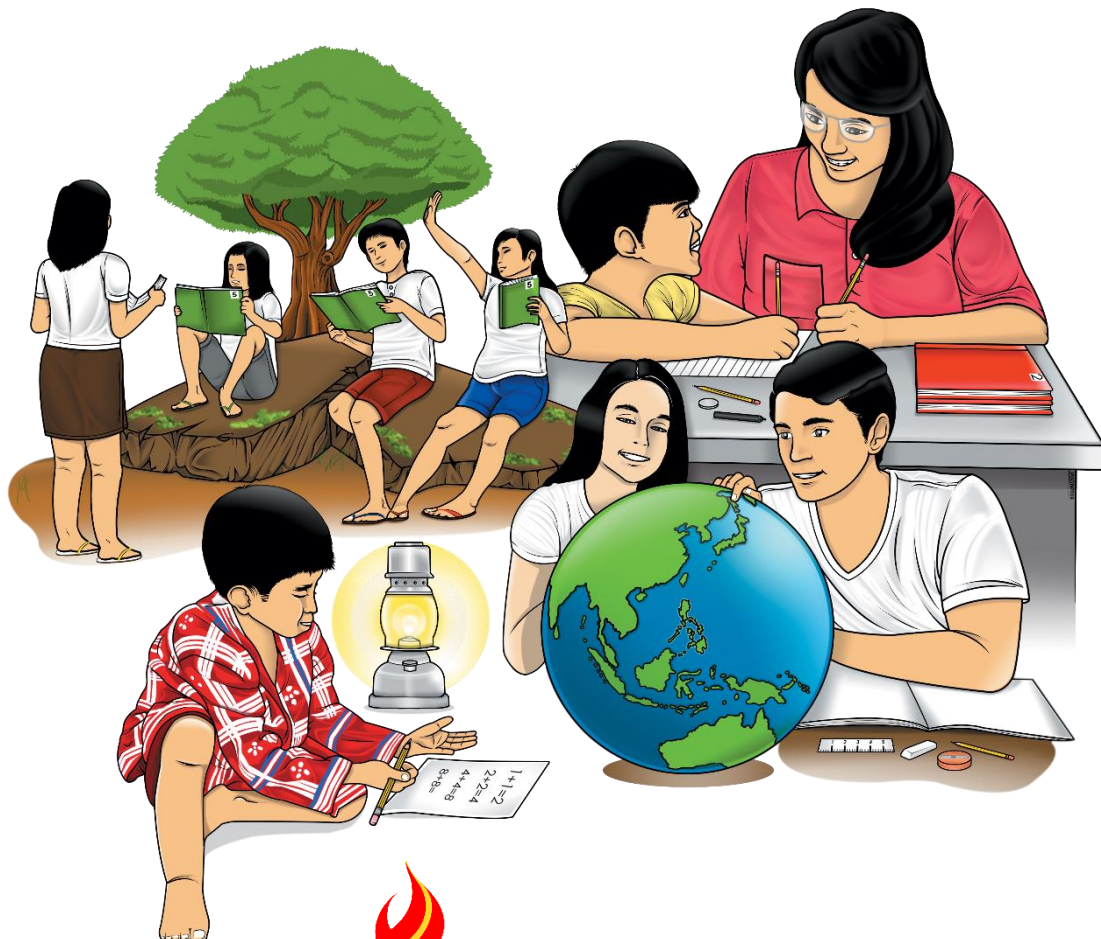


# Arts

## 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**

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# **Arts**

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

# Introductory Message

For the facilitator:

The 3rd module in Arts 7 (Quarter 1) contains information and activities that will lead learners to take a closer look and appreciate the beauty and uniqueness of the sample arts and crafts of Luzon through the analyses of the elements of art present in the designs. As a primer, concepts about the elements of arts are included in this module. The facilitator needs to remind the learners to read and study first the discussions about the elements of arts. Kindly ensure that the learners obtained better understanding about the said topic. Most of the activities in this module involves the analyses of the elements of arts. Please guide your learners in accomplishing all the enticing activities.

This module was patterned on the Blooms' Taxonomy Instructional Design which integrates the Bloom's Taxonomy Model of Learning in every part of the module. Activities and questions are developmental in nature. The facilitator may ask follow- up questions if deemed necessary. Performance task is included in the last part of the module to practice the creativity of learners. Remind the learners to use separate sheets in answering the pretest, self-check exercises, and post test.

For the learner:

Good day! Have you noticed the characteristics of the arts and crafts of Luzon? For today, this module will guide you on how to take a closer look on the designs and appreciate the inner beauty and uniqueness of the arts and crafts from Luzon through the analyses of the elements of art present in the designs. The 3rd module in Arts 7 (Quarter 1) will guide you in analyzing the elements of arts. Before accomplishing the activities, you need to read, review and enhance your knowledge about the elements of arts. You need to realize and appreciate how these sample arts were carefully crafted by skilled artists. Please accomplish all the activities and answer the questions.

This module has the following parts and corresponding icons:



***What I Need to Know***

This will give you an idea of the skills or competencies you are expected to learn in the module.



***What I Know***

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



***What's In***

This is a brief drill or review to help you link the current lesson with the previous one.



***What's New***

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



***What is It***

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



***What's More***

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



***What I Have Learned***

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



***What I Can Do***

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.



***Assessment***

This is a task which aims to evaluate your level of mastery in achieving the learning competency.



***Additional Activities***

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.



***Answer Key***

This contains answers to all activities in the module.

At the end of this module you will also find:

### **References**

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

## 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 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, Kabayan mummies and craftsmen fashion trinkets from precious metals such as gold and silver, and precious and semi-precious stones, pearls, and diamonds of Bulacan.

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

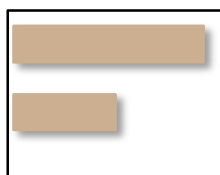
In the first column, write your favorite architecture, sculpture, and everyday objects from Luzon. Describe your chosen artwork. Write your descriptions in the 2nd column. Then, write your explanation on what make the artworks unique. Write your explanation on the 3rd column.

| <b>Artwork</b>        | <b>Description</b> | <b><i>What makes it unique?</i></b> |
|-----------------------|--------------------|-------------------------------------|
| <i>Architecture –</i> |                    |                                     |
| <i>Sculpture –</i>    |                    |                                     |

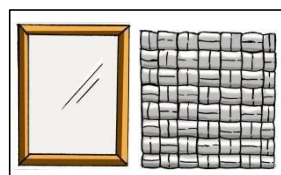
In this module, we will focus on the elements of art as applied in the said artworks from Luzon. You will learn the elements of arts like line, shape, form, value, color, texture, and space, as well as their differences among each other and how artists applied these in their artwork.

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.

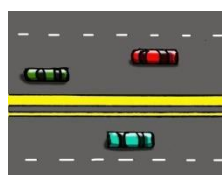
The first element is **line**. A mark drawn by any tool that marks as it moves across a surface. Lines can be: long or short, thick or thin, rough or smooth, dotted, broken or solid.



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.



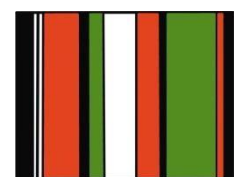
Zigzags



Waves and Curls



Horizontal lines

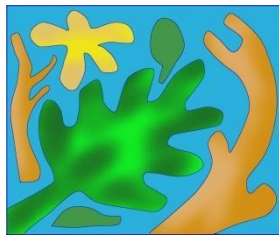


Vertical line



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.

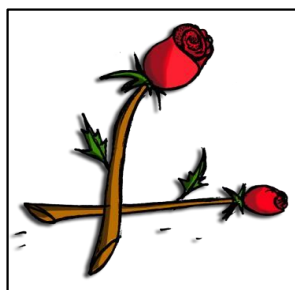
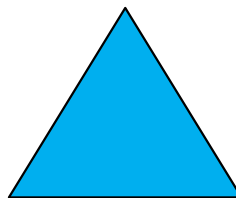
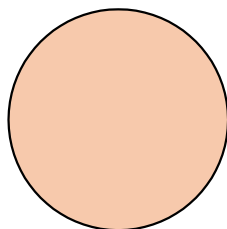


Expressive lines are found in nature and are very organic.

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.

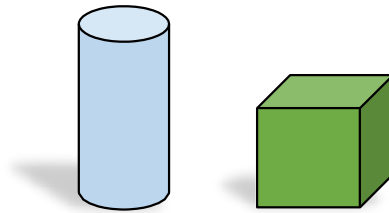
There are two basic types of shape: geometric shapes and organic shapes.

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

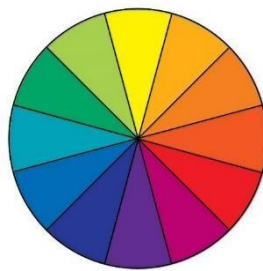


*Organic shapes* have more complicated edges and are usually found in nature.

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

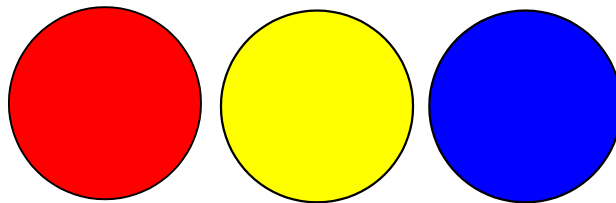


The fourth element is **color**. Color can add interest and reality to artwork. These colors are: **R**ed, **O**range, **Y**ellow, **G**reen, **B**lue, **I**ndigo and **V**iolet ( ROY G BIV).



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:

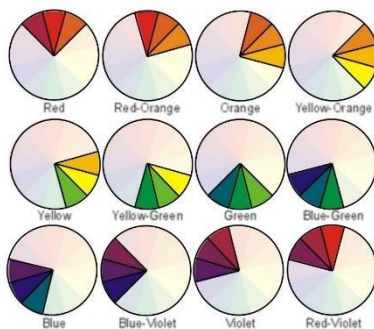
|  |     |  |   |  |
|--|-----|--|---|--|
|  Red    | and |  Yellow | = |  Orange |
|  Red    | and |  Blue   | = |  Violet |
|  Yellow | and |  Blue   | = |  Green  |

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   |

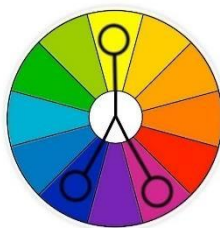
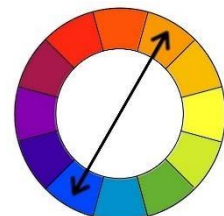
## Color schemes



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

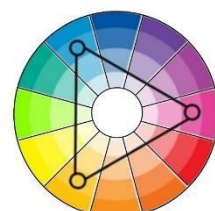
3-4 colors “next-door-neighbors” to each other create an **analogous color scheme**

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



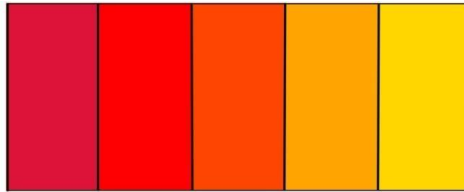
A **split-complementary color scheme** is a harmony of color and that features a base color and two colors on either side of its complement.

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.

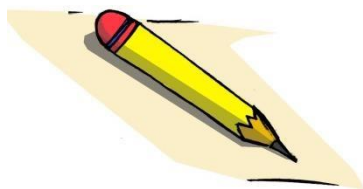


**Cool colors** are those that have Blues, Greens and Violets. Cool colors seem to recede (or go back into) an artwork.



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.



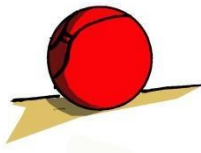
Another element is **value**. Value is the lightness or darkness of a color. Value makes objects appear more real because it imitates natural light. When showing value in a work of art, you will need a light source. A **light source** is the place where the light is coming from, the darkest areas are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



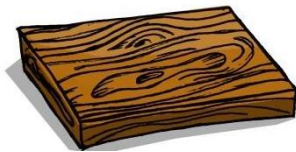
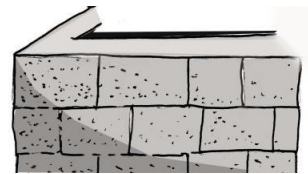
A **tint** is a color plus white.



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.



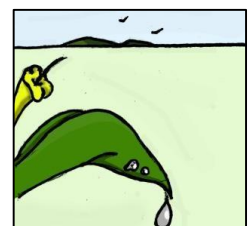
**Implied Texture** is the way the surface of an object looks like it feels. This is the type of texture that artists use when they draw and paint.

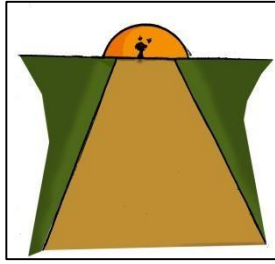
The seventh element is **space**. The distance around, between, above, below, and within an object.

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.

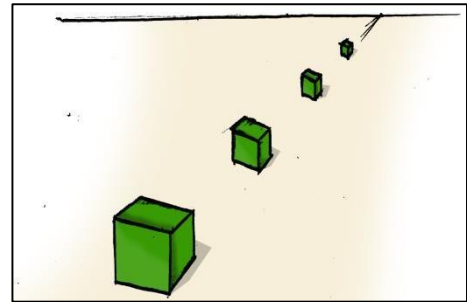
**Shallow space** is used when the artist has objects very close to the viewer.





**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.

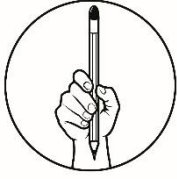
It is easy to say that an artwork is beautiful. You can describe it even in one glance. But, can you notice every single detail of it? Did you pay attention to the line, shape, form, value, color, texture, and space?

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 select arts and crafts of Luzon
3. (highland / low land),
4. reflect on and derive the mood, idea, or message emanating from the given artifact or art object, and
5. appreciate the design by differentiating the elements of arts used.



## ***What I Know***

The following are the elements of arts. Match Column A to their description in Column B.

### **A**

1. Lines
2. Shape
3. Form
4. Color
5. Intensity
6. Texture
7. Space
8. Horizontal lines
9. Vertical Lines
10. Diagonal Lines
11. Constructive Lines
12. Expressive Lines
13. Geometric Shapes
14. Organic Shapes
15. Value

### **B**

- A. generally restful, like the horizon, where the sky meets land.
- B. other lines that are very measured, geometric, directional and angular
- C. shapes that have more complicated edges and are usually found in nature
- D. a shape that has become 3-Dimensional (3-D)
- E. A mark drawn by a tool such as a pencil, pen, or paintbrush as it moves across a surface
- F. tend to be found in nature and are very organic
- G. created when a line becomes connected and encloses space
- H. can add interest and reality to artwork
- I. the lightness or darkness of color
- J. seem to be reaching, so they may seem inspirational like tall majestic trees or church steeples
- K. the actual color, or the identity of a color
- L. tend to be disturbing. They suggest decay or chaos like lightening or falling trees
- M. shapes that have smooth even edges and are measurable
- N. is the brightness or dullness, strength, saturation, purity of colors
- O. the way the surface of an object actually feels
- P. the distance around, between, above, below, and within an object.



## ***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.

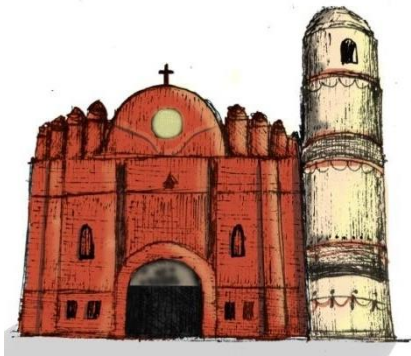
This time, let us analyze the different elements of arts used in some of the arts and crafts of Luzon.



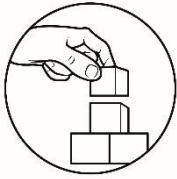


## ***What is It***

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 uses different kinds of line, shape, color, texture, value and space in their textiles. These elements of art makes their product finest.



In architecture, here is the illustration of *Tumauni Church*, a Roman Catholic Parish Church of San Matias Apostol in Isabel, 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

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.

| <b>Elements of Arts</b> | <br><b>Giant Lantern</b> | <br><b>Abucay Church</b> | <br><b>Bul' ul</b> | <br><b>Tattoo</b> |
|-------------------------|--|--|---|---|
| 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/<br>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 accomplish this chart below.

| <b>Artifact/<br/>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***

### **My Reflections**

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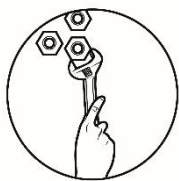
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## Assessment

The following are the elements of arts. Match Column A to their description in Column B.

| A                     | B  |
|-----------------------|--|
| 1. Lines              | A. generally restful, like the horizon, where the sky meets land.                                  |
| 2. Shape              | B. other lines that are very measured, geometric, directional and angular                          |
| 3. Form               | C. shapes that have more complicated edges and are usually found in nature                         |
| 4. Color              | D. a shape that has become 3-Dimensional (3-D)   |
| 5. Intensity          | E. A mark drawn by a tool such as a pencil, pen, or paintbrush as it moves across a surface        |
| 6. Texture            | F. tend to be found in nature and are very organic   |
| 7. Space              | G. created when a line becomes connected and encloses space  |
| 8. Horizontal lines   | H. can add interest and reality to artwork   |
| 9. Vertical Lines     | I. the lightness or darkness of color  |
| 10.Diagonal Lines     | J. seem to be reaching, so they may seem inspirational like tall majestic trees or church steeples |
| 11.Constructive Lines | K. the actual color, or the identity of a color  |
| 12.Expressive Lines   | L. tend to be disturbing. They suggest decay or chaos like lightening or falling trees             |
| 13.Geometric Shapes   | M. shapes that have smooth even edges and are measurable   |
| 14.Organic Shapes     | N. is the brightness or dullness, strength, saturation, purity of colors                           |
| 15.Value              | O. the way the surface of an object actually feels   |
|                       | P. the distance around, between, above, below, and within an object.                               |



## ***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 craft 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.

| <b>CRITERIA</b>                  | <b>10 POINTS</b>   | <b>8 POINTS</b>  | <b>6 POINTS</b>  | <b>4 POINTS</b>  |
|----------------------------------|--|--|--|--|
| Creativity                       | <p>The artwork showed creativity with the following characteristic:</p> <p>a. pictures were properly arranged with appropriate concept and design.</p> <p>b. Designs of the scrap book were originally made by the learner</p> <p>c. descriptions about the elements of arts used were available</p> | <p>The artwork showed creativity, however only 2 characteristics were achieved</p> | <p>The artwork showed creativity, however only 1 characteristic was achieved</p> | <p>The artwork showed minimal creativity however, the prescribed characteristics were not achieved</p> |
| Attractiveness/<br>Craftsmanship | <p>The artwork exhibited attractiveness and craftsmanship with the</p>   | <p>The artwork exhibited attractiveness and craftsmanship, however, only 2</p>     | <p>The artwork exhibited attractiveness and craftsmanship, however, only 1</p>   | <p>The artwork was not attractive</p>  |

| CRITERIA   | 10 POINTS  | 8 POINTS  | 6 POINTS   | 4 POINTS   |
|------------|--|---|--|--|
|            | following characteristics:<br>a. neatness<br>b. look carefully planned<br>c. the design obtained high level of difficulty and complexity | characteristics were met                                  | characteristic was achieved                                |  |
| 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.



## ***Additional Activities***

### **I Got A Filling!**

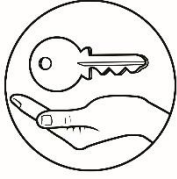
Now you have to think of an architecture or sculpture which is of great historical significance that can be found in your community, be it in the city or province where you live. Then, complete the chart below through filling it in with the correct information needed. Identify the elements present in 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.

| Artifact / Art Object | Present Elements | Mood/Idea/Message |
|-----------------------|------------------|-------------------|
|                       |                  |                   |

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***

### **What I Know / Assessment**

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

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