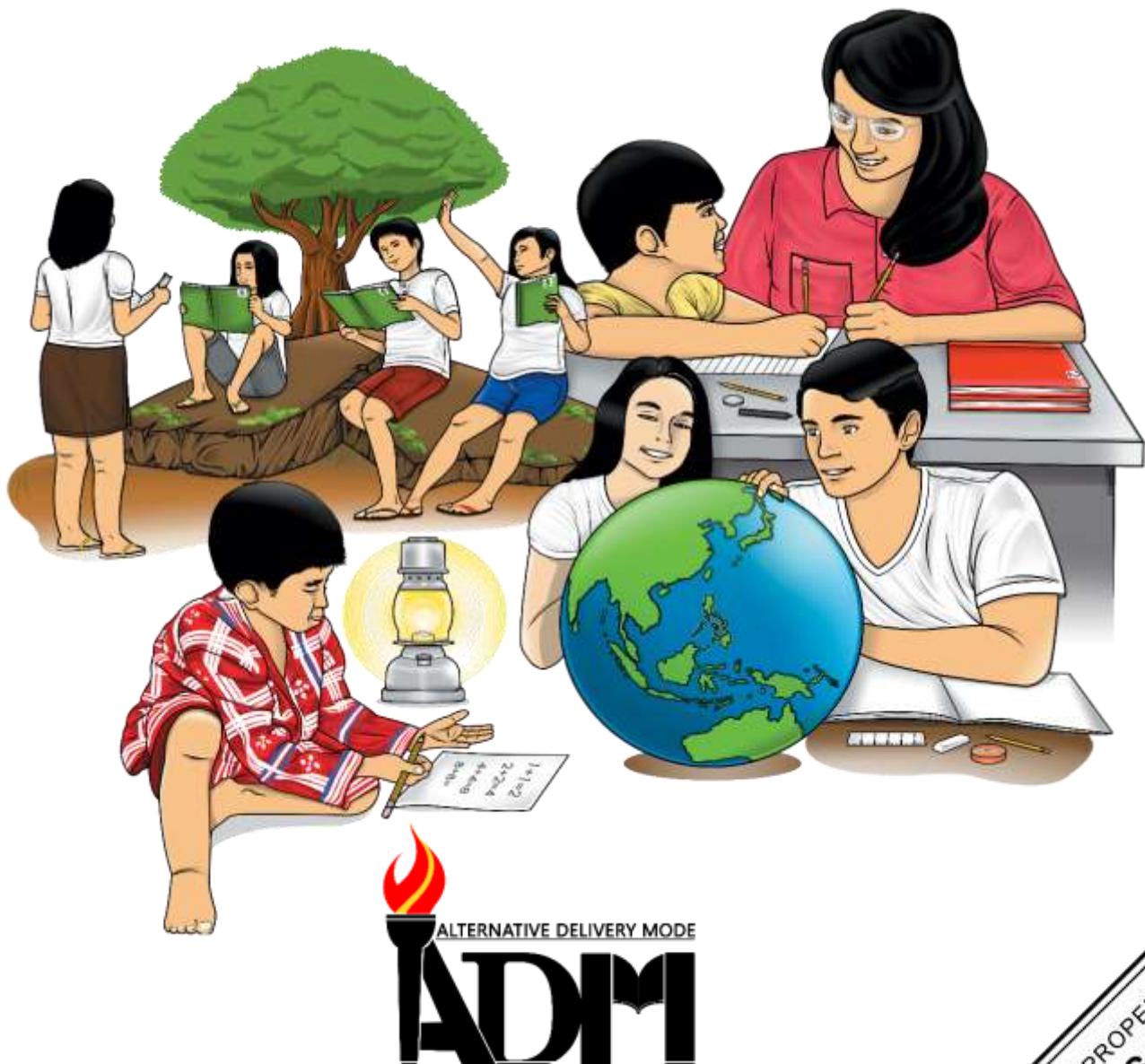


# Arts

## Quarter 3 – Module 1

### Elements and Principles of South, Central, and West Asian Arts



**Arts – Grade 8**

**Alternative Delivery Mode**

**Quarter 3 – Module 1: Elements and Principles of South, Central, and West Asian Arts**  
**First Edition, 2020**

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**8**

# **Arts**

**Quarter 3 – Module 1**  
**Elements and Principles of South,**  
**Central, and West Asian Arts**

# **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge of lessons in each SLM. This will tell you if you need to proceed with completing this module or if you need to ask your facilitator or your teacher's assistance for a better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

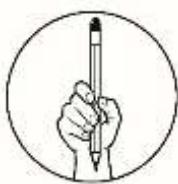
Thank you.



## ***What I Need to Know***

This module was designed and written for your benefit and convenience. It is here to help you to be more proficient in Arts. The scope of this module covers the elements and principles of South, Central, and West Asian Arts in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged following 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 module, you are expected to analyze art elements (color, line, shape, etc.) and principles (texture, proportion, emphasis, harmony, etc.) of arts in the production of arts and crafts inspired by the cultures of South Asia, West Asia, and Central Asia. **(A8EL-IIb-1)**



## ***What I Know***

**Directions:** Choose the letter of the correct answer. Write your answer on a separate sheet of paper.



13. The stupa is the most distinctive type of Buddhist architecture. Which of the following is the main feature of a stupa?
- A large dome supported by corbelled stones.
  - A vertical ornament framed in a triangular enclosure.
  - A roof is usually used to close the dome.
  - Pool inside the dome.
14. Why do Islamic art limits only to using designs and patterns of geometry and floral?
- Because they like geometry and adores flowers.
  - Due to the forbiddance of worshipping idols in Islamic religious law.
  - Due to the passing of art techniques from their ancestors.
  - No apparent reason.
15. Historically, what have been the most valued possessions among a Kyrgyz family?
- |                        |                    |
|------------------------|--------------------|
| A. Manuscript painting | C. Shyrdak carpets |
| B. Sculptures          | D. Stupas          |



## **What's In**

In the previous lesson, we have learned the commonalities and differences of the cultures of the East Asian countries about Philippine culture. The previous lesson will be interrelated in this another meaningful lesson that you will learn, which is about the Elements and Principles of Arts and Crafts in South, West, and Central Asia. You will analyze the elements and principles of arts and crafts in South Asia, West Asia, and Central Asia.

**Direction:** Based on your prior knowledge, fill in the blanks of the following paragraphs to complete the idea. Choose your answers from the box below. Use another sheet of paper.

elements	texture	pattern	unified	balance
line	principles	emphasis	variety	moves

The elements and principles of art and design are the foundation of the language we use to talk about art. The \_\_\_\_\_ (**meseten1**) of art is the visual tools that the artist uses to create a composition. These are \_\_\_\_\_ (**elni**), shape, color, value, form, \_\_\_\_\_ (**rteuxte**), and space.

The \_\_\_\_\_ (**pcinsiprel**) of art represent *how the artist uses the elements of art* to create an effect and to help convey the artist's intent. The principles of art and design are balance, contrast, emphasis, movement, \_\_\_\_\_ (**atnerpt**), rhythm, and unity/variety. The use of these principles can help determine whether a painting is successful, and whether or not the painting is finished.

The artist decides what principles of art he or she wants to use in a painting. While an artist might not use all the principles of design in one piece, the principles are intertwined and the use of one will often depend on another. For example, when creating \_\_\_\_\_ (**psahsime**), the artist might also be using contrast or vice versa. It is generally agreed that a successful painting is \_\_\_\_\_ (**indfuei**), while also having some \_\_\_\_\_ (**atveryi**) created by areas of contrast and emphasis; is visually \_\_\_\_\_ (**ndcalbae**); and \_\_\_\_\_ (**vmeso**) the viewer's eye around the composition. Thus, it is that one principle of art can influence the effect and impact of another.



## **What's New**

Before we proceed with our lesson, look at and analyze the picture below and answer the following questions.



Shyrdak Carpet

**Self-Assessment:**

1. What do you observe in the picture?
2. What elements and principles of art that can be seen? Explain each.
3. How does the design affect the overall image?

**Lesson  
1****Elements and Principles of Arts and Crafts in South, West and Central Asia**

The lesson in this module will let you discover the world of arts of South, West, and Central Asia wherein it focuses more on analyzing the art elements (color, form, line, shape, space, and texture) and principles (balance, movement, pattern, rhythm, unity, and variety) in the production.

**What is It****South Asia****Sculpture**

During the sixth and fifth centuries B.C., two major religions were established in India. One was the faith founded by Prince Siddhartha (famously acknowledged as Buddha, meaning “Enlightened One”) is called Buddhism. Due to the admiration of the Buddhists towards their God, the mortal remains of Buddha were placed in a grave within relic mounds known as stupas with relief sculptures showing the life of Buddha as decorations.

In India, symbols are necessary to use to recognize a certain deity since all supernatural beings that are worshipped by Hindus and Buddhists are indistinct from all others because of their idealized human bodies. It includes: (1)

**Source**

<https://fineartamerica.com/featured/the-buddha-amida-anonymous-quint-lox.html>

their attributes as means of their precise symbols, **(2)** Fire symbolizing harm, purging power like Agni, Lord of Fire **(3)** Drums representing prime substance from which all the creation came, and **(4)** Snakes depicting renewal and abundance; positive and no connection with evil.

Indian art is described as the most “sensuous” – appealing to the senses and “erotic” – with images about sexuality. Abstracted human shapes were almost often the focus of Indian art, which was used to teach people about the Hindu, Buddhist, or Jain faiths. The nude was used to depict the body as a sign of spirit as well as to show the gods' imaginary forms. Since the sculptures are thought of as forms that are more flawless and final than anything presents in the merely transitory presence of human models, individuality is almost completely suppressed in Indian sculpture. Sculpted Hindu divinities' various heads and weapons were thought necessary to represent the gods' several qualities of strength.

Sculpture, mainly as a form of religious art, continues to be a common medium for artistic expression in India. Buildings were lavishly decorated, with abstracted human figures illustrating Hindu, Buddhist, and Jain beliefs. Indian sculpture often featured female deities such as Shakti, Kali, and Brahma.

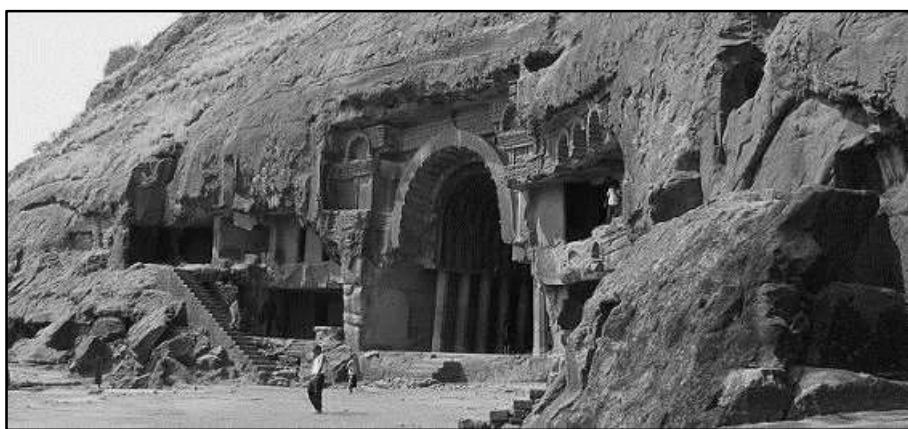


Agni, Lord of Fire

**Source:**  
<https://www.hinduwebsite.com/hinduism/concepts/agni.asp>

## Architecture

The majority of the surviving Indian kingdom architecture is religious. Many of these buildings (for example, temples and monasteries) are examples of rock-cut architecture, which means they were carved out of a solid natural rock (typically into cliffsides). All three big religions practiced rock-cut architecture.



Bhaja Cave

**Source:** <http://www.essential-humanities.net/world-art/south-asian/>

The stupa, which houses the tomb and/or relics of a holy person, is the most distinctive type of Buddhist architecture. As a result, the stupa is a kind of shrine: a sacred building dedicated to a particular person or deity. Shrines are a type of temple, which is a general term for any structure dedicated to religious practice.

The main feature of a stupa is a large dome supported by corbelled stones. A vertical ornament framed in a square enclosure is usually used to crown the dome.

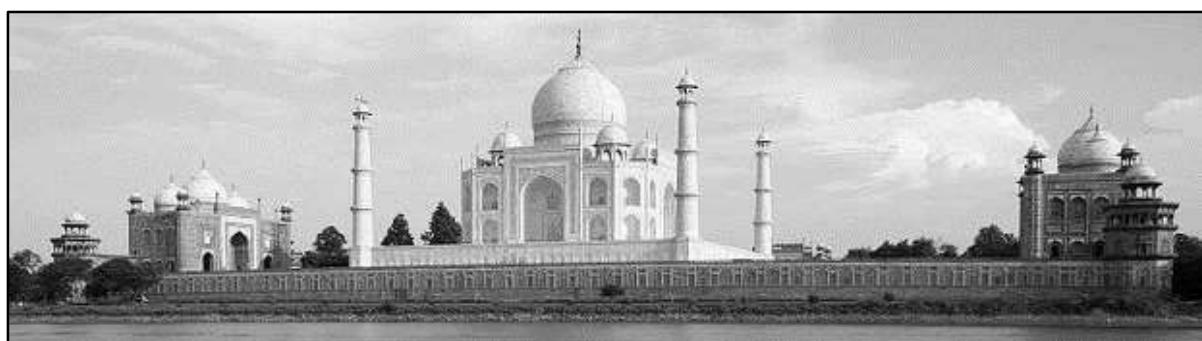


Sanchi Stupa

**Source:** <http://www.essential-humanities.net/world-art/south-asian/>

With the development of Islamic states as South Asia's dominant powers (ca. 1200-1800), Indian art was influenced by Islam, resulting in a hybrid aesthetic known as Indo-Islamic art, which flourished to varying degrees in South and Southeast Asia. Architecture and manuscript illumination were the most brilliant manifestations.

The Taj Mahal, a mausoleum (with a mosque design) made of glimmering white marble, is considered the masterpiece of Indo-Islamic architecture. The mausoleum stands out among the smaller flanking towers, which are often made of red sandstone. This entire building complex is often referred to as the "Taj Mahal."



Taj Mahal

**Source:** Wikipedia

## **Painting**



Indo-Islamic Illumination

**Source:** <http://www.essential-humanities.net/world-art/south-asian/>

textures). This approach is combined with the shaded contours of Indian wall art in Indo-Islamic lighting. However, the appearance of Indian figures is the most evident Indian aspect of Indo-Islamic illumination (i.e., figures with distinctively Indian features and clothing).

Art in South Asia is relevant as it also represents their countries' beliefs. These artworks are often used for representing their ancient history and worshipping gods and goddesses hence, artists are devoted to making them in detail. Art elements such as shape, form, and texture can be usually observed with their artistry.

## **Floor Design**



Rangoli

**Source:** Indian Express

Manuscript painting is a relatively new medium in South Asia, dating back to the last centuries of the Indian kingdom era; however, it was not until the Islamic period (ca.1200-1800) that this art form truly flourished. This was mainly because paper became widely available in South Asia during the Islamic period. Until then, manuscript painting has been done on palm leaves, which made for uncomfortable painting surfaces (given their irregular shape, size, and texture).

There are outlined regions of flat color and several decorative designs in Islamic illumination (e.g. clothing patterns, repeated foliage

Rangoli patterns are made of rice flour, chalk, fine quartz powder, flower petals, seeds, or other natural materials dyed with vegetable dyes and are normally drawn on the surface. These exquisite floor designs are normally created by drawing and connecting plain dots or lines. The majority of the motifs are geometric or resemble the flora and fauna.

During special events such as weddings, temple rituals, and festivals, women create more intricate patterns.

The women expect that the day will bring them peace, health, good luck, and happiness by doing this regular rite. Rangoli, also known as a 'Sand Mandala,' is known by many names in India, including Kolam, Alpana, Muggulu, and Rangavalli. Rangoli is created for a specific occasion or moment. Its freshness, like that of a flower, is fleeting. To the uninitiated, the Rangoli art's impermanence may seem to be a candle in the sky. It is deleted until its function has been fulfilled, and the ritual is performed with the same motive and passion.

## West Asia

Arts testify to the dissemination and influence of cultural ideas, such as Islam and Buddhism, and cultural art styles, such as Hellenistic architecture, Buddhist sculpture, chinoiserie (in Persian art), and ceramic-tile decoration. Cross-cultural associations with the arts of these regions may be rendered more readily to the arts of the ancient Mediterranean, medieval Europe, and South, East, and Southeast Asia.

West Asia is the birthplace of arts produced in areas where Islam is the prevalent culture. These works of art may be religious or secular, and they may have been created by or by Muslims. These various art styles can be referred to as "Islamic Art." In terms of material and visual features, many depictions of Islamic art from traditional Islamic lands have a lot in common.



Arabesque

**Source:**  
<https://thereaderwiki.com/en/Stilfragen>

West Asian arts and crafts are Islamic art. Due to the forbiddance of worshipping idols in Islamic religious law, this style of art uses designs and patterns of geometry and floral. Including figures of humans and animals in an artwork felt like idolatry for the artists instead of honoring their god, Allah.

"Arabesque" (also known as Islimi, Biomorphic Art) is the commonly used pattern by Islamic artist. This pattern uses leaves and flowers and is commonly found in wooden carvings, textiles, stone reliefs on buildings, and decorated books.

The rhythmic waves that define the arabesque style also suggest an eternal architecture with no beginning or end. The growth of leaves, trees, or other motifs from one another rather than a single stem is one of the contributing factors to the arabesque's endless pattern. Interlacing geometric and other decorative designs are

often used in Arabesque. The flora may have evoked themes of heaven, which is represented as a garden in the Qur'an, while the geometry may have evoked the diversity in the unity of God's creation or the complexity of mathematics in Islamic lands.

Islimi is used in the book arts to illuminate calligraphic headings and shamsahs (little suns), which are palmettes that separate text verses. It is most well-known for being interwoven with geometric shapes to produce stunning frontispieces (the first page of the Quran).

Ornate ceramic, marble, plaster, and wood-carved friezes all have islami as a main architectural element. Islimi patterns can also be used on household items like utensils, clothes, and carpets.

West Asia is rich in cultural heritage. This is evident in the variety of regional arts and crafts lively and finely made by their creative hands. The movement and rhythm in their artwork show their unique cultural identity.

## Central Asia

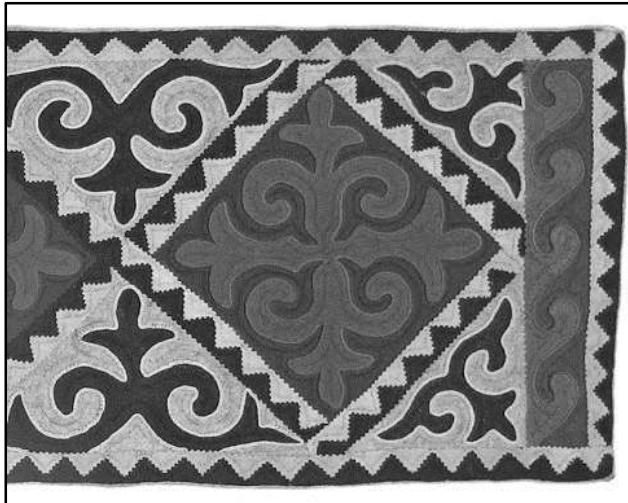
The ancient ways of indigenous architecture in Central Asia were brought back in the 18th century such as baked or unbaked brick construction, caved doors and screens, openwork, and a lot more.

Originated in Central Asia, the art was created by mainly Turkic peoples of modern Kyrgyzstan, Kazakhstan, Uzbekistan, Turkmenistan, Azerbaijan, Tajikistan, Mongolia, Tibet, Afghanistan, Pakistan, and parts of China and Russia. The present centuries of arts were mostly influenced by Islamic art while the art of China, Persia, and Greece, including the animal style of nomadic people influenced the earlier cultures. This folk art of nomads can be immediately found as they are one of those everyday items such as clothes, woven bags, rugs, ornate silver bridles, stringed instruments, carpets, and a lot more. They also feature some designs of the animals they have encountered on the mountains and steps.



Qutb Minar Complex  
Brick Construction in Central Asia

**Source:** Wikipedia



Shyrdak

**Source:** <http://www.insideid.co.uk/news/handsewn-shyrdak-rugs-from-kyrgyzstan-artisans.aspx>

Shyrdak (felt rugs with appliqued colored panels), ala-kiyiz (pressed wool designs), tush-kiyiz (cotton or silk wall carpets), and Kyrgyz-embroidered felt carpets with traditional Turkmen designs are all common in Kyrgyzstan. Kyrgyz leather saddles and silver jewelry are also made. Shyrdaks are typically manufactured in the summer from felt (pounded and layered wool) that has been dried and dyed many times before being sewn together with camel-hair yarn. Cutting away upper layers to expose various colored felt underneath creates patterns. The ibex horn pattern, plant patterns, and decorative scrollwork are all common motifs.

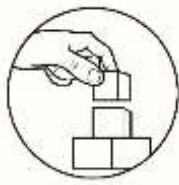
Shyrdak carpets have historically been among a Kyrgyz family's most valued possessions. They are an essential part of a girl's dowry. The stitching—shyryk (which gives birth to the term shyrdak)—is one of the most important features of these carpets, since it increases the carpet's longevity. The stitching creates a pattern within the felt by following the outline drawn on the carpet. A shyrdak is around 1.5 meters by 3 meters in height, making it easy to handle.

Central Asia's arts and crafts are influenced by their past. It has been closely tied to it that they are even known for their nomadic people's skills which brought them to where they are today. Their choice of colors, patterns, and creativity in incorporating the different lines and shapes permit them to make varieties of their products.



Shyrdak carpet weaving

**Source:**  
<https://www.selvedge.org/products/kyrgyzstan-central-asia-crafts-support-associations-resource-center-in-kyrgyzstan-felt-makers>



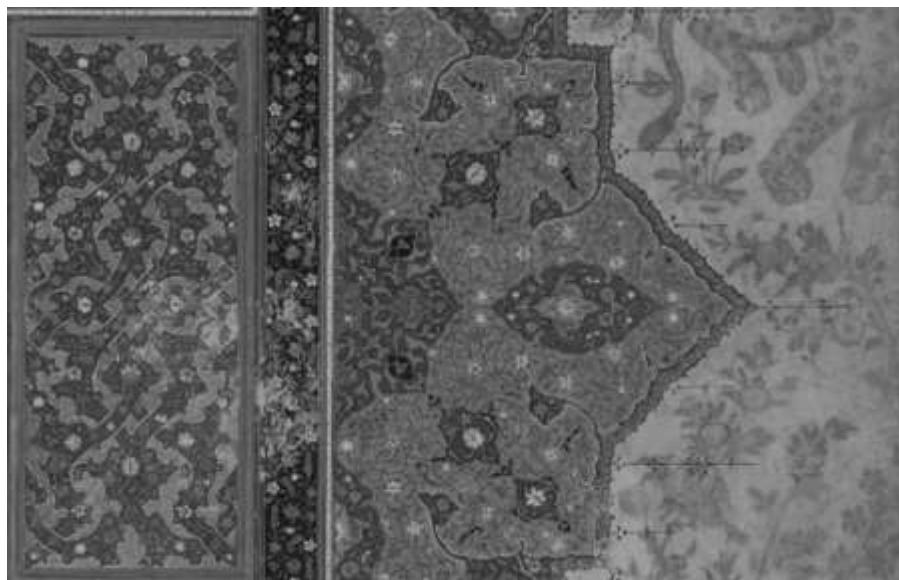
## What's More

To assess your understanding of the elements and principles of art, answer the following activities based on what you have learned in the previous discussions.

### Enrichment Activity

#### Activity 1

**Directions:** For conceptual understanding, here is an activity for you. In a short bond paper, draw a four (4) square grid and label each box with description, analysis, interpretation, and judgment. Use the Islamic Illumination 'Khamsah' of Nizāmī and the guide questions in answering each quadrant.



The 'Khamsah' of Nizāmī

#### Guide Questions:

Description	Analysis
Interpretation	Judgment

Description:

- What kinds of things do you see in the work?
- How would you describe them?
- What information can you get?

Analysis:

- What Elements of Art did the artist use (line, shape, space, form, texture, color)?
- What Principles of Design are used (rhythm, movement, balance, pattern, variety, emphasis, and unity)?
- Would you agree with the choice of medium and colors?

Judgment:

- Why do you think other people should see this work?
- What would you do with it if you owned it?

Interpretation:

- What do you think this piece is about?
- What is the impact of the painting? How does it make you feel?
- What is worth remembering about this picture?

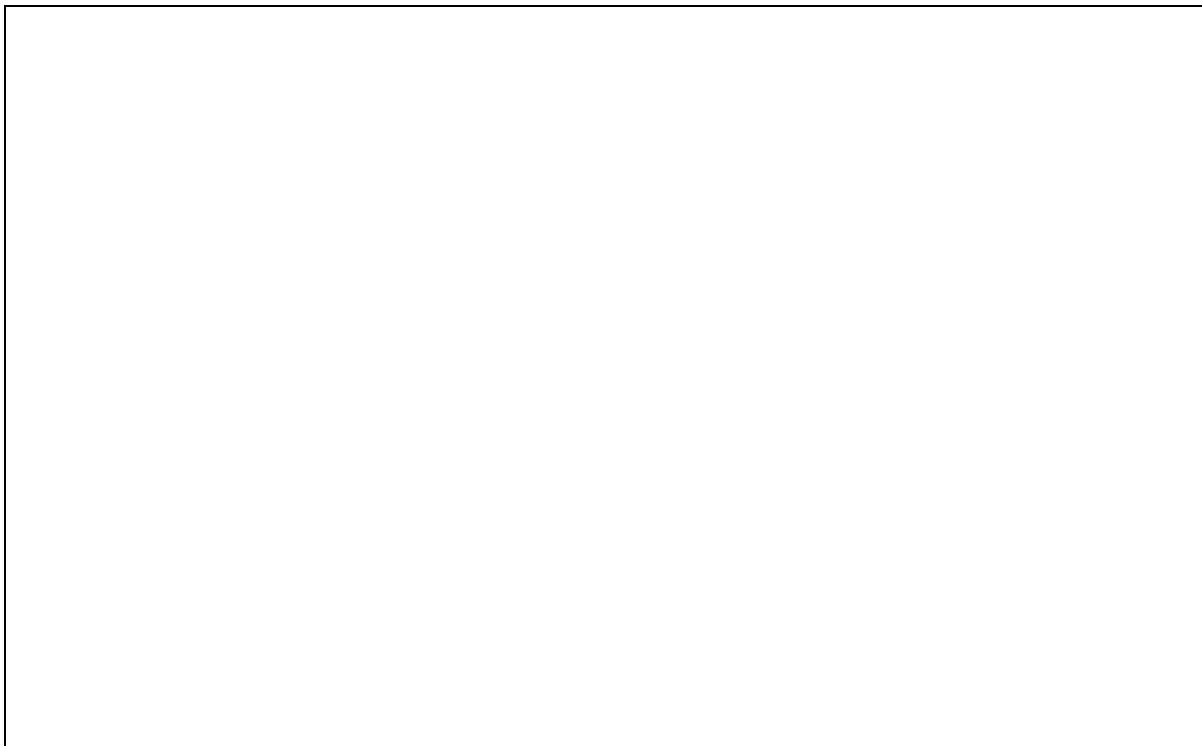
### Rubric for this Activity

Criteria	Outstanding 4	Satisfactory 3	Developing 2	Beginning 1	Rating
<b>Content and Relevance</b>	Clearly presents the main idea and supports it throughout the entire content.	There is a main idea supported throughout most of the content.	Vague sense of the main idea weakly supported throughout the content	Lacks clarity and focus with no supporting idea	
<b>Grammar, Usage &amp; Mechanics</b>	Virtually no spelling, punctuation, or grammatical error	Few spelling and punctuation errors, minor grammatical errors	A number of spelling, punctuation, or grammatical errors	So many spelling, punctuation, and grammatical errors that it interferes with the meaning	

## **Activity 2**

**Directions:** Show your artistic side!

Create an artwork inspired by arts from South, Central, and West Asia. It could be a rangoli, an arabesque, or a shyrdak design. Draw your artwork on the box provided.



### ***What I Have Learned***

The people of South, Central, and West Asia place a high value on art in their everyday lives and activities.

South, Central, and West Asian art features exclusive lines, forms, shapes, colors, motifs, and designs.

Successful art activities include resourcefulness and clarity. South, Central, and West Asian art represents the period's prevalent views toward crucial facets of life, serving as a mirror of cultural history.

Understanding the historical context of a work of beauty and vitality will help us better understand and enjoy it.



## **What I Can Do**

To further evaluate your comprehension of the lesson, other activities are provided and will test how you understand the elements and principles of art.

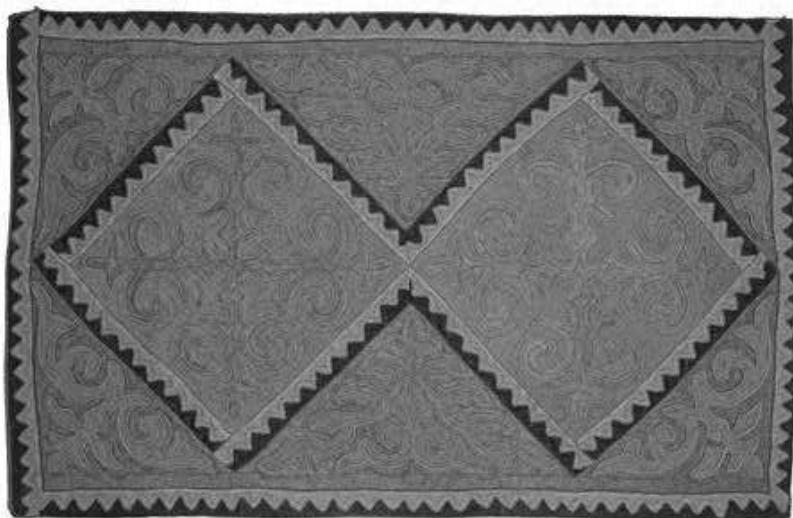
### **Activity 1**

#### **Materials:**

- Short bond paper
- Pen, pencil, or colored pencils

#### **Directions:**

1. Look at the picture below (Shyrdak Carpet). Analyze and list which elements and principles does it have.
2. Draw based on the Shyrdak Carpet. You may create new motifs for your design.



Shyrdak Carpet

### **Activity 2**

**Directions:** Find a photo of a certain artwork that originated from South, Central, and West Asia. Indicate the elements and principles used and how it affects the overall image of it.



## ***Assessment***

**Directions:** Choose the letter of the correct answer. Write your answer on a separate sheet of paper.

- What festival do Hindus in India celebrate where it is considered an exciting and colorful holiday?  
A. Chinese New Year  
B. Diwali  
C. Sinulog  
D. White Day
  - The art of Central Asia was mostly influenced by \_\_\_\_\_.  
A. Chinese Art  
B. Hindu Art  
C. Islamic Art  
D. Philippine Art
  - What art form in India that uses natural materials such as rice flour, fine quartz powder, flower petal, seeds and normally drawn on the surface?  
A. Arabesque  
B. Diwali  
C. Pashmina  
D. Rangoli
  - What Asian art that their various art styles can be referred to as Islamic Art?  
A. East Asian art  
B. Central Asian art  
C. South Asian art  
D. West Asian art
  - It is described as the most sensuous form of art – appealing to the senses and erotic – with images about sexuality.  
A. Indian art  
B. Kazakhs art  
C. Persian art  
D. Turkish art
  - The stupa is the most distinctive type of Buddhist architecture. Which of the following is the main feature of a stupa?  
A. A large dome supported by corbelled stones.  
B. A vertical ornament framed in a triangular enclosure.  
C. A roof is usually used to close the dome.  
D. Pool inside the dome.
  - Why do Islamic art limits only to using designs and patterns of geometry and floral?  
A. Because they like geometry and adores flowers.  
B. Due to the forbiddance of worshipping idols in Islamic religious law.  
C. Due to the passing of art techniques from their ancestors.  
D. No apparent reason.

8. Rangoli, also known as a “Sand Mandala” known by many names except  
A. Alpana C. Muggulu  
B. Islimi D. Rangavalli

9. Of the artworks listed below, which would NOT have been originated in South, Central, and West Asia?  
A. Batik C. Shyrdaks  
B. Diya D. Truck art

10. Which art forms focus on the creation of works which are primarily visual?  
A. Modern Art C. Sculpture  
B. Pop Art D. Visual Arts

11. Which of the following is an example of the contribution of Moguls to the enrichment of Indian culture in painting and architecture?  
A. Arabesque C. Shyrdak  
B. Rangoli D. Taj Mahal

12. What set of principles is concerned with the nature and appreciation of beauty, especially in art?  
A. Aesthetics C. Balance  
B. Appreciation D. Harmony

13. Why does Diwali is also called as “Festival of Lights”?  
A. Fireworks light up the sky.  
B. Flowers bloom during nighttime.  
C. Ornaments are everywhere.  
D. Plants are harvested.

14. Historically, what have been the most valued possessions among a Kyrgyz family?  
A. Manuscript painting C. Shyrdak carpets  
B. Sculptures D. Stupas

15. Which of the following symbols were NOT used to recognize certain deity that are worshipped by Hindus and Buddhists?  
A. Fire symbolizing harm, purging power  
B. Dove symbolizing peace and tranquility  
C. Drums representing prime substance from which all the creation came  
D. Snakes depicting renewal and abundance; positive and no connection with evil



## **Additional Activities**

**Directions:** Write a journal of what you have learned in the lessons of this module. Write it on a separate sheet of paper or in your journal notebook.

<b>MY LEARNING ENTRY</b>	
Date: _____	Topic: _____
What significant learnings have I gained in this module? <hr/> <hr/> <hr/> <hr/> <hr/>	What do I feel upon my journey through this module? <hr/> <hr/> <hr/> <hr/> <hr/>
<i>Name and Signature of Learner</i>	<i>Name and Signature of Facilitator</i>



### **Notes to the Learner**

If you find it difficult to express yourself in English language, you can answer this activity “My Learning Entry” in Filipino or your own vernacular language. So, do not worry, just take it easy! Happy learning!



## ***Answer Key***

ASSESSMENT		WHAT I KNOW			
1.	B				
2.	C				
3.	D				
4.	D				
5.	A				
6.	A				
7.	B				
8.	B				
9.	A				
10.	D				
11.	A				
12.	A				
13.	A				
14.	C				
15.	B				
		Elements	Line	Texture	Principles
					Patterm
					Emphasis
					Unifield
					Variety
					Balance
					Moves
		15. C	14. B	13. A	12. A
		13. A	12. A	11. D	10. D
		12. A	11. D	9. A	8. B
		11. D	10. D	7. B	6. A
		10. D	9. A	5. A	4. D
		9. A	8. B	3. D	2. D
		8. B	7. B	1. C	

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