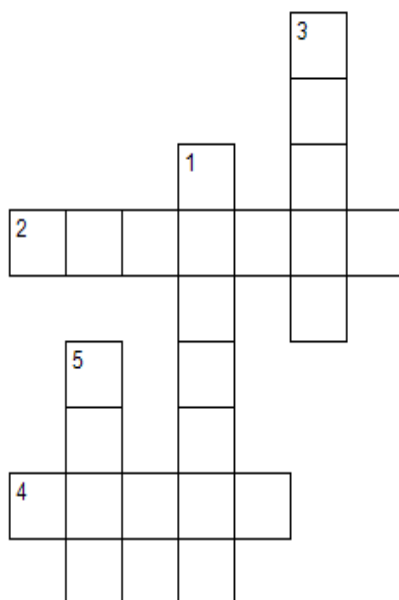
6. Rhythm is created when one or more elements of design are used repeatedly to create a feeling of organized movement. Rhythm creates a mood like music or dancing. To keep rhythm exciting and active, variety is essential.

7. Variety is the use of several elements of design to hold the viewer's attention and to guide the viewer's eye through and around the work of art.

8. Unity is the feeling of harmony between all parts of the work of art, which creates a sense of completeness.

D

Learning Task 1: Identify the elements and principles of arts by answering the crossword puzzle below in your answer sheet. Use the given clues.



Across:

2. distribution of visual, weight of object, color, space
4. feeling of harmony

Down:

1. use of several elements of design
3. the area between and around objects
5. can be horizontal, vertical or diagonal

E

Learning Task 2: Examine each picture if it follows the elements and principles of arts. Write your findings in your answer sheet.



1



2

Learning Task 3: Using drawing software, draw the following elements. If computer and other devices are not available, use a pen to draw the different lines and shapes in your answer sheet.

1. Straight lines (horizontal, vertical, diagonal)
2. Curved lines (spiral, wavy, swirl)
3. Geometric shapes (circle, triangle, rectangle, square) in different sizes
4. You can use other devices such as tablet or a laptop with a drawing software that you are familiar with.
5. Print your work.

Learning Task 4: Choose the letter of the best answer. Write the chosen letter on your notebook.

1. The element of art that can be horizontal, vertical or diagonal; straight or curved; thick or thin is ____.
A. shape C. color
B. line D. form
2. The element of art that pertains to the area between and around objects is ____.
A. space C. form
B. color D. texture
3. The element of art that shows the surface quality that can be seen and felt is called ____.
A. line C. texture
B. form D. color
4. The principle of art that pertains to the distribution of the visual weight of objects, colors, texture and space is called ____.
A. balance C. movement
B. emphasis D. pattern
5. The principle of art that is the path the viewer's eye takes through the work of art, often to focal areas is called ____.
A. variety C. movement
B. unity D. proportion

A

Complete the paragraph with the appropriate words. Do this on your answer sheet.

People can create artworks with the _____. _____ art is a general term for a wide variety of artistic works and methods that use digital _____. Lines, shapes, colors and textures are _____ common both to traditional handmade art and modern digital art. The principles of art, rhythm, harmony, contrast and emphasis apply even with the use of technology.

digital

elements

technology

computer

Drawing Software

Lesson

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to apply concept on the use of the software (commands, menu, etc.) and prepare yourself for the digital painting.

Here are the ways on how to prepare for digital painting:

1. Familiarize yourself with the printing style and techniques you want to be inspired with.
2. Understand the different elements and principles of artwork design.
3. Set your equipment and tools – setting your artwork from papers to computer is known as digitally formatting your art.

To bring the artwork from paper to computer, you need basic pieces of hardware.

1. Computer – Obviously, you need a computer and operating system to run on to create a digital painting. It is important that your computer is powerful enough to run software programs. Having As much Random Access Memory (RAM) as you can is a feature to consider in successful digital painting.
2. Scanner – absolutely essential to digital painting. Without one, you cannot digitize your artwork. A scanner is also useful for scanning textures like real canvass and watercolor paper to make texture supports (paper/canvass, etc.) or patterns which you can apply as background for your paintings.
3. Digital tablet and Stylus – a real world brush changes the way it deposits paint when its shape changes. Push down on a brush tip and spread out the bristles. Make the stroke larger and the shape changes.

What are computer software used in making digital painting?

Many computer software are available to get started with digital painting. It is recommended that you use **Gimp, Photo Editor open source** (free wares) for tablet PC and **Paint** (Windows) for Laptop/Desktop PC.

Together, these programs have a wide array of tools and options that you can manipulate to turn your work into a digitalized masterpiece.

D

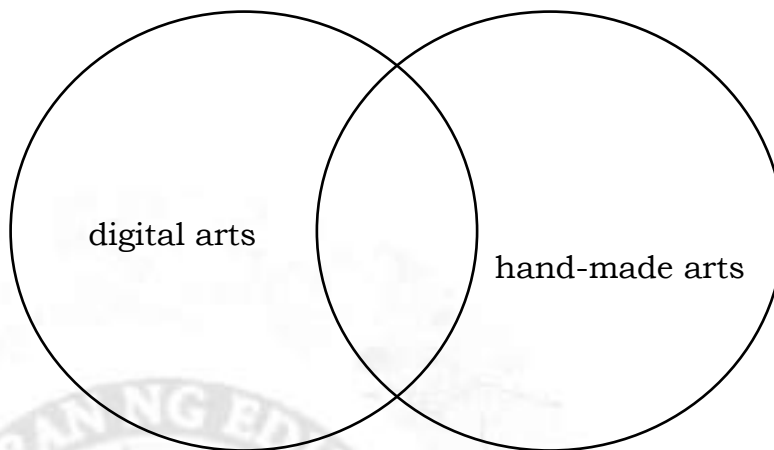
Learning Task 1: Write your impression about the digital art. Do this on your answer sheet.



E

Learning Task 2: Cut out from magazines and newspapers examples of advertisements that made use of digital art and computer graphics. Study the advertisements carefully and identify what software was used to create them based on what you learned in this lesson. Do this in your notebook.

Learning Task 3: Compare and contrast digital arts and hand-made arts using **Venn Diagram**. Do this on your answer sheet.



Learning Task 4: Choose the letter of the correct answer to complete the statement. Write your answer on your notebook.

1. Setting your artwork from paper to computer is known as _____ your art.
 - a. Digitally formatting
 - b. scan
 - c. print
2. _____ is absolutely essential to digital painting. Without one, you cannot digitize your artwork.
 - a. Printer
 - b. computer
 - c. Scanner
3. RAM stands for _____--
 - a. Random Access Memory
 - b. Read Access Memory
 - c. Research Access Memory
4. _____ your image is first, 5. _____ it into computer is the second: step three is using a computer program to transform your work by cropping, editing, enhancing, lightening, darkening, shading, adding color, layering, styling, or just about any other editing graphic you can think of.
 - a. Drawing, scanning
 - b. painting, editing
 - c. shading, tracing

A

Complete the paragraph with the appropriate words. Do this on your answer sheet.

The ability to _____ is only one part of being a good digital painter. Being able to prepare everything else needed to get across your ideas with your brush and to add the details that make your painting stand out equally important. There are variety of digital art _____ that artists can choose from to make their art. The popularity of _____ can be noticed everywhere in the Internet.

software

digital art

draw

Utilizing Arts Using New Technologies

Lesson

I

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to apply concept on the use of the software (commands, menu, etc.) and prepare yourself for the digital painting.

Digital Art is an artistic work or practice that uses digital technology as part of the creative or presentation process. The impact of digital technology has transformed activities such as painting, drawing, sculpture and sound art.

Below are examples of digital art drawn in MS Paint App.



Parts of the Software used in Digital art:

1. **Menu bar** – a horizontal bar, typically located at the top of the screen below the title bar, containing drop-down menus.
2. **Tool bar** – a graphical control element on which on- screen buttons, icons, menus, or other input or output elements are placed. This are seen in many types of software such as office suites, graphics editors and web browsers.
3. **Tool Control bar** – this contains the basic set of drawing utilities, particularly those for creating and editing shapes.
4. **Command bar**- this provides easy access to almost every setting and feature in the browser.

The feature programs in the tool bar or tool box :

1. **Burn tool** – this tool darkens an image. To use this tool, just drag it over the image.
2. **Crop tool** – this tool changes the size of the images. To use, select the area you want to crop and then press enter.
3. **Dodge tool**– this tool lightens an image. To use, drag the icon over the image you want to lighten.
4. **Eraser tool** – this can erase part of the image in a certain layer. To erase everything in certain area, flatten the image or go through every layer to delete that part.
5. **Hand tool** – this tool moves around an image within an object. Use the zoom tool, when you want to adjust the section of picture you want to look at.
6. **Lasso tool**– this tool can select areas within a layer that cannot be reached with the Marquee tool.
7. **Marquee tool** – this is a group of tools that allows you to select rectangles, ellipses, circles, squares.
8. **Move tool** – this tool moves around all objects within a layer. To move an entire image, flatten the layers by selecting All layers at the top of the window.
9. **Paint Bucket tool** – this tool makes an area one color. To edit all layer at one time, click on All Layer at the top of the window.
10. **Pen tool** – this tool makes lines and can be used with shape tools to create different shapes. To create lines, use the pen tool to create anchors and change the shape of the line by moving around the anchors.
11. **Pencil tool or Brush tool** – these tools draw or paint a line. Change the color of the paint brush by clicking on the color picker.
12. **Sponge tool** – this tool soaks color out of the image. Drag the tool over the section of the image you want to change.
13. **Type tool** – It puts text in a picture. Click on the picture with the type tool and select a box the size of the area you want to add.
14. **Zoom tool** – zoom in on part of the picture for closer editing.
15. **Gradient tool** – this is use to highlight a color and make it fade from dark to light.
16. **Airbrush tool** – this is use to create a soft spray and clouding effect.
17. **Blur tool** – this is use to soften sharp edges.
18. **Measure tool** – this tool looks like a ruler.
19. **Rubber stamp tool** – this is use to replicate the same pattern or image.

D

Learning Task 1: Draw a picture of your surrounding on a paper without coloring it. You may ink it using a sign pen so the lines will be darker and clearer. Do this on your answer sheet.

Learning Task 2: Present the slogan in a creative art. Do this on your answer sheet.

“Welcome to the New Normal, Keep Safe Everyone”

E

Learning Task 3: Choose the letter of the correct answer. Write your answer on your notebook.

- _____ is an artistic work or practice that uses digital technology as part of the creative or presentation process.
A. Digital tool C. Digital image
B. Digital design D. Digital Art
- This is a graphical control element on which on-screen buttons, icons, menus, or other input or output element are placed.
A. Tool bar C. Tool control bar
B. Menu bar D. Command bar
- This provides easy access to almost every setting and feature in the browser.
A. Tool bar C. Tool control bar
B. Menu bar D. Command bar
- It contains the basic set of drawing utilities, particularly those for creating and editing shapes.
A. Tool bar C. Tool control bar
B. Menu bar D. Command bar
- A tool used to draw or paint a image.
A. Pencil or Brush tool C. Pen tool
B. Type tool D. Hand tool

A

Complete the paragraph with the appropriate words. Do this on your answer sheet.

_____ is an artistic work or practice that uses digital
_____ apart of the _____ or presentation process.

digital art

technology

creative

Utilizing Arts Using New Technologies

Lesson

I

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to recall the different tools or parts of the software in digital art, creates a digital painting similar with the Masters' (e.g. Van Gogh, Amorsolo, etc.) in terms of style, theme etc., appreciates one's artwork.

D

Learning Task 1: Look at the paintings.



By: Fernando Amorsolo



By: Van Gogh

Software Used for Digital Art

Digital artists use the following software.

1. Editing programs for photography and graphics can be used for drawing, painting, typography and photo enhancing. Photographic images can be manipulated by using certain programs.
2. Vector graphics editors are programs that create and edit vector graphics images. It is made up of points, lines, corners and shapes that can be digitally changed to desired outcome.
3. The use of computer systems to assist in the creation, modification, analysis or optimization of design is known as CAD, Computer-aided design software.
4. Diagramming software is a computer program that is used to generate graphical diagrams.
5. Desktop publishing software are employed in creating posters, flyers, and any other printed media.
6. Three-dimensional images are produced by 3D software. These assets can be used in a wide variety of applications such as video games, animations and films that require special visual effects. 3D graphics software is also used in architecture to create models of proposed structures.

E

Learning Task 3: Make a list of software used for digital art. Write it on your notebook.

- 1.
- 2.
- 3.
- 4.
- 5.

Learning Task 4: Do this artwork.

Procedures:

1. Make an artwork with any digital painting software using an inspiration of the artwork of the masters such as Von Gogh or Fernando Amorsolo.
2. Save your artwork as a picture file (.jpg, .gif, .png).
3. ***Alternatively, you may draw and paint your artwork the traditional way using pencil, paper and coloring materials.***
4. Make sure you give your work a unique title.
5. Share your work to your family members and let them see your talent.

Learning Task 5: Use the rubric below to evaluate your work. You may ask the assistance of your parent for your score.

Indicators	1	2	3	4	5
1. Artwork is attractively designed and contains similar to the masters' paintings.					
2. Artwork was created using elements and principles of art.					
3. Artwork is neat.					

Legend:

- | | |
|-----------------------|--------------|
| 1 — Poor | 4 — Good |
| 2— Below satisfactory | 5— Very Good |
| 3 — Satisfactory | |

A

Learning Task 6: Fill in the blanks by identifying the software used for digital art. Write your answer on your notebook.

1. Three-dimensional images are produced by _____.
2. _____ are programs that create and edit vector graphics images.
3. _____ are employed in creating posters, flyers, and any other printed media.
4. _____ is a computer program that is used to generate graphical diagrams.
5. The use of computer systems to assist in the creation, modification, analysis or optimization of design is known as CAD, _____.

Elements and Principles in Layouting

Lesson

I

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to discuss the elements and principles applied in layouting and focus on the basics of layouting.

D

Learning Task 1: Search for 14 words in the puzzle to know the elements and principles of arts. You may look on your previous lesson on page 11. Write your answer on your notebook.

N	E	M	P	H	A	S	I	S	L	V	D	Y	C	U
B	Q	R	I	Z	B	F	J	X	P	Z	I	H	E	Y
F	Z	E	C	P	E	W	D	A	O	G	W	R	P	T
Y	I	H	K	B	G	Z	T	M	I	U	T	X	A	I
A	B	P	U	D	I	T	H	X	F	S	N	K	H	N
P	T	H	B	X	E	T	Q	I	R	P	E	D	S	U
V	N	Z	J	R	Y	F	Z	J	H	A	M	R	E	O
E	A	F	N	H	P	C	O	A	L	C	E	X	N	Q
S	K	R	R	D	J	Z	B	R	J	E	V	W	I	E
C	P	L	I	S	C	M	I	W	M	W	O	C	L	R
B	U	Q	R	E	B	H	U	G	Q	A	M	O	J	U
S	V	D	T	S	T	L	I	E	M	Z	E	L	A	T
D	C	K	F	D	O	Y	W	U	T	Q	C	O	Q	X
L	S	N	O	I	T	R	O	P	O	R	P	R	H	E
G	V	M	E	C	N	A	L	A	B	F	Z	D	L	T

Learning Task 2: Look at the following pictures. All the pictures are posters made by pupils like you. What do you think each one is trying to communicate to you? Do you think artists who made them were effective in telling message clearly? Does it matter what kind of pictures they have and where they placed them?



Learning Task 3: Read and understand.

Layout is such an important part of making a poster. You do not want a boring and flat poster. A common poster is not that limited in space. There is enough room to place everything and tell a story. A good layout artist, however, does not use all the space in his/her poster. How space is utilized is just one

Basics of a Layout

1. List down all the materials.
2. Make several studies or sketches Move your elements around. Sketch as many thumbnail ideas as possible. After critiquing your ideas, select your best three ideas and translate them into final designs.
3. **Theme**—Decide which important message do you want to communicate to your viewers
4. **Title** - The central theme of your poster is determined by the title. The title should be the largest text and most readable (from at least 5 ft. away) and should be tied with and supported by all the other elements on the poster design.
5. **Colors**—Use a solid color for the background not a pattern. Limit the number of colors as well – too many of them is distracting. Use bright colors to lead viewer's eyes to the center of interest or for emphasis. Avoid placing beside each other any color that clash or that fade each other out. Choose colors that help communicate the message and unify all the elements together.
6. **Words / Fonts**—How would the words be placed? Which words should be large? Which small? Should the words be set formally or San-serif (without projecting features at the end of the strokes) carefree and fun types, bold or italicized? How they appear on a poster contributes to the power and visual appeal of the design
7. **White space**—White space is a vacant area in a poster. There are no texts, pictures or other graphic images covering the white space. The viewer's eye will be overwhelmed if you have too little and wander if you have too much.

Learning Task 4: Analyze the pictures.



A. Fashion Magazine Spread Layout



B. News Magazine Spread Layout

Learning Task 5: The two magazines shown above differ in more than just the kind of articles and advertisements they contain. Figure out how else the two magazines differ. Study their unique features in terms of design. Accomplish the following in your notebook:

1. Which one has more elegant and unhurried look?
2. Which one is designed as though it will cover timely and important information, in a fast and efficient manner?
3. What other elements do you find uniquely different in the two spreads (two pages facing each other)? Cite at least three elements.
4. Which do you think is more visually appealing? Which spread would you pick up and read?

Learning Task 6: Write T if the statement is correct and F if it is not correct. Write your answer on your notebook.

- _____ 1. A common poster is not that limited in space.
- _____ 2. The central theme of your poster is determined by the title.
- _____ 3. Layout is not an important part of making a poster.
- _____ 4. Use a solid color for the background not a pattern
- _____ 5. Use dark colors to lead viewer's eyes to the center of interest or for emphasis.
- _____ 6. White space is a vacant area in a poster.
- _____ 7. A good layout artist, however, does not use all the space in his/her poster.
- _____ 8. A common poster is limited in space.
- _____ 9. Decide which important message do you want to communicate to your viewers.
- _____ 10. Consider the elements and principles of arts in making a poster.

Making a Poster

Lesson

I

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to applies skills in layouting and photo editing using new technologies (hardware and software) in making a poster.

D

Learning Task 1: Arrange the jumbled letters to form the word. Be guided with the given meaning. Answer this on a sheet of paper.

cihparg ngised

A field of art that has to do with communication of some specific message to a group of people through use of words and pictures

Retsop

Often displayed publicly for announcement purpose

Learning Task 2: Think of five software we can use to make our art beautiful and attractive. Let's go!

List of software we can use

1. _____
2. _____
3. _____
4. _____
5. _____

Learning Task 3: Study the following:

What is a graphic design?

Graphic design is a field of art that has to do with the communication of some specific message to a group of people through the use of words and pictures. The message might be, “This is a good product to buy,” or This is the best way to fly,” or any countless others.

A single artist or an entire team of specialists, artistic directors, illustrators, photographers, writers, market researchers combine to create a work of graphic design. The artist who are in the field of graphic design are called *graphic designers*.

What is a poster?

Special to many graphic designers are posters. A poster is a kind of a placard or announcement that has its goal in the communication of information through words and pictures and symbols.

Posters are often displayed publicly and vertically on windows, electrical posts, doors, wall, along highways, etc. They are made either small (leaflets or handbills) or large (billboards). People who are walking by, traveling, and reading are the main target audience of posters.

The elements of the art is the basic unit of all artworks just like in making a graphic design. It means that all artworks, from the most simple doodles that we do and the most complex art works that we see will have all seven elements.

However, some elements are more emphasized than the others. The arrangement of the 7 elements of Art makes up different types pf principles of design. The effectivity of an art work relies on the way each element of art is arranged.

It can make the work more beautiful and pleasing to the eye. It can also convey message of the artwork more easily, primarily makes use of a lot of colors. Your software has several tools that provide all the colors you will need and make coloring your painting easy.

Learning Task 4: Do this Artwork.

List of materials:

1. long bond paper
2. pencil
3. Crayons
4. Ruler

Steps to follow:

1. Make a poster about your school.
2. Make a different shapes and lines to draw your artwork. You can experiment with different colors as well.
3. Apply the principles of art by using rhythm, balance and proportion.
4. Display your work at home.

Learning Task 5: Rate your output based on the rubric given below.
Do this on your notebook.

CRITERIA	5 Very Evident	3 Evident	1 Not Evident
1. Follow all the steps correctly.			
2. Elements and principles of arts are visible.			
3. Show creativeness.			
4. Finished the artwork on time.			

A

Learning Task 6: Answer this on your notebook.

1. What is a graphic design?
2. What is a poster?
3. How can you show your creativeness in making a poster?
4. How can you appreciate the beauty of art in making a poster?
5. If you are a graphic designer, what would you like your poster to be famous for?

Creating an Advertisement

Lesson

I

This lesson was designed and written with you in mind. The scope of this lesson permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

After going through this lesson, you are expected to create an advertisement/commercial or announcement poster.

D

Learning Task 1: Below are examples of advertisement posters made by pupils like you. Analyze their work and get some ideas to prepare yourself in making your own advertisement.



Learning Task 2: Read and understand.

What is an advertisement? How it is important?

Advertisement is a notice or announcement in a public medium promoting a product, service or event or publicizing a job vacancy.

It is an audio or visual form of marketing communication that employs an openly sponsored and message to promote or sell a product, service or idea.

- Commercial Arts are television commercials and print advertisements used for advertising goods and services. Commercial artists creatively think of ways to entice the viewer with digital art and photography.
- Commercial artists uses technology in illustrations and animations. They apply elements and principles of arts in making artwork.

E

Learning Task 3: Try making an advertisement/commercial or announcement poster.

Learning Task 4: Prepare the materials to use:

- Laptop/desktop/tablet / cellphone
- Printer Drawing Software (GIMP, Inkscape or MS Paint)
- Sample pictures of advertisement

As an alternative way, if there is no available device or software, you may use the following:

- Long bond paper
- Pencil
- crayons

Learning Task 5: Steps to follow:

1. Decide what product you would like to advertise. Will I be a product to wear, an item to use, a food to eat, a movie to see, or an event to attend? Whatever product you choose to design an advertisement for, see to it that you know it well. See examples on page 34.

2. Use any digital software in creating your poster. Manipulate its tools to create shapes and add color and images. Print your work.

For those who will choose the alternative way just do your advertisement on a long bond paper, use your pencil and crayons.

3. Display your finished works. Include a short explanation.

Learning Task 6: Rate your output based on the rubric given below. Do this on your notebook.

CRITERIA	5 Very Evident	3 Evident	1 Not Evident
1. Did you follow all the steps correctly?			
2. Were you able to make a digital poster or in a traditional way?			
3. Did the steps doable?			
4. Did you finish the activity on time?			

Learning Task 7: Reflect on this. Do this on your notebook.
student?

What is the role of advertisement in your life as a student?

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.



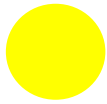
- ★ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
- ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
- Ⓜ - I was not able to do/perform the task. 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.

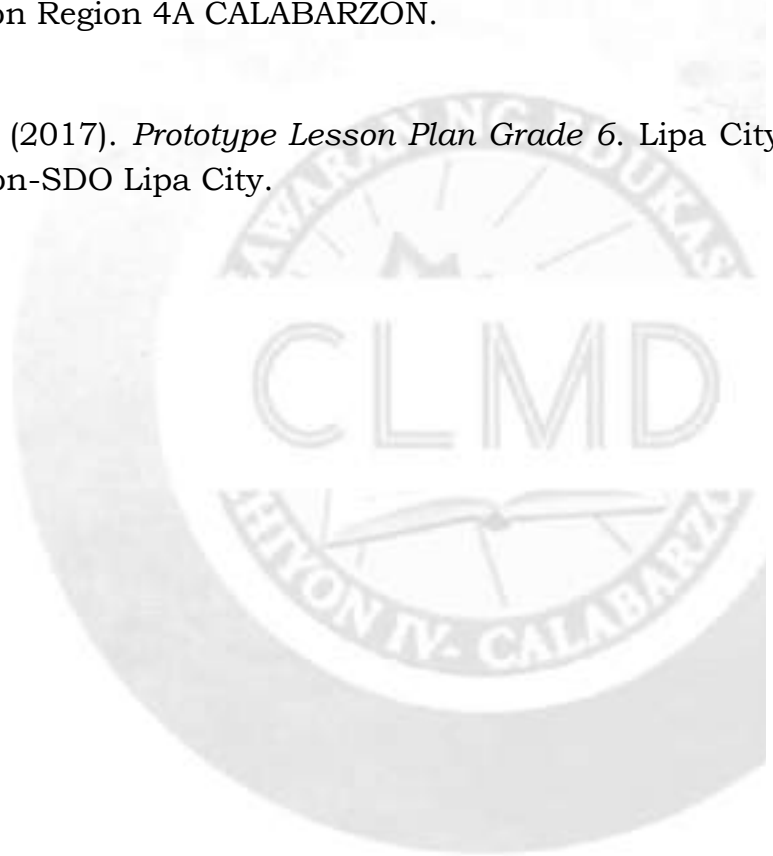


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