

# Arts

## Quarter 1 – Module 1: Principles of Design and Elements of Arts



**Arts – Grade 10**  
**Alternative Delivery Mode**  
**Quarter 1 – Module 1: Principles of Design and Elements of Arts**  
**First Edition, 2020**

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**Development Team of the Module**

**Writers:** Christine C. Britos, Reymond A. Sebastian

**Editors:** Flora B. Tinaza, Maribeth B. Bista  
Frances Jocelle C. Singson, Dharen-Jake R. Garcia

**Reviewers:** Francis A. Domingo, Jowell T. Pilotin,  
Marlon G. Taloza, Jovita de Castro  
Evangeline A. Cabacungan, Gina A. Amoyen

**Illustrators:** Abihail A. Agcaoili Jasper Etrata

**Layout Artist:** Sheryl R. Rialubin

**Management Team:** Tolentino G. Aquino, Arlene A. Niro, Maria Salome R. Abero  
Gina A. Amoyen, Editha T. Giron, Alma R. Tabilang, Jovita B. De Castro

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**Department of Education – Region I**

Office Address: Flores St., Catbangen, City of San Fernando, La Union

Telefax: (072) 682 – 2324; (072) 607-8137

E-mail Address: region1@deped.gov.ph

**10**

**Arts**

**Quarter 1 – Module 1:**

**Principles of Design and**

**Elements of 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.

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

Pretest is 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 this module, you need to answer the posttest to self-check your learning. Answer key is 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

Do you know that there were several areas in which impressionist artists moved away from the established practices of art at that time? These involved their use of color, choice of subject matter and setting, and technique for capturing light and conveying movement.

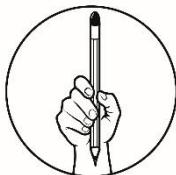
After going through this module, you are expected to:

1. analyze art elements and principles in the production of work following a specific art style from the various art movements (**A1OEL-Ib-1**).

### Specific Objectives:

At the end of the module, you should be able to:

1. identify the different principles of design and the elements of arts present in the various art movements;
2. appreciate the different principles of design and the details of arts; and
3. create your artwork by applying the principles of design and the elements of arts-based on the example of arts.



## What I Know

To begin with the module proper, take this test to find out how much you already know about our topic.

**Directions:** Use the pictures below to check how much you know about this topic. Classify them according to what principle of design they belong to. Write your answer in your test notebook. Choose your answer from the following:

Unity and Variety  
Contrast

Emphasis and Subordination  
Repetition and Rhythm

Balance  
Scale and Proportion



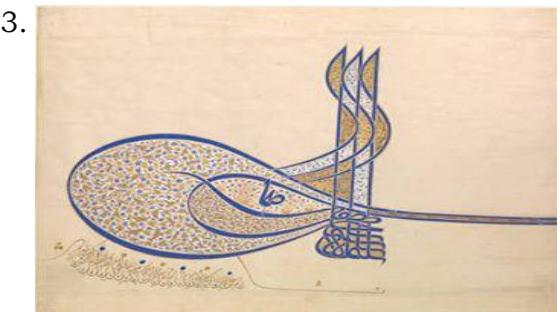
**Zapatistas**

**Source:** José Clemente Orozco, "Zapatistas," Flickr, December 22, 2014, [https://live.staticflickr.com/7571/28006968585\\_2376a46c16\\_b.jpg](https://live.staticflickr.com/7571/28006968585_2376a46c16_b.jpg).



**The Migration Series**

**Source:** Jacob Lawrence, "The Migration Series," Flickr, July 9, 2012, <https://www.flickr.com/photos/westher/7709073344>



**Tughra (Official Signature) of Sultan Süleiman the Magnificent (r. 1520–66)**

**Source:** Rogers Fund, "Tughra (Official Signature) of Sultan Süleiman the Magnificent (r. 1520–66)," [https://commons.wikimedia.org/wiki/File:Tughra\\_\(Official\\_Signature\)\\_of\\_Sultan\\_S%C3%BCleiman\\_the\\_Magnificent\\_\(r.\\_1520%E2%80%9366\)\\_MET\\_DP251197.jpg](https://commons.wikimedia.org/wiki/File:Tughra_(Official_Signature)_of_Sultan_S%C3%BCleiman_the_Magnificent_(r._1520%E2%80%9366)_MET_DP251197.jpg), Wikimedia Commons, 38.149.1



**The Maesta or Maeata of Duccio di Buoninsegna**

**Source:** "The Maestra or Maeata of Duccio di Buoninsegna," <https://commons.wikimedia.org/wiki/File:Taizokai.jpg>, Wikimedia Commons



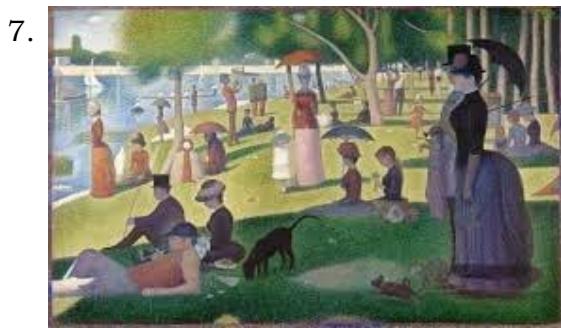
**The Chariot**

**Source:** Alberto Giacometti, "The Chariot," Flickr, June 29, 2011, [https://live.staticflickr.com/5034/5883120610\\_e98d6a949b\\_b.jpg](https://live.staticflickr.com/5034/5883120610_e98d6a949b_b.jpg)



**Not (Misere)**

**Source:** Kathe Kollwitz, "Not (Misere)," [https://commons.wikimedia.org/wiki/File:K%C3%A4the\\_Kollwitz,\\_Not\\_\(Mis%C3%A8re\).jpg](https://commons.wikimedia.org/wiki/File:K%C3%A4the_Kollwitz,_Not_(Mis%C3%A8re).jpg), Wikimedia Commons



### A Sunday on La Grande Jatte

**Source:** Georges Seurat, "A Sunday on La Grande Jatte,"  
[https://commons.wikimedia.org/wiki/File:A\\_Sunday\\_on\\_La\\_Grande\\_Jatte,\\_Georges\\_Seurat,\\_1884.png](https://commons.wikimedia.org/wiki/File:A_Sunday_on_La_Grande_Jatte,_Georges_Seurat,_1884.png), Wikimedia Commons



### The Evening Glow of the Andon

**Source:** Suzuki Harunobu, "The Evening Glow of a Lamp (Andon no sekisho),"  
<https://www.artic.edu/artworks/88968/the-evening-glow-of-a-lamp-andon-no-sekisho-from-the-series-eight-views-of-the-parlor-zashiki-hakkei>, CC0 Public Domain Designation



### Willow Pattern Plate

**Source:** Thomas Minton, "Willow Pattern Plate," *The Garden History Research Foundation*, September 17, 2019,  
<https://gardenhistoryresearchfoundation.com/2021/07/09/china-on-a-plate-willow-pattern/>



### Yacht Approaching the Coast

**Source:** Joseph Mallord William Turner, "Yacht Approaching the Coast," commons.  
[https://commons.wikimedia.org/wiki/File:Joseph\\_Mallord\\_William\\_Turner\\_038.jpg](https://commons.wikimedia.org/wiki/File:Joseph_Mallord_William_Turner_038.jpg), Wikimedia Commons

**B. Directions:** Find and circle all the elements of arts that are hidden in the grid. The words may be hidden in any direction. Write your answers in your test notebook.

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

Well, how was it? Do you think you did well? Compare your answers with those in the Answer Key on page 18 to find out.

If all your answers are correct, very good! This shows that you already know much about the topics in this module. You may still study the module to review what you already know. Who knows you might learn a few more new things as well.

If you get a low score, don't feel bad. This means that this module is for you. It will help you understand some important concepts that you can apply in your daily life. If you study this module carefully, you will learn the answers to all the items in the test and a lot more! Are you ready? You may go now to the next page to begin Lesson 1.

# Lesson 1

# Principles of Design



## What's In

Art can be seen in all aspects of life. It is everywhere. It can be seen in our surroundings. The popular feeling about art is that it exists only in concert halls, museums, and art galleries in a world by itself, which are accessible only to those who can afford to pay for its enjoyment or to the critics and scholars who take time to study the art and objects of the art.



## What's New

### Activity 1

**Directions.** Analyze the image at the center, then answer the questions provided in each quadrant. Write your answer in your test notebook.

Description	Analysis
Interpretation	Judgement

A reproduction of Vincent Van Gogh's painting "Starry Night". The painting depicts a dark, cypress-lined path leading towards a small town at night under a starry sky filled with swirling, luminous stars.

**Vincent Van Gogh**  
*Starry Night*  
**Source:** Jordan, Courtney, "Starry Night by Vincent Van Gogh," DeviantNep Blog, February 24, 2008, <https://www.artistsnetwork.com/art-techniques/composition/15-elements-and-principles-of-art/>

<p>Description:</p> <ul style="list-style-type: none"> <li>• What do you see in the artwork?</li> <li>• Describe each of the things seen in the artwork.</li> </ul>	<p>Analysis</p> <ul style="list-style-type: none"> <li>• What elements of arts were used by the artists?</li> <li>• Which among the principles of design were used by the artist? Did he use unity and variety, repetition and rhythm, balance, contrast, scale and proportion or emphasis, and subordination?</li> </ul>
<p>Interpretation</p> <ul style="list-style-type: none"> <li>• What do you think does Vincent Van Gogh want to imply in his artwork?</li> <li>• Is the title "Starry Night" appropriate to the image? Why?</li> </ul>	<p>Judgment</p> <ul style="list-style-type: none"> <li>• Is this piece of artwork worthy of appreciation? Why? Why not?</li> <li>• How is Vincent Van Gogh as an artist?</li> </ul>

Now that you are done, you may proceed to learn more.  
Are you ready? Go ahead, read and understand to learn more.  
ENJOY!



## What is It

The word design indicates both the process of organizing visual elements and the product of that process. It is a result of our basic need for meaningful order. Some designs are so well integrated that they have qualities beyond a mere sum of their parts. Such is said to be beautiful, interesting, absorbing, or surprising.

Art and beauty can be expressed in many ways- in the natural beauty of huge old trees or the created beauty of a painting of those trees like in the work of Van Gogh "Large Plane Trees."



**Large Plane Trees**, Vincent Van Gogh

**Source:** "Large Plain Trees by Vincent Van Gogh", [https://upload.wikimedia.org/wikipedia/commons/3/3a/Clevelandart\\_1947.209.jpg](https://upload.wikimedia.org/wikipedia/commons/3/3a/Clevelandart_1947.209.jpg). Creative Commons Attribution- ShareAlike License

Depicted in his works are the principles of design that made his work beautiful, fascinating, and expressive. There are six principles of design: unity and variety, balance, emphasis and subordination, contrast, repetition and rhythm, and scale and proportion.

Read the information provided below, then do the activities and assessments prepared for you to do.

### A. UNITY AND VARIETY

Unity refers to the appearance or condition of the oneness of an artwork. All the elements such as line, color, texture, and others belong together, which results in having a coherent and harmonious whole. As variety provides diversity, yet it acts as a counterbalance to extreme unity.



**Going Home**, Jacob Lawrence

Illustrated by: Abihail A. Agcaoili, "Going Home" May 27, 2020



**The Migration Series**, Jacob Lawrence

**Source:** Esther Westerveld, "The Migration Series (Jacob Lawrence) July 2012. Museum of Modern Art-Manhattan NY  
<https://www.flickr.com/photos/westher/7709073344>

The visual themes were established with the use of lines, shapes, and colors. The many figures and the objects in the complex compositions of Lawrence formed a unified design through the artist's skillful use of abstraction, theme, and variation.

### B. BALANCE

Balance is the condition in which acting influences are held in check by opposing forces or what is on the left side should appear on the right side also in order to achieve equilibrium.

The near or exact matching of the left and right sides of a three-dimensional form or a two-dimensional composition is called symmetrical balance. Two sides that are not the same is asymmetrical balance.



**Chariot**, Alberto Giacometti

**Source:** Nelson-Atkins "Chariot"  
[https://live.staticflickr.com/5034/5883120610\\_e98d6a949b\\_b.jpg](https://live.staticflickr.com/5034/5883120610_e98d6a949b_b.jpg)



**The Evening Glow of the Ando**, Suzuki Haranobu

**Source:** Suzuki Harunobu, "The Evening Glow of a Lamp (Andon no sekisho)". Color woodblock print; chuban. 28.6 x 21.5 cm (11 ¼ x 8 ½ in). 1761-1771. Clarence Buckingham Collection <https://www.artic.edu/artworks/88968/the-evening-glow-of-a-lamp-andon-no-sekisho-from-the-series-eight-views-of-the-parlor-zashiki-hakkei>

A symmetrical balance can be seen on the wheels of the chariot in Giacometti's bronze, where the slim figure that serves as a vertical attached on an elevation. On the other hand, Haranobu's figures on a woodblock print, asymmetrical balance was achieved with one figure sitting and the other standing. Both heads of the figure bend to the center.

Indeed, the magic of art is fascinating. Do you want to learn more? Go on! HAPPY LEARNING!

### C. EMPHASIS AND SUBORDINATION

To draw our attention to an area or areas, the artist uses emphasis. To create emphasis, position, contrast, color intensity, and size can all be used. Neutral areas of lesser interest are created by artists through subordination to keep us from being distracted from the areas of emphasis.



**Yacht Approaching the Coast**

**Source:** Turner, Joseph Mallord William, "Yacht Approaching the Coast" commons.wikimedia.org/wiki/File:Joseph\_Mallord\_William\_Turner\_038.jpg. Creative Commons Attribution- ShareAlike License

### D. CONTRAST

The juxtaposition of strongly dissimilar elements is called contrast. Dark set against light, large against small, bright colors against dull are examples of contrasts. Visual experience becomes monotonous without contrast. Contrast can be seen also in the thick and thin areas of a single brushstroke.



**Yacht Approaching the Coast**

**Source:** Turner, Joseph Mallord William, "Yacht Approaching the Coast" commons.wikimedia.org/wiki/File:Joseph\_Mallord\_William\_Turner\_038.jpg. Creative Commons Attribution- ShareAlike License

## E. REPETITION AND RHYTHM

The repetition of visual elements gives a composition of unity, continuity, flow, and emphasis. Rhythm in visual art is created through the regular recurrence of elements with related variations.



**The Maestà, or Maestà of Duccio**, Duccio di Buoninsegna

**Source:** N.A, "The Maestra or Maeata of Duccio di Buoninsegna" https://commons.wikimedia.org/wiki/File:Taizokai.jpg. Creative Commons Attribution- ShareAlike License

## F. SCALE AND PROPORTION

The scale is the relation of one thing to another. It is one of the first decisions an artist makes when planning a work of art. Proportion is the size relationship of parts to a whole.



**ZAPATISTAS**, Jose Clemente Orozco

**Source:** Zajdowicz, Thad, "Zapatistas" https://live.staticflickr.com/7571/28006968585\_2376a46c16\_b.jpg

Great Job! Now you have learned the different principles of design, let's check how far you have done with it. Do the activities and assessments that are prepared for you to work on. Let's get it on.

## **ACTIVITY 1**

### **Materials:**

Oslo Paper	Color Pastel
Crayons	Watercolor
Acrylic paint/ any paint available	

### **Procedure:**

1. Look around and observe the people around you: your friends, your family, and your neighbor or nature.
2. Describe them through a drawing or painting applying the principles of design based on what you see in their faces or actions as they exercise the freedom of expression in their daily lives.
3. Do this in an Oslo paper. You may use crayons, color pastel, watercolor, acrylic paint, or any available resources that you have.

Easy, right? Now, proceed to the next lesson.  
Remember what you have learned in the previous lesson.

### **Rubrics for Activity 1**

	<b>EXCELLENT (20 pts.)</b>	<b>MET CRITERIA (15 pts.)</b>	<b>BASIC REQUIREMENTS (10 pts.)</b>
<b>Instruction &amp; Concepts</b>	The artwork is planned carefully; understanding of all concepts is clearly demonstrated in using subjective color.	The art work is planned adequately; understanding of some concepts demonstrated in the use of subjective color.	The artwork shows little evidence of understanding the concepts in the use of subjective color.
<b>Craftsmanship/ Skill</b>	The artwork shows outstanding art making skills, with clear attention to control, selection and experimentation of medium/media for expressing an emotion.	The artwork shows average art making skills and average attention to control, selection and experimentation of medium/media for expressing an emotion.	The artwork shows minimal art making skills and little attention to control, selection and experimentation of medium/media for expressing an emotion.
<b>Creativity/ Originality</b>	The artwork demonstrates original personal expression and outstanding problem-solving skills.	The artwork demonstrates an average amount of personal expression and problem-solving skills.	The artwork demonstrates little personal expression and problem-solving skills.

# Lesson 2

## Elements of Arts

Medium and elements together are the materials the artist uses in creating a work of art. The distinction between them is easy to see but hard to define. An element can be known only in some medium, but as an element, it is independent of the medium.

When we study elements, we consider them with no attention to how we can come into contact with a work of art. The elements are its qualities or properties.

The seven elements of art are:

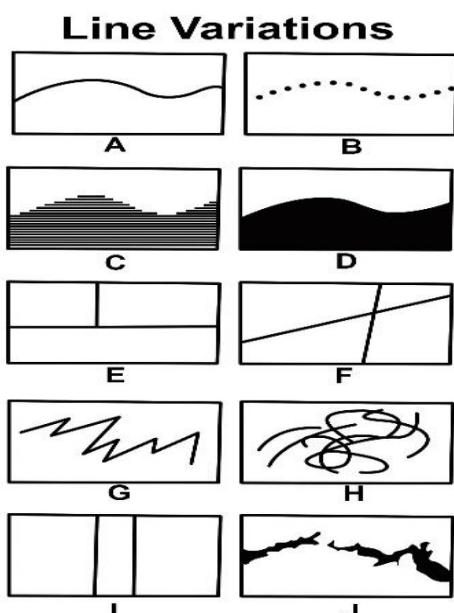
- |          |                |
|----------|----------------|
| 1. Line  | 5. Color       |
| 2. Shape | 6. Texture     |
| 3. Space | 7. Perspective |
| 4. Value |                |

We now look with greater care at the elements of the visual arts as a kind of basic language with which the artist's work.

### 1. LINE

The line is our basic means for recording and symbolizing ideas, observations, and feelings; it is a primary means of visual communication. Lines always have direction. They are always active.

The following illustrates the line variations (Preble, 1999)



Art Class

**Source:** Deviant Nep Blog, February 24, 2008  
<http://deviantnep.blogspot.com/2008/02/line.html>

- A. Actual Line
- B. Implied line and implied curved line
- C. Actual straight line and implied curved line
- D. Line created by an edge
- E. Vertical line (attitude of alert attention); horizontal line (attitude of rest)
- F. Diagonal lines (slow action, fast action)
- G. Sharp jagged lines
- H. Dance of curving lines
- I. Hardline; soft line
- J. Ragged, irregular line

Shape refers to the expanse within the outline of a two-dimensional area or within the outer boundaries of a three-dimensional object. It may be geometric, which tends to be precise or regular (circles, triangles, squares) or organic, which are irregular, often curving or rounded, and seem relaxed and more informal.

Most common shapes in the human-made world are geometric, while most shapes in nature are organic.

Mass is a physical bulk of solid body material, and it has a three-dimensional area.

*Mass in Three-Dimension*



**RECLINING FIGURE,**  
Henry Moore, 1938 Green Hornton stone

**Source:** Alice Correia "Recumbent Figure" accessed August 13, 2021

Alice Correia "Recumbent Figure" catalogue entry January 2013  
<https://www.tate.org.uk/art/research-publications/henry-moore/henry-moore-on-ch-recumbent-figure-r1147451>

*Mass in Two-Dimension*



**Tete de Jeune Homme**  
Pablo Picasso, 1923. Grease Crayon Drawing

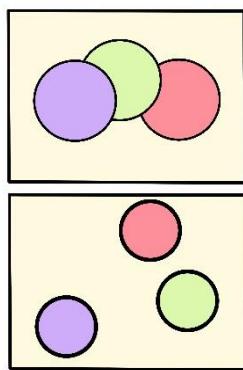
**Source:** Carl H. de Silver Fund "Tete de Jeune Homme" 24 ½ x 18 5/8 inches (62.1 x 47.4 cm). 1923, European Art. Brooklyn Museum  
<https://www.brooklynmuseum.org/opencollection/objects/49217>

### 3. SPACE

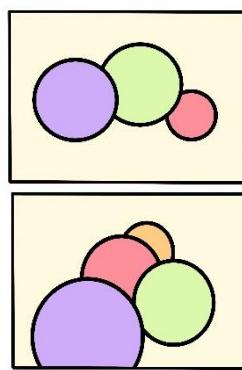
Space is the indefinable, general receptacle of all things. It is continuous, infinite, and ever-present. The visual arts are sometimes referred to as spatial arts because most of the art forms are organized in space.

Architects are mainly concerned with space. With three-dimensional objects such as in architecture and sculpture, one has to move around to get a full experience of three-dimensional space. With two-dimensional works, such as drawings, prints, photographs, and paintings, the actual space is defined by its edges- usually the two-dimensions of height and width. The illusion of third-dimension in two-dimensional works is spatial depth.

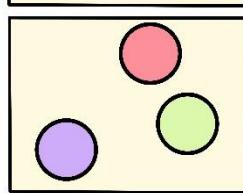
Diagrams of clues to Spatial Depth in two-dimensional surface (Preble, 1999):



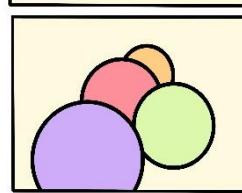
a. Overlap



b. Overlap and diminishing size



c. Vertical placement



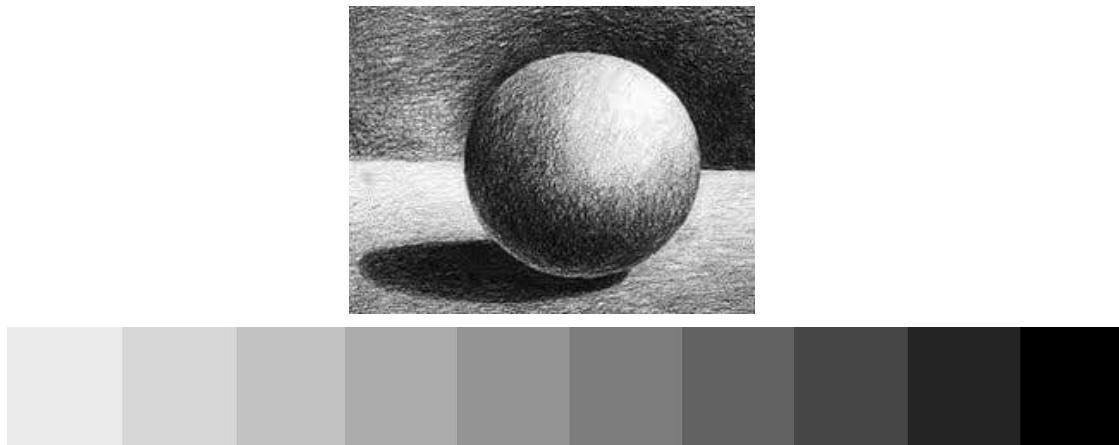
d. Overlap, vertical placement, and diminishing size

Illustrated by: Jasper Etrata, "Clues to Spatial Depth" October 7, 2020

#### 4. VALUE

Value refers to the lightness and darkness of surfaces. It ranges from white to various grays to black. It can be a property of color or an independent element color.

*Chiaroscuro* is the use of gradations of light and shade, in which the forms are revealed by the subtle shifting from light to dark areas. This technique was developed during the Renaissance Period to create an illusion that figures and objects depicted on a flat surface appear as they do in the natural light conditions.



*VALUE SCALE from White to Black*

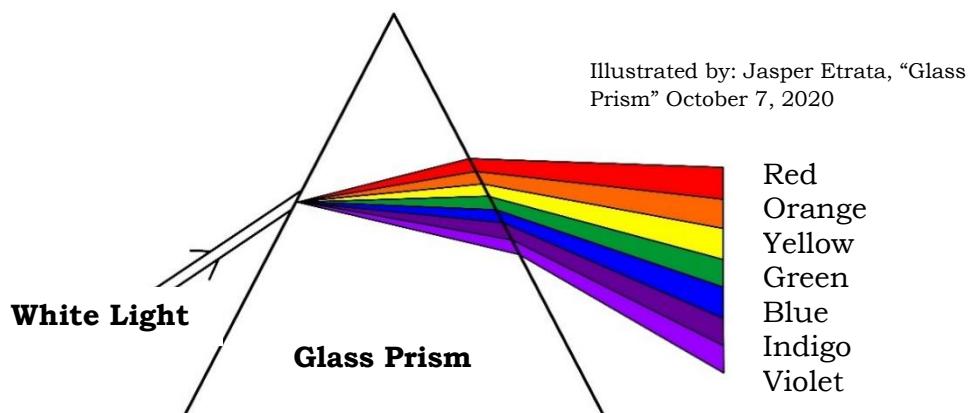
**Source:** Aurelius Jennings, "Value", Pinterest, N.D.  
<https://www.pinterest.ph/pin/424323596117916373/>

#### 5. COLOR

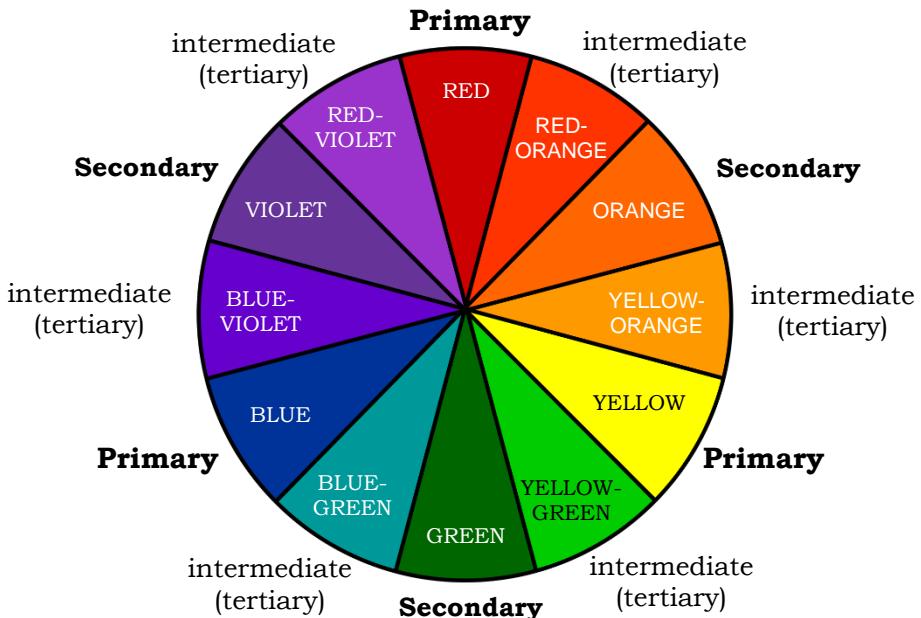
Color is a component of light, affects us directly by modifying our thoughts, moods, actions, and even our health. Color exists only in light, but light itself seems colorless to the human eye. The so-called "color" is the effect on our eyes of light waves of differing wavelengths or frequencies.

##### Properties of a Color

- Hue is a particular wavelength of spectral color to which we give names.
  - In 1666, British scientist Sir Isaac Newton discovered that when the light of the sun passes through a glass prism. It is separated into the bands of colors that make up the visible spectrum. The sequence of the spectral colors is: red, orange, green, blue, indigo, and violet.



- Primary Hues are: Red, Yellow, and Blue
- Secondary Hues are: Orange, Green, and Violet. This is produced by a mixture of primary hues.
- Intermediate Hues are: red-orange, yellow-green, blue-green, and red-violet. Each is located between the primary and the secondary hues of which they are composed.



Illustrated by: Jasper Etrata "Color Wheel" October 7, 2020

Colors affect our feelings about size and distance as well as temperature. Yellow-green and red-violet are the poles dividing the color wheel into cool and warm hues. Cool colors found at the blue-green side of the wheel, while the warm colors at the red-orange side appear to expand and advance.

Objects that appear to be black absorbs all the colors; while objects that appear white reflects all the colors of the spectrum. Black and white are not true colors and their combination. Gray is achromatic, and they are often referred to as neutrals.

- Value refers to the relative lightness and darkness from white through grays and black.



Illustrated by: Abihail A. Agcaoili  
"Value Variation in Red" May 27, 2020

- Intensity, also called saturation, refers to the purity of a hue or color. The pure hue is the most intense form of a given color, the hue at its highest saturation, and the hue in its brightest form.



Illustrated by: Abihail A. Agcaoili,  
"Intensity of Color" May 27, 2020

## **6. TEXTURE**

The textile qualities of surfaces or to the visual representation of those qualities is referred to as texture, in visual arts. Actual textures are those we can feel by touching. Simulated textures are those created to look like something other than pain on a flat surface. Painters simulate texture, while sculptors and architects make use of actual texture.



Illustrated by: Abihail A. Agcaoili, "Paint Texture" May 27, 2020

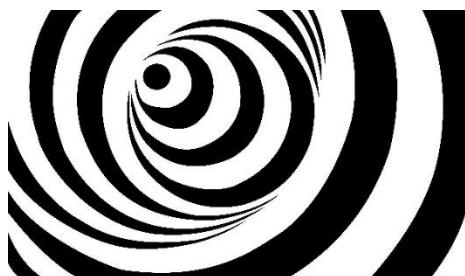
## **7. PERSPECTIVE**

Perspective is a point of view. In visual arts, it can refer to any means of representing three-dimensional objects in space on a two-dimensional surface. It is a system designed to depict the way objects in space appear to the eye. In linear perspective, objects appear smaller at a distance, because parallel lines appear to converge as they recede into the distance, and the last meeting of the lines on the horizon is called the vanishing point.

- TIME AND MOTION
  - Time is nonspatial in which events occur in succession. Our experience of time depends upon the movements we experienced and vice versa. A sense of motion can be created by an actual change in position.
- LIGHT
  - The source, color, intensity, and direction of light greatly affect the way things appear; as light changes, surfaces illuminated by it also seem to change. To suggest the way light reveals form, artists use changes in value.

## ACTIVITY 2

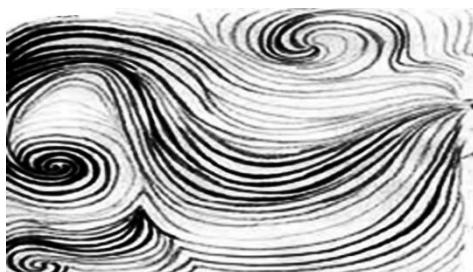
**Directions:** Evaluate the designs below. Try to see what elements of art are applied. Write your answer in your test notebook.



**Source:** KM Claudio, "Elements and Principles of Design", June 8, 2014,

<https://www.slideshare.net/kristinneclaudio/elements-and-principles-of-design-35630187>

1. \_\_\_\_\_



**Source:** Joelle Browning, "The Element of Line",  
<https://www.pinterest.ph/pin/65020788352916138/>

2. \_\_\_\_\_

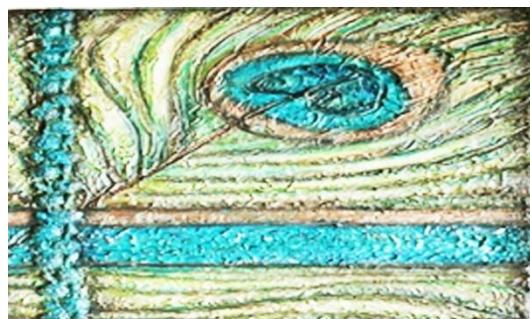


Illustrated by: Abihail A. Agcaoili "Perspective Art" May 27, 2020

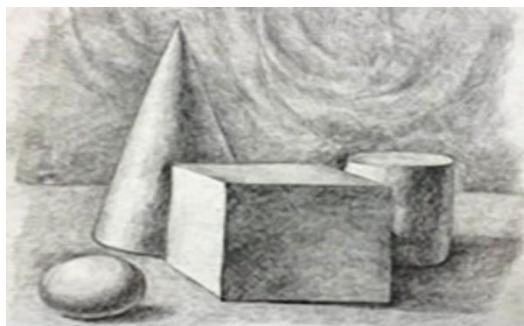


Illustrated by: Jasper Etrata "Primary and Secondary Color Landscape" October 7, 2020

3. \_\_\_\_\_



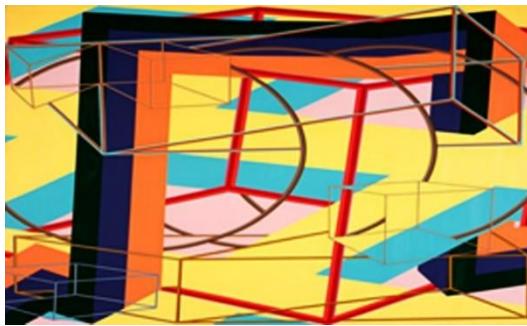
Illustrated by: Abihail A. Agcaoili "Texture" May 27, 2020



Illustrated by: Abihail A. Agcaoili "Still Life" May 27, 2020

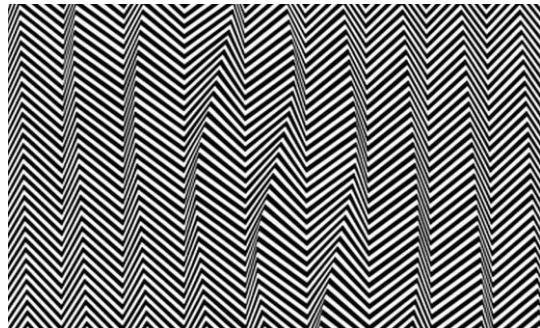
5. \_\_\_\_\_

6. \_\_\_\_\_



Illustrated by: Jasper Etrata "Visual Elements"  
October 7, 2020

7. \_\_\_\_\_



Illustrated by: Abihail A. Agcaoili "Wavy Lines"  
May 27, 2020

8. \_\_\_\_\_



Illustrated by: Jasper Etrata "Mural Painting"  
October 7, 2020

9. \_\_\_\_\_



Illustrated by: Abihail A. Agcaoili "Leaf"  
May 27, 2020

10. \_\_\_\_\_

## **Assessment 1**

Create something beautiful and useful artwork to make your life more meaningful by applying the different principles of design that you have learned concerning the talent that God has given you.

Write your reflection on a sheet of paper.

## **Assessment 2**

**Directions:** Identify the elements of art that are described in each item. Write your answer in your test notebook.

1. This tends to be precise and regular in shape.
2. The visual arts are sometimes referred to like this because most of the art forms are organized in space.
3. They always seem to be moving, and we follow them with our fingers, our gestures, or our eyes.
4. It refers to the lightness and darkness from white through grays to black.
5. Objects appear smaller at a distance because parallel lines appear to converge as they recede into the distance.
6. Artists use this element to heighten the emotional impact.
7. The last meeting of the lines on the horizon.

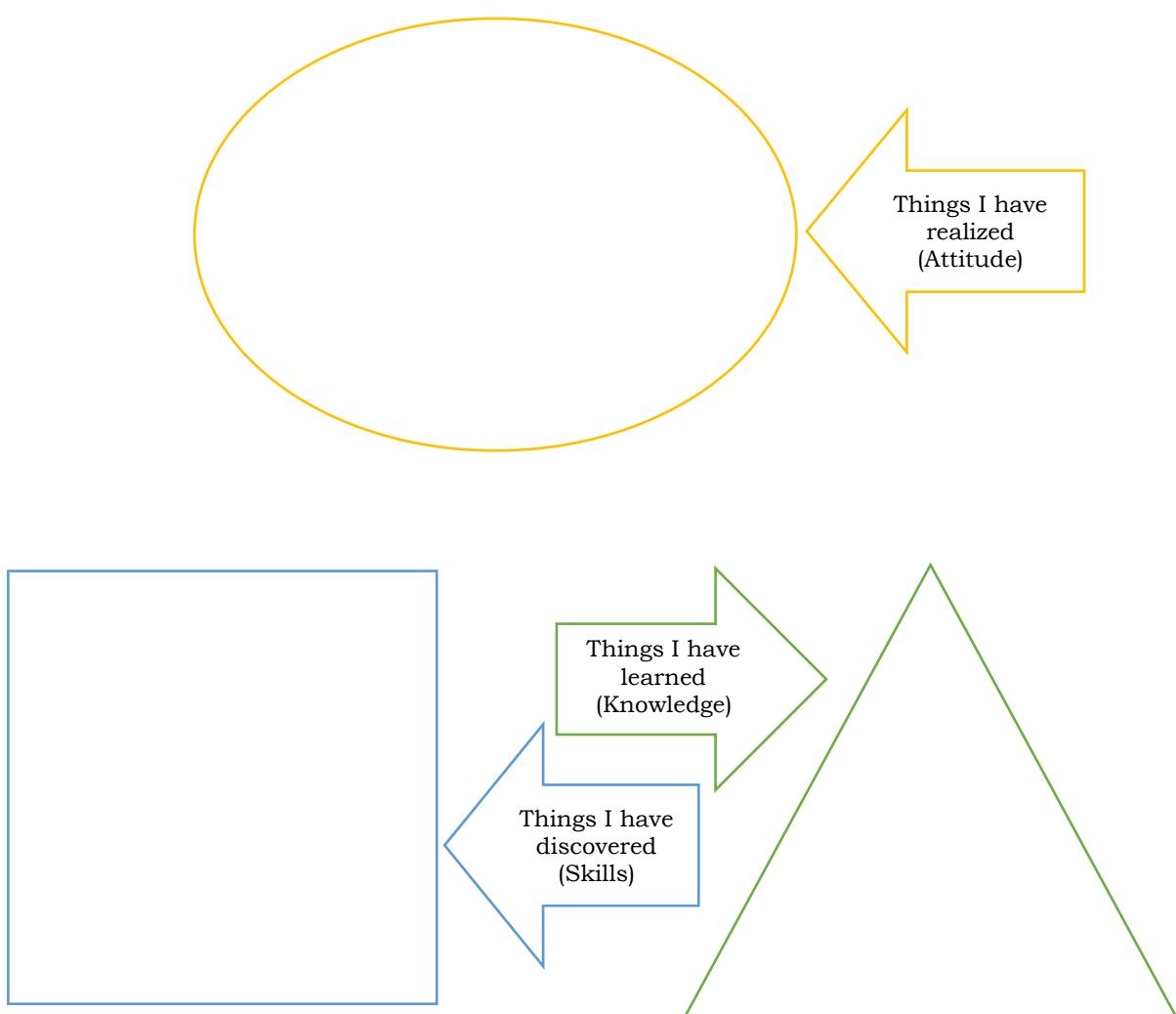
8. A particular wavelength of spectral color.
9. The mixture of two primary hues.
10. The physical bulk of a solid body of material and a three-dimensional area.

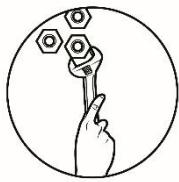


## ***What I Have Learned***

**Directions:**

Below is a "Reflection Weight" that aims to determine what you have realized (the attitudes toward learning), the things that you have discovered (skills that you will cherish to live), and the things you have learned (knowledge that serves as your foundation to stand and keep you going). Fill in each part of the weight and share it with your friends, classmates, or your family.



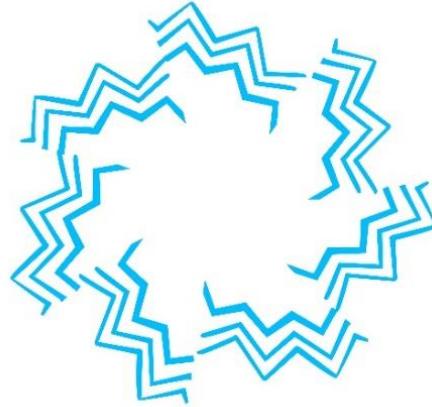


## What I Can Do

**Directions:** Analyze the sample arts below. Identify what principle of design and elements of art is applied.



**Source:** Elizabeth Chapman, "Principles of Design: Pattern An Orderly repetition of an...", <https://www.pinterest.ph/pin/518054763385410528/>



Illustrated by: Abigail A. Agcaoili "Geometric Shape" May 27, 2020

### LET'S DIG MORE!

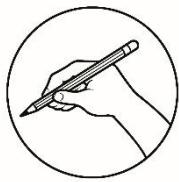
**Directions:** Copy the design and draw it to your paper.

**Materials:** Pencil, eraser, short bond paper or oslo paper.



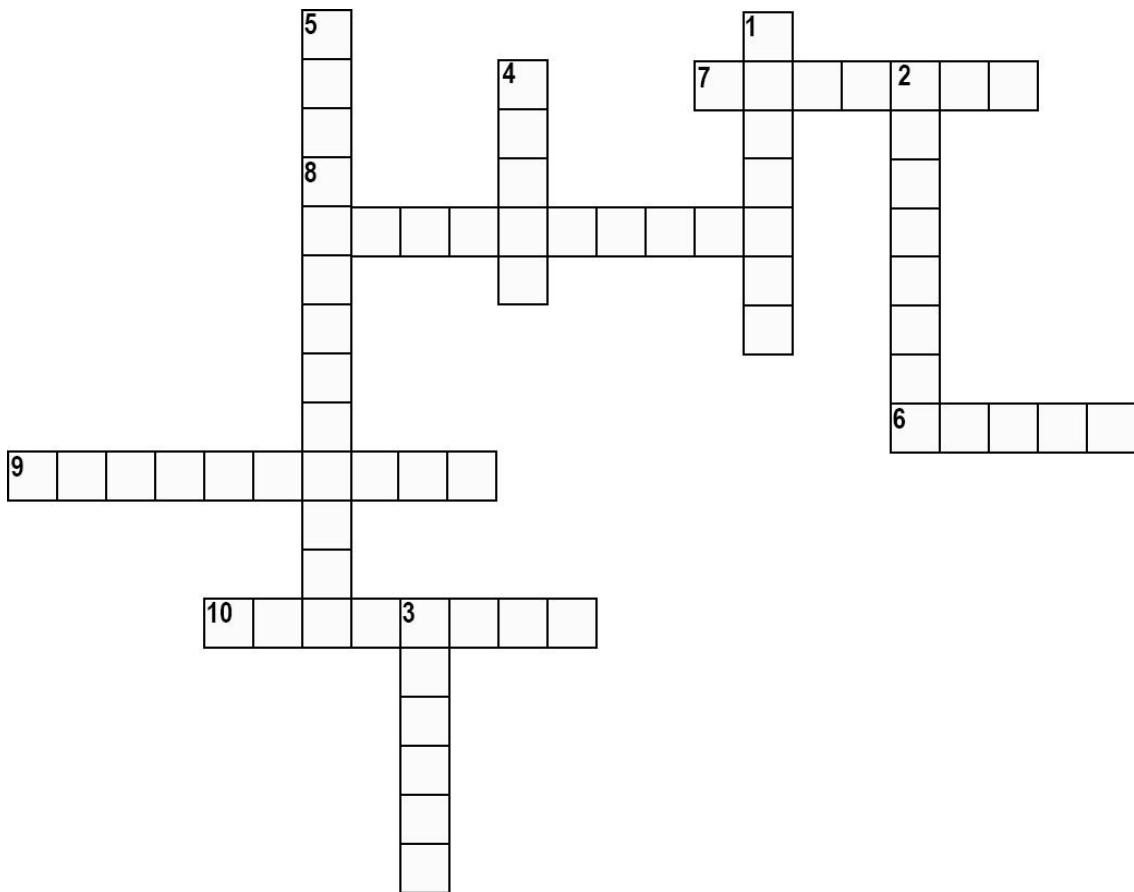
**Source:** North Woods Art "Assignment 2: Whirlwind Principles of Design", <https://northwoodsmnart.weebly.com/principles-of-design.html>

Remember that every person has his/her own God's unique talent! Go out on your world with your passion, embrace your talent, and start loving arts!



## Assessment

**Directions:** Complete the crossword by filling in a word that fits each clue.

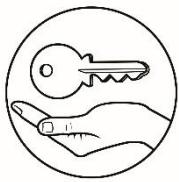


### DOWN

1. The achievement of equilibrium, the condition in which acting influences are held in check by opposing forces.
2. The artist used this principle to draw our attention to an area or areas.
3. In visual art, it is created through the regular recurrence of elements with related variation.
4. It is the appearance or condition of oneness.
5. Neutral areas of lesser interest are created by artists through this principle of design.

### ACROSS

6. It is the relation of one thing to another.
7. It provides diversity and acts as counterbalance to extreme unity.
8. In visual element, this gives a composition, unity, continuity, flow and emphasis.
9. It is the size relationship of parts to a whole.
10. It can be seen in the thick and thin areas of a single brushstroke.

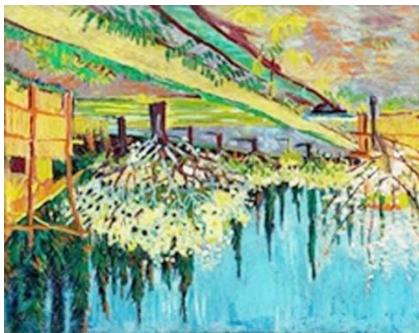


## Answer Key

### What I Know

- A. 1. Unity and Variety  
2. Scale and Proportion  
3. Rhythm  
4. Contrast  
5. Balance  
6. Balance  
7. Contrast  
8. Balance  
9. Contrast  
10. Emphasis and Subordination  
B. Line, Shape, Space, Value, Color, Texture, Perspective

Sample artwork may vary based on the skills and capacity of the students.



### ASSESSMENT 1

### ACTIVITY 1

1. Geometric  
2. Spatial Arts  
3. Line  
4. Value  
5. Linear Perspective  
6. Rhythm  
7. Variety  
8. Repetition  
9. Contrast  
10. Subordination

1. Space  
2. Line  
3. Perspective  
4. Color  
5. Texture  
6. Value  
7. Shape  
8. Line  
9. Perspective  
10. Secondary hues  
11. Vanishing Point  
12. Mass

### ASSESSMENT 2

### ACTIVITY 2

### ASSESSMENT 2

Rubrics for Activities		<b>BASIC REQUIREMENTS</b> <b>(10 pts.)</b>	<b>EXCELLENT</b> <b>(20 pts.)</b>	<b>MET CRITERIA</b> <b>(15 pts.)</b>	<b>Instruction &amp; Concepts</b>	<b>Skills</b> <b>Craftsmanship/</b>	<b>Creativity/ Originality</b>
<b>Criteria</b>	<b>Description</b>						
The art work is planned carefully;	The art work is planned and clearly understood;	The art work is planned and clearly understood;	The art work is planned and clearly understood;	The art work is planned and clearly understood;	The use of concepts is demonstrated in the use of subjective color.	the use of subjective color.	using subjective color.
shows little evidence of understanding;	shows some understanding;	understands some concepts;	understands all concepts;	understands all concepts;	the concepts in the work are clearly demonstrated in the work.	the concepts in the work are clearly demonstrated in the work.	the concepts in the work are clearly demonstrated in the work.
shows little evidence of understanding;	shows average art making skills;	average art making skills and little art making skills;	average art making skills and clear art making skills;	average art making skills and clear art making skills;	attention to control, selection and experimentation;	attention to control, selection and experimentation;	selection and experimentation of medium/media for expressing emotion.
shows minimal art making skills;	shows average art making skills;	art making skills and little art making skills;	art making skills and clear art making skills;	art making skills and clear art making skills;	control, selection and experimentation of medium/media for expressing emotion.	selection and experimentation of medium/media for expressing emotion.	medium/media for expressing emotion.
The art work shows minimal art making skills;	The art work shows average art making skills;	The art work shows average art making skills;	The art work shows average art making skills;	The art work shows average art making skills;	and attention to control, selection and experimentation;	and attention to control, selection and experimentation;	and attention to control, selection and experimentation;
The art work demonstrates craftsmanship;	The art work demonstrates craftsmanship;	The art work demonstrates craftsmanship;	The art work demonstrates craftsmanship;	The art work demonstrates craftsmanship;	and control, selection and experimentation of medium/media for expressing emotion.	and control, selection and experimentation of medium/media for expressing emotion.	and control, selection and experimentation of medium/media for expressing emotion.
The art work demonstrates originality;	The art work demonstrates originality;	The art work demonstrates originality;	The art work demonstrates originality;	The art work demonstrates originality;	and expression and personal expression;	and expression and personal expression;	and expression and personal expression.
The art work demonstrates creativity;	The art work demonstrates creativity;	The art work demonstrates creativity;	The art work demonstrates creativity;	The art work demonstrates creativity;	and personal expression and problem-solving skills.	and personal expression and problem-solving skills.	and personal expression and problem-solving skills.

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**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