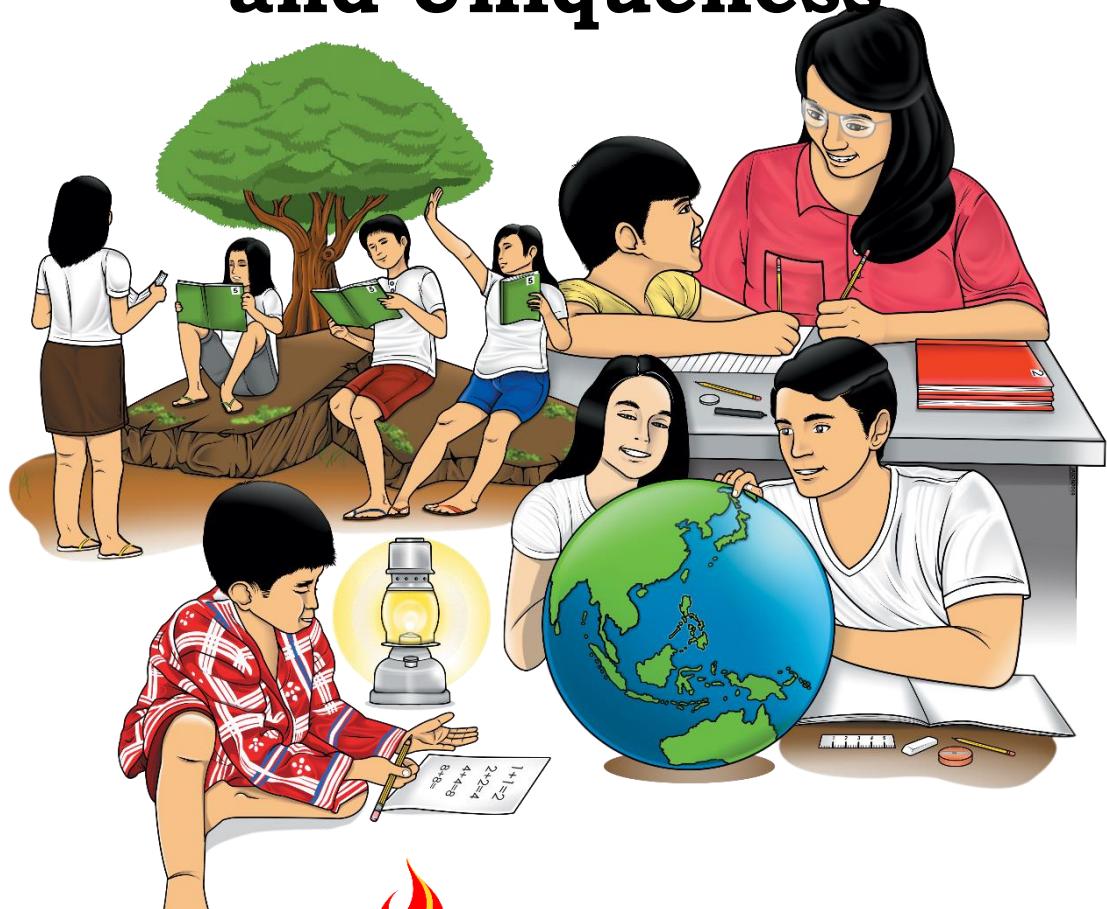


# Arts

## Quarter 1 – Module 3: Arts and Crafts of Luzon Elements of Beauty and Uniqueness



**Arts – Grade 7**

**Alternative Delivery Mode**

**Quarter 1 – Module 3: Arts and Crafts of Luzon - Elements of Beauty and Uniqueness  
First Edition, 2020**

**Republic Act 8293, section 176** states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education

Secretary: Leonor Magtolis Briones

Undersecretary: Diosdado M. San Antonio

**Development Team of the Module**

**Author:** Richard B. Amores

**Content Editor:** Emmanuel C. Alveyra

**Language Editors:** Cherrie Rose L. Desaliza, Gladys F. Cantos

**Reviewer:** Emmanuel C. Alveyra, Nikka G. Javarez, Norman G. Pereira,  
Orlando P. Puno, Jumar.L. Nolasco, Nathaniel M. Badenas

**Illustrator:** Reymark L. Miraples, Louie J. Cortez, Richard Amores,  
Pablo M. Nizal, Jr., Jan Christian D. Cabarrubias

**Layout Artist:** Reymark L. Miraples, Jhunness Bhaby A. Villalobos,  
Ransel E. Burgos

**Management Team:** Benjamin D. Paragas, Mariflor B. Musa, Melbert S. Broqueza,  
Freddie Rey R. Ramirez, Danilo C. Padilla, Annabelle M. Marmol,  
Florina L. Madrid, Norman F. Magsino, Dennis A. Bermoy,  
Emmanuel C. Alveyra

Printed in the Philippines by \_\_\_\_\_

**Department of Education – MIMAROPA Region**

Office Address: Meralco Avenue corner St. Paul Road, Pasig City

Telephone Number: (02) 6314070

E-mail Address: [mimaropa.region@deped.gov.ph](mailto:mimaropa.region@deped.gov.ph)

7

# **Arts**

## **Quarter 1 – Module 3:**

### **Arts and Crafts of Luzon**

### **Elements of Beauty and**

### **Uniqueness**

# **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 on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for 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.

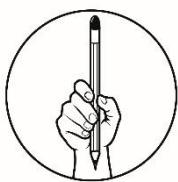
If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



## What I Need to Know

It is indeed true that the arts and crafts of Luzon are uniquely wonderful. The different attires, fabrics and tapestries, crafts and accessories, and body ornamentation are truly amazing. The artists' imagination in crafting their works is incomparable. The regions in Luzon are proud to show their pieces of arts like *inabel* of Ilocos, *kain* of Kalinga, the wanes and *ginaspala* wanes of Mountain Province, *bakwat* of Nueva Viscaya, *Tingguian* designs of Abra, Embroidered *piña* fabric of Taal, Batangas, *burmay* of Ilocos, Bolinao mats of Pangasinan, *Labba* of Kalinga, *Vakul* of Batanes, Bulacan arts and crafts include the *singkaban*, pastillas wrapper, fire crackers, and goldsmith, Giant lanterns of Pampanga, *Kiping* of Quezon, *Kalingas* Tattooing, *Kabayyan* mummies and craftsmen fashion trinkets from precious metals such as gold and silver, and precious and semi-precious stones, pearls, and diamonds of Bulacan.



## What I Know

**Directions:** Match the description in **Column A** to the elements of arts in **Column B**. Write only the letter of the correct answer. Do this in your notebook.

### A

1. Generally restful, like the horizon, where the sky meets land.
2. Other lines that are very measured, geometric, directional and angular
3. Shapes that have more complicated edges and are usually found in nature
4. A shape that has become 3-Dimensional (3-D)
5. A mark drawn by a tool such as a pencil, pen, or paintbrush as it moves across a surface
6. Tend to be found in nature and are very organic
7. Created when a line becomes connected and encloses space

### B

- A. Lines
- B. Shape
- C. Form
- D. Color
- E. Intensity
- F. Texture
- G. Space
- H. Horizontal Lines

- |   |                       |
|---|-----------------------|
| 8. Can add interest and reality to artwork  | I. Vertical Lines     |
| 9. The lightness or darkness of color   | J. Diagonal Lines     |
| 10. Seem to be reaching, so they may seem inspirational like tall majestic trees or church steeples | K. Constructive Lines |
| 11. Tend to be disturbing and suggest decay or chaos like lightening or falling trees               | L. Expressive Lines   |
| 12. Shapes that have smooth even edges and are measurable   | M. Geometric Shapes   |
| 13. The brightness or dullness, strength, saturation, purity of colors                              | N. Organic Shapes     |
| 14. The way the surface of an object actually feels   | O. Value              |
| 15. The distance around, between, above, below, and within an object                                |                       |

**Lesson  
1**

## **Arts and Crafts of Luzon Elements of Beauty and Uniqueness**

### **Learning Competencies**

The learner:

1. Analyze elements and principles of art in the production of one's arts and crafts inspired by the arts of Luzon (highlands and lowlands). **(A7EL-Ib-1)**
2. Reflect on and derive the mood, idea, or message emanating from selected artifacts and art objects. **(A7EL-Ia-2)**



## What's In

Before we proceed to our next lesson, let's have a short review of what you have learned in the previous module.

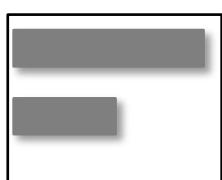
**Directions:** In the first column, write your favorite architecture, sculpture, and everyday objects from Luzon. Describe your chosen artwork. Write your descriptions in the 2nd column. Then, write your explanation on what make the artworks unique. Write your explanation on the 3rd column. Accomplish this in your activity notebook.

Artwork	Description	What makes it unique?
Architecture –		
Sculpture –		

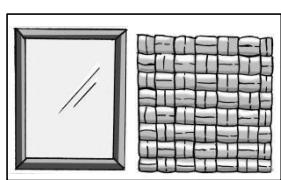
In this module, we will focus on the elements of art as applied in the said artworks from Luzon. You will learn the elements of arts like line, shape, form, value, color, texture, and space, as well as their differences among each other and how artists applied these in their artwork.

The elements of art are the building blocks of all art. Every artwork or art piece created comprises one or more elements. And of course, you need to know all of this first.

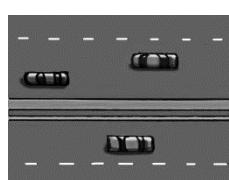
The first element is **line**. A mark drawn by any tool that marks as it moves across a surface. Lines can be: long or short, thick or thin, rough or smooth, dotted, broken or solid.



Long and Short



Rough and Smooth



Broken and Solid

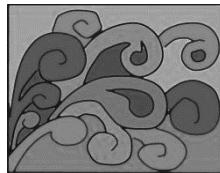


Thick and Thin      Dotted and solid

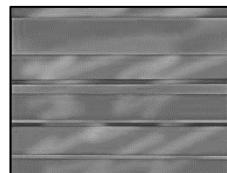
They can make straight movements, zig-zags, waves or curls. They may be horizontal, vertical, and diagonal.



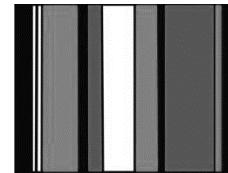
Zigzags



Waves and Curls



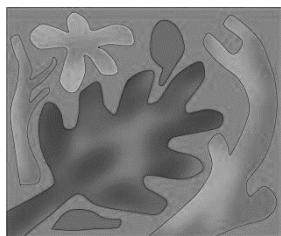
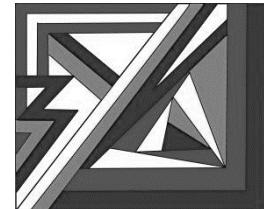
Horizontal lines



Vertical line

Lines can convey different emotions as well.

Other lines which can be measured, geometric, directional and angular are called **constructive lines**. They tend to appear to be man-made because of their precision.

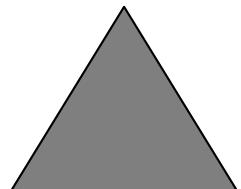
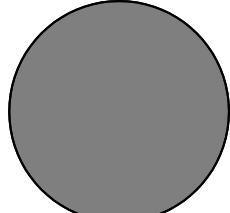


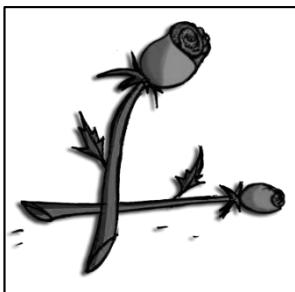
**Expressive lines** are found in nature and are very organic.

The next element is **shape**. Shape is created when a line becomes connected and encloses space. It is the outline or outward appearance of something. Shapes are 2 Dimensional (2-D) which means you can measure its height and its width.

There are two basic types of shape: geometric shapes and organic shapes.

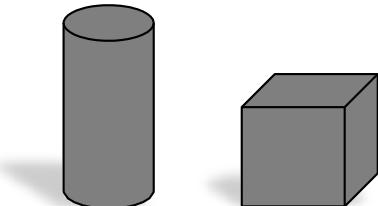
**Geometric shapes** have smooth even edges and are measurable such as square, circle, triangle, and rectangle.



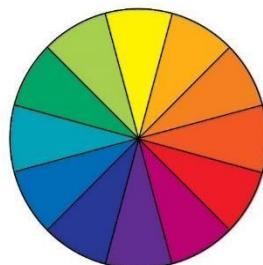


**Organic shapes** have more complicated edges and are usually found in nature.

The other element is **form**. A Form is a shape that is 3- Dimensional (3-D) that has height, width, and depth.

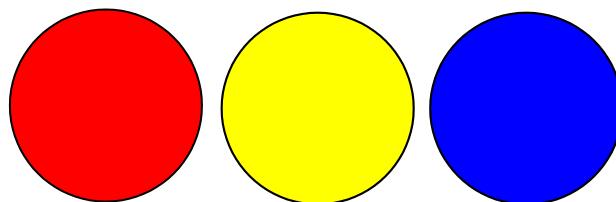


The fourth element is **color**. Color can add interest and reality to artwork. These colors are: **Red**, **Orange**, **Yellow**, **Green**, **Blue**, **Indigo** and **Violet** (ROY G BIV).



Color Wheel

There are 3 **primary** colors: Red, Yellow and Blue



These colors are primary for 2 reasons:

- A. They cannot be formed from other mixed colors
- B. They make all the other colors on the color wheel

When you mix 2 primary colors together, you get a **secondary color**.

For example:

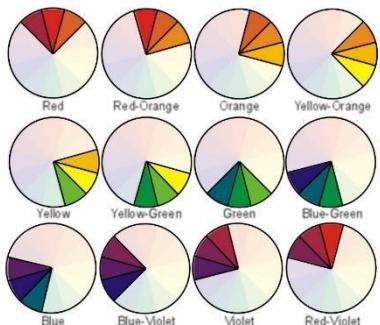
- |          |     |          |   |          |
|----------|-----|----------|---|----------|
| ● Red    | and | ● Yellow | = | ● Orange |
| ● Red    | and | ● Blue   | = | ● Violet |
| ● Yellow | and | ● Blue   | = | ● Green  |

When you mix a primary and a secondary color together you get an **intermediate color**.

For example:

- |          |     |          |   |                   |
|----------|-----|----------|---|-------------------|
| ● Red    | and | ● Orange | = | ● Red - Orange    |
| ● Yellow | and | ● Green  | = | ● Yellow - Green  |
| ● Blue   | and | ● Green  | = | ● Blue - Green    |
| ● Red    | and | ● Violet | = | ● Red - Violet    |
| ● Yellow | and | ● Orange | = | ● Yellow - Orange |
| ● Blue   | and | ● Violet | = | ● Blue - Violet   |

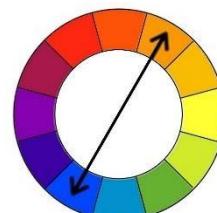
## Color schemes

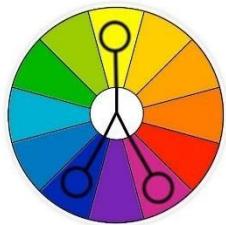


Color is divided into groups based on the way they are placed on the color wheel:

3-4 colors “next-door-neighbors” to each other create an **analogous color scheme**

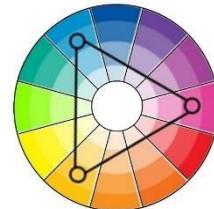
2 colors that are directly opposite each other (going across the center) create a **complementary color scheme**.





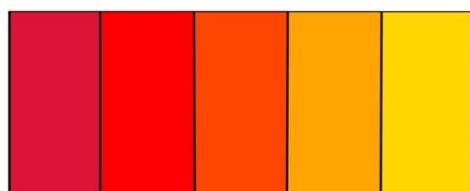
A **split-complementary color scheme** is a harmony of color and that features a base color and two colors on either side of its complement.

A **Triadic color scheme** uses 3 colors that are equally spaced apart on the color wheel



Colors have temperatures. It is important that you understand the effects of color in every art piece. Colors can convey emotion and feelings too.

**Warm colors** are those that have Reds, Yellows and Oranges. Warm colors seem to advance (or come forward) in an artwork.



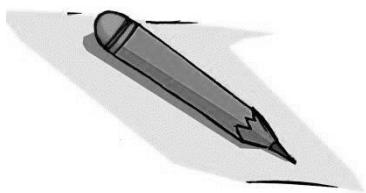
**Cool colors** are those that have Blues, Greens and Violets. Cool colors seem to recede (or go back into) an artwork.



Color can be described by its Properties: Hue, Intensity, Value.

**Hue** is the actual color, or the identity of a color.  
Intensity is the brightness or dullness of a color.

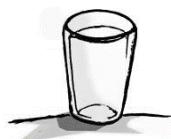




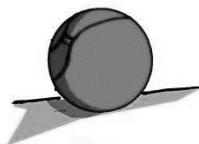
Another element is **value**. Value is the lightness or darkness of a color. Value makes objects appear more real because it imitates natural light. When showing value in a work of art, you will need a light source. A **light source** is the place where the light is coming from, the darkest areas are always on the opposite side of the light.

### Color Value

When you use only one color plus its tints and shades, you are using a **monochromatic color scheme**.

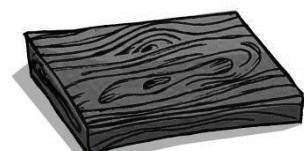


A **tint** is a color plus white.

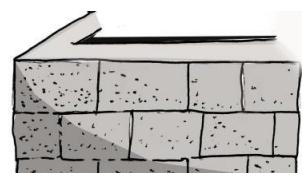


A **shade** is a color plus black

Another element is **texture**. Texture is the way the surface of an object actually feels. In the artistic world, we refer to two types of texture – tactile and implied.



**Tactile or real texture** is the way the surface of an object actually feels.

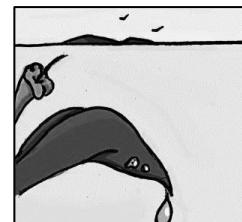


**Implied Texture** is the way the surface of an object looks like it feels. This is the type of texture that artists use when they draw and paint.

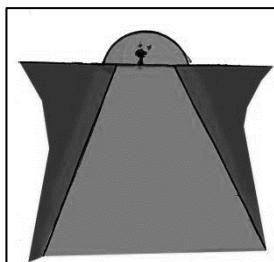
The seventh element is **space**. The distance around, between, above, below, and within an object.

Positive and Negative space is a way that an artwork is divided. **Space** is basically divided into 3 parts: Foreground, Middle Ground and Background.

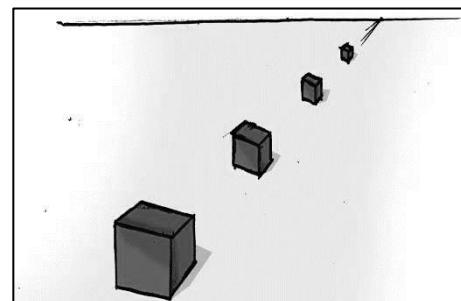
Space can be shallow or deep depending on what the artist wants to use.



**Shallow space** is used when the artist has objects very close to the viewer.



**Deep Space** may show objects up close but objects are shown far away too.



**Perspective** is also a way of showing space in a work of art. Perspective is when the artist uses a vanishing point on the horizon and then creates a sense of deep space by showing objects getting progressively smaller as they get closer to the vanishing point. Objects may overlap as well. When objects are overlapped it is obvious that enough space had to be in the picture to contain all the objects that have been included.

### Let's Proceed

Now, let's apply your knowledge of the elements of art.

It is easy to say that an artwork is beautiful. You can describe it even in one glance. But, can you notice every single detail of it? Did you pay attention to the line, shape, form, value, color, texture, and space?

This module will teach you to identify, understand and give importance to the elements of arts.

### **Learning Objectives**

In this module, you will be able to:

1. define the different elements of art;
2. analyze the different elements of arts used in selected arts and crafts of Luzon (highland / low land);
3. reflect on and derive the mood, idea, or message emanating from the given artifact or art object; and
4. appreciate the design by differentiating the elements of arts used.



### **What's New**

#### **Activity 1: ART ATTACK!**

**Directions:** Using the word ART as an image, apply the elements of art in sketching and coloring it. Draw your artwork in a separate sheet of paper.



1. How was the activity? Was it simple or challenging? Why?
2. How did you apply the elements in your artwork?
3. Now, based on what you have experienced in the art activity, write your own definition of the following elements of arts.
  - a. Line
  - b. Shape
  - c. Texture
  - d. Space
  - e. Value
  - f. Form

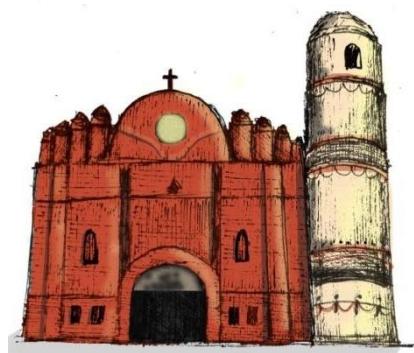
Thank you for accomplishing the task. I hope that you learned the concepts about the elements of arts. If you really want to appreciate the beauty and uniqueness of the artworks, you need to have a closer look and examine how the elements of arts were used in the design.

This time, let us analyze the different elements of arts used in some of the arts and crafts of Luzon.

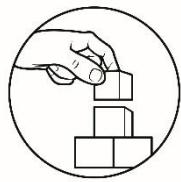


## What is It

Here is a picture of *Kain*, a wrap-around skirt or *tapis* of southern Kalinga which is characterized by red stripes and white, yellow, and black geometrical patterns. The colors used in their textile have cultural meanings: red signifies bravery; black is for the soil or land; white is for the flowers of the coffee trees; yellow for the sand; and green for the mountains. We can see that the weavers of Kalinga use different kinds of line, shape, color, texture, value and space in their textiles. These elements of art make their product finest.



In architecture, here is the illustration of *Tumauini Church*, a Roman Catholic Parish Church of San Matias Apostle in Isabela, Cagayan Valley. It is made from red bricks ornamented with carvings of flowers, leaves, scallops, saints, religious symbols, and other fanciful motifs. It has a unique cylindrical belfry that looks like a huge wedding cake because of its design motifs like laces, hearts, and beads. When we examine this structure, the elements of art make this church different from the other churches. The use of straight, curved, diagonal, vertical and horizontal lines highlighted the Baroque style of this structure. The choice of color, shape, texture, form and spaces of different parts makes the church illustrious.



## What's More

### Activity 2

**Directions:** Here are some pictures of the arts and crafts of Luzon. Look at every single detail of the design and analyze the elements of arts involved. Below are the questions that you will use as guide for your analysis.

- How a specific element of arts was used in the design?
- How a specific element of arts added beauty and uniqueness to the design?

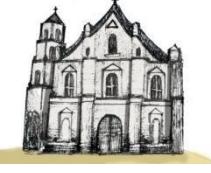
Write your description of the given elements for each artwork. Use a separate sheet of paper and copy the table format.

Elements of Arts	Giant Lantern	Abucay Church	Bul' ul	Tattoo
Line				
Shape				
Form				
Color				
Value				
Texture				
Space				

You did it right! Thank you for accomplishing the activity. You really have shown that you learned from the previous sections of this module. So far, you have got acquainted with the element of art beginning with line. At this point, you will derive the mood, idea, or message emanating from some of the art objects and artistic pieces you have seen in the previous sections of this module.

### Activity 2.1

**Directions:** Fill in the chart below with correct information needed. Derive the mood, idea, message emanating from selected artifacts and art objects. In the last column, write a reflection on the mood, idea, and message you derived from the artifacts and art objects. Accomplish this activity in your notebook.

Artifact/ Art Object	Mood	Idea	Message	Reflection
				
				
				

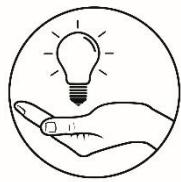
That was a job well done! You were able to accomplish the chart and hurdle the challenge in that activity. Go ahead and pat yourself on the back for doing that! Now spend a few moments to answer these questions:

1. Which among the following artifacts or art object did you find the most difficult to complete in the chart?
2. Did you notice any similarity/ies and difference/s between and among the categories for each art object? What are those? Cite each of them.

Nice try! You are on the right track, my dear. This time, enrich your learning about advantage or benefits the artifacts and art objects have through accomplishing the chart below. Use separate sheet in doing this activity.

<b>Artifact/ Art Object</b>	<b>Advantages</b>
	
	
	

Well done! Keep it up, my dear. It seemed like you are aware enough of the advantages and use of the artifacts and art objects that are included in this module. I hope that you take that learning with you even after you finish this module.



## What I Have Learned

**Directions:** After learning all of the different elements of art present in the artifacts and art objects, tell the importance of knowing this lesson. Write your thoughts in your activity notebook.

**My Reflections**

---

---

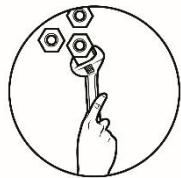
---

---

---

---

---



## What I Can Do

### “This Is How I Appreciate Art”

My 2-page Scrap Book

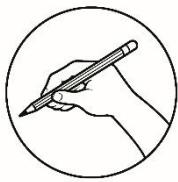
1. Make a 2-page scrap book containing pictures of arts and crafts from Luzon (highlands and lowlands).
2. Show your appreciation for these arts by making a short description about how the elements of arts were used in the design.

Take a photo of your artwork and submit it to your facilitator through messenger, e-mail, or other media platforms.

CRITERIA	10 POINTS	8 POINTS	6 POINTS	4 POINTS
Creativity	The artwork showed creativity with the following characteristic:	The artwork showed creativity, however only 2	The artwork showed creativity, however only 1	The artwork showed minimal creativity however, the prescribed

<b>CRITERIA</b>	<b>10 POINTS</b>	<b>8 POINTS</b>	<b>6 POINTS</b>	<b>4 POINTS</b>
	<ul style="list-style-type: none"> <li>a. pictures were properly arranged with appropriate concept and design.</li> <li>b. Designs of the scrap book were originally made by the learner</li> <li>c. descriptions about the elements of arts used were available</li> </ul>	characteristics were achieved	characteristic was achieved	characteristics were not achieved
Attractiveness/ Craftsmanship	<p>The artwork exhibited attractiveness and craftsmanship with the following characteristics:</p> <ul style="list-style-type: none"> <li>a. neatness</li> <li>b. look carefully planned</li> <li>c. the design obtained high level of difficulty and complexity</li> </ul>	The artwork exhibited attractiveness and craftsmanship, however, only 2 characteristics were met	The artwork exhibited attractiveness and craftsmanship, however, only 1 characteristic was achieved	The artwork was not attractive
Timeliness	The artwork was submitted on the set schedule	The artwork was submitted one day beyond the set schedule	The artwork was submitted two days beyond the set schedule	The artwork was submitted three days beyond the set schedule

Keep that up! You are good to go for a next challenge! Making a scrap book highlighting the arts and crafts of Luzon, both highlands and lowlands, is a great way to show your art appreciation and awareness on the rich culture of the island.



## Assessment

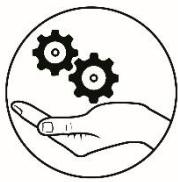
**Directions:** Match the description in **Column A** to the elements of arts in **Column B**. Write only the letter of the correct answer. Do this in your notebook.

### A

1. Generally restful, like the horizon, where the sky meets land.
2. Other lines that are very measured, geometric, directional and angular
3. Shapes that have more complicated edges and are usually found in nature
4. A shape that has become 3-Dimensional (3-D)
5. A mark drawn by a tool such as a pencil, pen, or paintbrush as it moves across a surface
6. Tend to be found in nature and are very organic
7. Created when a line becomes connected and encloses space
8. Can add interest and reality to artwork
9. The lightness or darkness of color
10. Seem to be reaching, so they may seem inspirational like tall majestic trees or church steeples
11. Tend to be disturbing and suggest decay or chaos like lightening or falling trees
12. Shapes that have smooth even edges and are measurable
13. Is the brightness or dullness, strength, saturation, purity of colors
14. The way the surface of an object actually feels
15. The distance around, between, above, below, and within an object

### B

- A. Lines
- B. Shapes
- C. Form
- D. Color
- E. Intensity
- F. Texture
- G. Space
- H. Value
- I. Horizontal Lines
- J. Vertical Lines
- K. Diagonal Lines
- L. Constructive Lines
- M. Expressive Lines
- N. Geometric Shapes
- O. Organic Shapes



## ***Additional Activities***

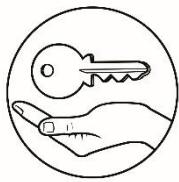
### **I Got a Filling!**

**Directions:** Now you have to think of an architecture or sculpture which is of great historical significance that can be found in your community, be it in the city or province where you live. Then, complete the chart below through filling it in with the correct information needed. Identify the elements present in that artifact/ art object. Afterwards, derive the mood, idea, message, emanating from the architecture or sculpture you chose which can be found in your city or province.

<b>Artifact / Art Object</b>	<b>Present Elements</b>	<b>Mood/Idea/Message</b>

Well done! This time, take a few moments to ponder on the following questions below:

1. What are the elements of art which are present in the art object that you chose?
2. What helped you to easily arrive at the appropriate and correct answers for each column?



## ***Answer Key***

- |       |       |
|-------|-------|
| 1. I  | 15. G |
| 2. L  | 14. F |
| 3. O  | 13. E |
| 4. C  | 12. M |
| 5. A  | 11. J |
| 6. L  | 10. I |
| 7. B  | 9. O  |
| 8. D  | 8. H  |
| 9. O  | 7. D  |
| 10. J | 6. M  |
| 11. K | 5. A  |
| 12. N | 4. C  |
| 13. E | 3. O  |
| 14. F | 2. L  |
| 15. G | 1. I  |

### ***What I Know***

### ***Assessment***

## **References**

Siobal, Lourdes R., Ma. Honeylet A. Capulong, Ledda G. Rosenberger, Jeff Foreene M. Santos, Jenny C. Mendoza, Cherry Joy P. Samoy, Rabboni C. Roxas, and Johanna Samantha T. Aldeguer-Roxas. 2017. "Music and Arts Learner's Material." In Music and Arts Learner's Material, by Lourdes R. Siobal, 43. Pasig City. Department of Education.

MacTaggart, John. The Visual Elements. Arty Factory. c2020. Arty Factory. Glasgow, Central Scotland. Accessed January 20, 2020.  
[https://www.artfactory.com/art\\_appreciation/visual-elements/visual-elements.html](https://www.artfactory.com/art_appreciation/visual-elements/visual-elements.html)

Tejero, Constantino C. Tumauini Church of Isabela Stands Proud Amid Fragile Heritage Scene. Lifestyle.INQ. May 18, 2015. Philippine Daily Inquirer. Philippines. Accessed August 22, 2019.  
<https://lifestyle.inquirer.net/193464/tumauini-church-of-isabela-stands-proud-amid-fragile-heritage-scene/>

**For inquiries or feedback, please write or call:**

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex  
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqad@deped.gov.ph \* blr.lrpd@deped.gov.ph