



9

ARTS

Quarter 1



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The Editors

ARTS

Grade 9

Regional Office Management and Development Team: Job S. Zape, Jr., Leonardo C. Cargullo, Romyr L. Lazo, Fe M. Ong-Ongowan, Lhovie A. Cauilan, Ephraim L. Gibas

Schools Division Office Development Team: : Laura O. Garcia, Chereyna R. Guantia, Ma. Criscel Negosa, Kathreen R. Lontoc, Ma. Angelita R. Flores, Ellen Abejo, Charmaine C. Usita, Celedonio B. Descallar, Myra Lyn T. Bergunio, Allan Medenilla

Arts Grade 9

PIVOT IV-A Learner's Material

Quarter 1

Guide in Using PIVOT Learner's Material

For the Parents/Guardian

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how materials and activities are used in the new normal. It is designed to provide the information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) for English as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and cir-

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to

	Parts of the LM	Description
Parinula Introduction	What I need to know? <i>Alamin</i>	The lesson content and learning objectives will be presented to guide the learners on the learning expectations. The lesson presents the target MELC/s and desired learning outcomes through relevant samples. This will allow the learners to be oriented as to knowledge/content, skills and attitude/values (KSAVs) required.
	What is new? <i>Suriin</i>	This part provides preliminary activity that introduces initial concepts on the learning targets. The activity will allow learners to maximize their initial knowledge as regards knowledge/content, skills and attitude/values required for the lesson. The activity may be conducted or done with the help of learners' parents, guardians and/or housemates.
Pagpapaulad Development	What I know? <i>Subukin</i>	This part includes self-check activity on learner's background knowledge about the target concept. If the learner gets correct answers in all items, he/she may skip the lesson. This portion provides initial assessment on learners' KSAVs. From the results, the activities will revolve on developing their KSAVs on the target content and MELCs and/or enabling competencies.
	What is in? <i>Tuklasin</i>	In this portion, activity focusing on learners' background KSAVs and the discussion of content shall be bridged. The activity will help the learners in providing initial background on the KSAVs to be developed with the help of the content to be discussed in <i>What is it?</i>
	What is it? <i>Pagyamanin</i>	Concept presentation is important in the Development phase. In here, target concepts before providing activities or vice versa will be presented. The presentation of concepts will be helpful in bridging the gaps between what the learners know and have to know. The actual lesson presentation will be done in this portion.

Elements and Principles of Arts in Western and Classical

I

Lesson

This lesson was designed and written with you in mind. It is here to help you master the Elements and Principles of Art style in Western and Classical Arts. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course.

D

Learning Task 1: ELEMENTS and PRINCIPLES of ARTS

Have you ever looked at an artwork and wondered how the artist decided to begin making it? All art, whether two dimensional like a painting or three dimensional like a sculpture, contains one or more of the elements and principles.

A. To figure out the elements and principles of art, Arrange the jumbled letters to form the correct word.


- | | |
|-------------------|--------------------|
| 1. INLE _____ | 8. PEHAS _____ |
| 2. LANCBEA _____ | 9. TRACONST _____ |
| 3. ROLOC _____ | 10. SISPHAME _____ |
| 4. VEMONEMT _____ | 11. EULVA _____ |
| 5. ROMF _____ | 12. TERNPAT _____ |
| 6. MHTYHR _____ | 13. XTETERU _____ |
| 7. CEPASA _____ | 14. INUTY _____ |





B. Based from your answer in **Activity A**, Write the words according to their proper classification.



ELEMENTS	PRINCIPLES

Elements of Art

These are basic elements that are used by artist in creating art; they are what you use to create an aesthetically pleasing work. When we make *art*, we need to understand and apply these seven elements of art. (EUROAMERICAN SCHOOL OF MONTERREY by MS. GABI MARÍ DE SERNA'S ART CLASS!)


 <p data-bbox="256 1818 823 1850">The Shaft of a Dead Man (Cave of Lascaux)</p>	<p data-bbox="863 1357 932 1379">LINE</p> <p data-bbox="863 1406 1390 1473">A mark made by a tool such as a brush, pen or stick; a moving point.</p>
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 <p>Pyramid of Giza</p>	<p>SHAPE</p> <p>A flat, enclosed area that has two dimensions, length and width. Artists use both geometric and organic shapes.</p>
 <p>Lady and the Unicorn of Tapestry 1506-1513</p>	<p>COLOR</p> <p>Is one of the most dominant elements. It is created by light. There are three properties of color; Hue (name) Value (shades and tints,)and intensify (brightness.)</p>
 <p>Judgement of Paris (370-330B.C.)</p>	<p>VALUE</p> <p>Degrees of lightness or darkness. The difference between values is called value contrast.</p>
 <p>Queen Nefertiti, painted limestone 18th Dynasty, 1375-1357 BC</p>	<p>FORM</p> <p>Objects that are three-dimensional having length, width and height. They can be viewed from many sides. Forms take up space and value.</p>

 <p>Venus of Willendorf 28,000 B.C.E. – 25,000 B.C.E</p>	<p>TEXTURE</p> <p>Describes the feel of an actual surface. The surface quality of an object; can be real or implied.</p>
 <p>Tomb of the Diver, Paestrum 480 BCE</p>	<p>SPACE</p> <p>Is used to create the illusion of depth. Space can be two-dimensional, negative and/ or positive.</p>

Principles of Art

These are the standards or rules to be observed by artist in creating works of Art; they are how to create and organize Artwork. When elements are utilized with the principles in mind, outstanding artwork is created. (*EUROAMERICAN SCHOOL OF MONTERREY by MS. GABI MARÍ DE SERNA'S ART CLASS!*)

 <p>Rose Window from the North transept</p>	<p>BALANCE</p> <p>A distribution of visual weight on either side of the vertical axis. Symmetrical balance uses the same characteristics. Asymmetrical uses different but equally weighted features.</p>
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Egyptian painting (small vs. Large figures)

CONTRAST

The arrangement of opposite elements (light vs. dark, rough vs. smooth, small vs. large, etc...) in a composition so as to create visual interest.



Court of the Empress Theodora

EMPHASIS

Uses to make certain parts of an Artwork stand out. It creates the center of interest or focal point. It is the place in which an Artist draws your eye to first.



Myron the Discobolus 450 BC

MOVEMENT

How the eye moves through the composition; leading the attention of the viewer from one aspect of the work to another. Can create the illusion of action.



Griffin and Arimaspians- Ancient Greek Painting

PATTERN

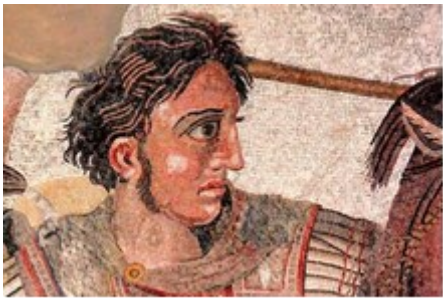
The repetition of specific visual elements such as a unit of shape or form. A method used to organize surfaces in a consistent regular manner.



Villa of Mystery

RHYTHM

Regular repetition of, or alternation in elements to create cohesiveness and interest.



MOSAIC of Head of Alexander

UNITY

Visually pleasing agreement among the elements in a design. It is the feeling that everything in the work of Artworks together and look like it fits.

E

Learning Task 2: Write the correct elements or principles of art on the illustrations below. Choose from the options in the box. Write your answer on the space provided.

LINE	VALUE	EMPHASIS	UNITY	SHAPE
SPACE	BALANCE	MOVEMENT	PATTERN	FORM

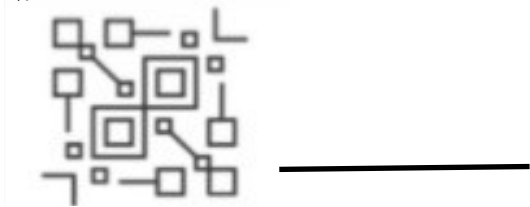
1.



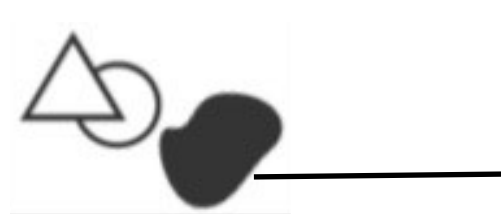
6.



2.



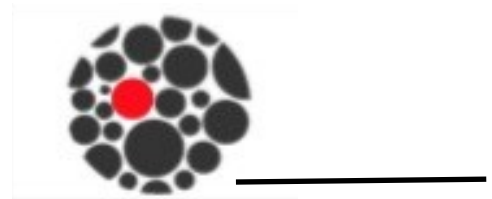
7.



3.



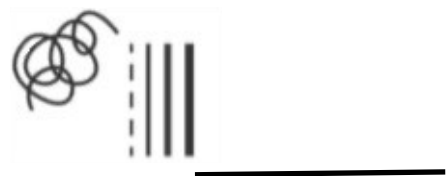
8.



4.



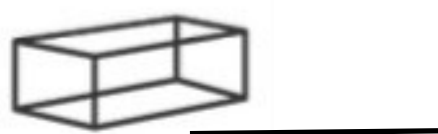
9.



5.



10.



Learning Task 3: Identify Me! Identify what elements or principles of art are used in the following artworks. Write your answers in your notebook.

A.



B.



C.



D.



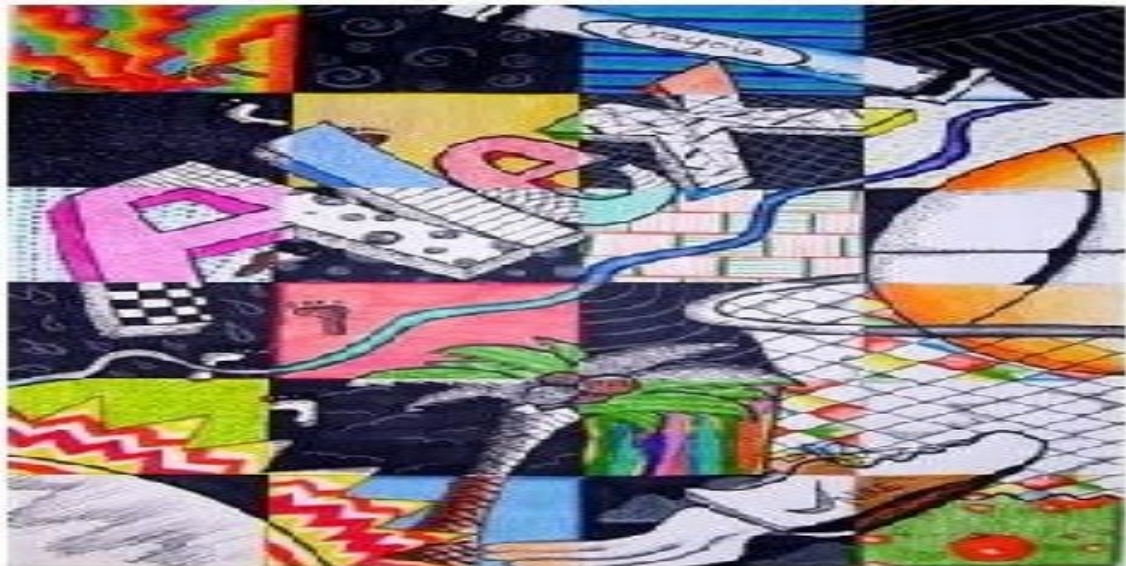


Learning Task 4: How to draw Batik design. Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. An element of design that appears three-dimensional and encloses volume such as a cube, sphere, pyramid, or cylinder.
 - a. Shape
 - b. Form
 - c. Value
 - d. Space
2. It deals with the parts of a design that are meant to stand out.
 - a. Contrast
 - b. Unity
 - c. Emphasis
 - d. Movement
3. The surface quality of an artwork usually perceived through the sense of touch. It can also be implied, perceived visually though not felt through touch.
 - a. Texture
 - b. Value
 - c. Form
 - d. Color
4. It is a combination of elements repeated, but with variations.
 - a. contrast
 - b. pattern
 - c. balance
 - d. rhythm
5. An art element with three properties: hue, value, and intensity. Also, the character of surfaces created by the response of vision to wavelengths of reflected light.
 - a. Line
 - b. Form
 - c. Texture
 - d. Color

Learning Task 5: Using the rubric below make an artwork having your name inside the box using the different elements and principles of art.

Example:



CRITERIA	2	4	6	10	Total
Elements and Principles of Art	Limited evidence of use of elements and principles of art resulting in limited craftsmanship in finished piece.	Some evidence of use of elements and principles of art resulting in satisfactory craftsmanship in finished piece.	Considerable evidence of use of elements and principles of art resulting in good craftsmanship in finished piece.	Excellent evidence of use of elements and principles of art resulting in a high degree of craftsmanship in finished piece.	
Planning, Organization and Use of Materials	Limited evidence of planning and organization during the creative process. Materials were either not used properly or adequately.	Some evidence of planning and organization during the creative process. Materials were used adequately.	Considerable evidence of planning and organization during the creative process. Materials were used well.	Thorough evidence and planning and organization during the creative process. Excellent use of materials.	
Effort	Limited effort shown during activity. Piece is incomplete	Some effort shown during activity. Piece is complete but lacks precision and care.	Considerable effort shown during activity. Piece is complete and shows evidence of care and thought.	A high degree of effort shown during activity. Piece is complete and show evidence of creative and unique care and thought.	

Characteristics of Arts in Western and Classical Period

I

Lesson

This module was designed and written with you in mind. It is here to help you master the different characteristics of arts in Western and Classical Arts. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course.

D

Learning Task 1: Find the fifteen words that are connected to the Western Classical Arts. Write your answers in your notebook.

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

Characteristics:

Pre-historic drawings of animals were usually correct in proportion and native to its region.

Artist/s:

These paintings may be more an artefact of the archaeological evidence than a true picture of humans' first created art.

Example: Lascaux cave paintings, Paleolithic era
Cave of Lascaux, 15000-10000 B.C. – Stone Age

Egyptian Period

Characteristics:

Highly stylized, symbolic, and shows profile view of an animal or a person
Main colors: red, black, blue, gold, and green

Hieroglyphics—a system of writing using picture symbols used in ancient Egypt.

Artist/s:

In this period, it is not stated who is/are the artist/s involved in Egyptian painting but there are slave laborers, well-paid and highly respected workers that are responsible for implementing the Pharaoh's visions. When it comes to the tomb, it was the painter's task to preserve the dead individual's spirit.

CLASSICAL ERA 2, 000 BC – 400 BC; Greek Period and Roman Period

Greek Period

Characteristics:

Its development is naturalistic but idealized depictions of the human body, in which largely nude male figures were generally the focus of innovation.

It shows Linear perspective and Naturalistic representation.

Artist/s:

The most famous of all ancient Greek painters was Apelles of Kos, whom Pliny the Elder lauded as having "surpassed all the other painters who either preceded or succeeded him.

Examples: Amphora, example of a red-figure vase

Roman Period

The famous and distinctive style of Greek vase-painting with figures depicted with strong outlines, with thin lines within the outlines, reached its peak from about 600 to 350 BC, and divides into the two main styles, almost reversals of each other, of black-figure and red-figure painting, the other colour forming the background in each case.

Kerch Style – also referred as **Kerch Vases** are red, figured pottery

PANEL PAINTING

Paintings flat panels of wood. It can be either small, single pieced or several panels joined together depicted figural scenes, including portraits and still-life.

Example: Pitsa Panel

Archaic period, 540 B.C.

TOMB/ WALL PAINTING

Sharp, flatly outline style of painting, depicts symposium scene on the wall.

Example : Tomb of the Diver, 470 BC,

In tomb paintings, artists rely on the shade and hues of paint to create depth and life-like feeling.

Most common Methods of Painting

1. *Fresco* – water base pigments on a freshly applied plaster on walls. Ideals for durable and style.
2. *Encaustic* – developed by Greek ship builders, used *hot wax*.

Characteristics:

“Classical”, or “Classicizing,” when used in reference to Roman art refers broadly to the influences of Greek art from the Classical and *Hellenistic (relating to or a characteristic of the classical Greek Civilization from the death of Alexander the Great to the accession of Augustus) periods (480-31 B.C.E.)*

Classicizing elements include the smooth lines, elegant drapery, idealized nude bodies, highly naturalistic forms and balanced proportions that the Greeks had perfected over centuries of practice.

The subject matter ranged from busts of important ancestors to mythological and historical scenes, still life, and landscapes—all to create the idea of an erudite patron steeped in culture

Example: “Battle of Alexander and Darius at Issus,” detail of the Roman mosaic done in the *opus vermiculatum* technique, from the Casa del Fauno, Pompeii, late 2nd century BC.

Artist/s:

We don't know much about who made Roman art. Artists certainly existed in antiquity but we know very little about them, especially during the Roman period, because of a lack of documentary evidence such as contracts or letters. What evidence we do have, such as Pliny the Elder's *Natural History*, pays little attention to contemporary artists and often focuses more on the Greek artists of the past. As a result, scholars do not refer to specific artists but consider them generally, as a largely anonymous group.

MEDIEVAL ERA 400 BC – 1, 400 AD; Byzantine Period, Romanesque Period and Gothic Period

Byzantine Period

MOSAIC—This technique is used for decorative art or interior decorations.

Characteristics:

A convincing image of reality, presented figures with direct gazes that were meant to spiritually engage the viewer.

Example: Justinian I, detail of a 6th-century mosaic
at the church of San Vitale, Ravenna, Italy

Characteristics:

The figures are posed frontally in a distinct figurative style, with all thin bodies, tiny feet pointed forward, oval faces and huge eyes, and without any suggestion of movement.

Examples: Empress Theodora, detail of a wall mosaic, 6th century; in the church of San Vitale, Ravenna, Italy.

Romanesque Period

Characteristics:

They were inside of the churches and they were like a book for the people who were not able to read. They were not realistic. They were rigid and schematic and they did not have background landscapes. They were painted in bright colours to attract the attention of the people.

Mural paintings

‘Mural’ is derived from the Latin word *‘murus’* which means wall. It can be defined as any piece of artwork painted or applied directly onto a wall, ceiling or other larger permanent surfaces, flat, concave or convex, to be precise.

The walls of the apse were very common.

Techniques Frescoes and Temper

Flat Drawing

Lack Perspective

Elongated Body Part

Use of Black color to outline figure

Religious, Bring out message of stories of old and New Testaments

Hierarchy shown by gradual decrease in sizes

Eyes are wide open

According to areas under Romanesque there is little change in paintings.
Uses bright and intense colors (Red, Yellow, Orange, Blue)

Example: “Jesus Christ Pantocrator,” detail

from Deesis mosaic in Hagia Sophia 1261

Artist/s: Master of Taüll

Originally, the fresco covered by the apse of the church Saint Clement de Taüll in Vall de Boi in California. Consecrated in 1123, the Basilica, with three naves and the Byzantine influenced seven story bell tower, was known for its exceptional interior murals, all considered to be the work of the Master of Taüll. Overtime many of the murals were damaged but those remaining, including Christ Pantocrator, were transferred to canvas for exhibition at the National Museum of Catalonia. This fresco a number of 20th century Spanish artists, including Francis Pacabia and Pablo Picasso, who kept a poster of it in his studio. (Fresco – Museu Nacional d’Arte de Catalunya, Barcelona, Spain)

Gothic Period

Stained Glass – a colored glass used to form decorative or pictorial designs

- a glass colored or stained (as by fusing metallic oxides into it) for decorative applications (as in window)

Example: The North Rose window of Chartres Cathedral,
France, 1190-1220 CE.

Characteristics:

Elaborated for decorative effect

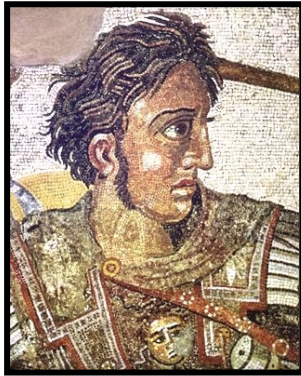
its emphasis on elegance, delicate detail, soft facial expressions, and smooth forms

Illustrating stories of the bible and conveying moral meaning

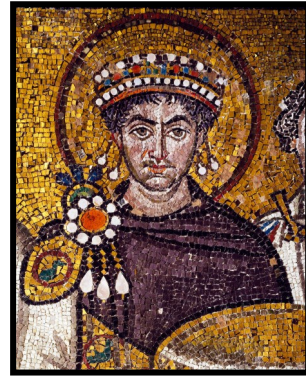
Emphasized the rose window’s radial effect, exaggerating the petal-like shapes radiating from the center into the “rays” of colored glass

E

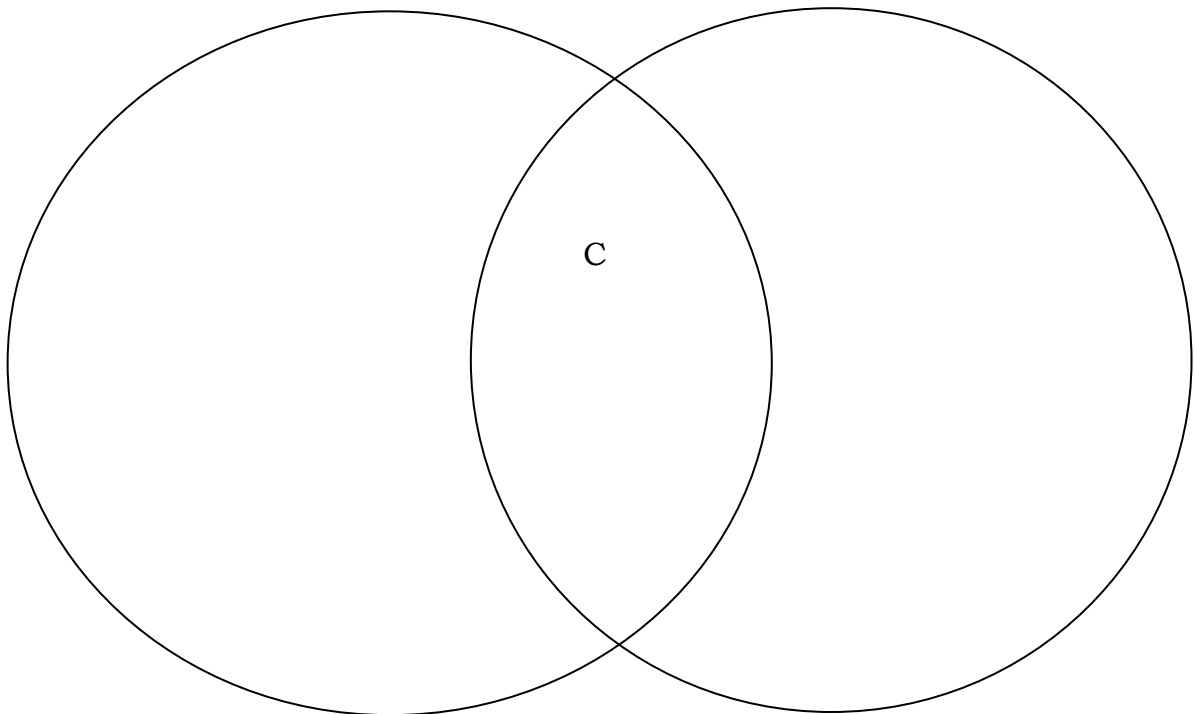
Learning Task 2: Complete the Venn diagram below as you identify the classifications of each painting. In letter C, put the similarities of the two paintings.



A



B



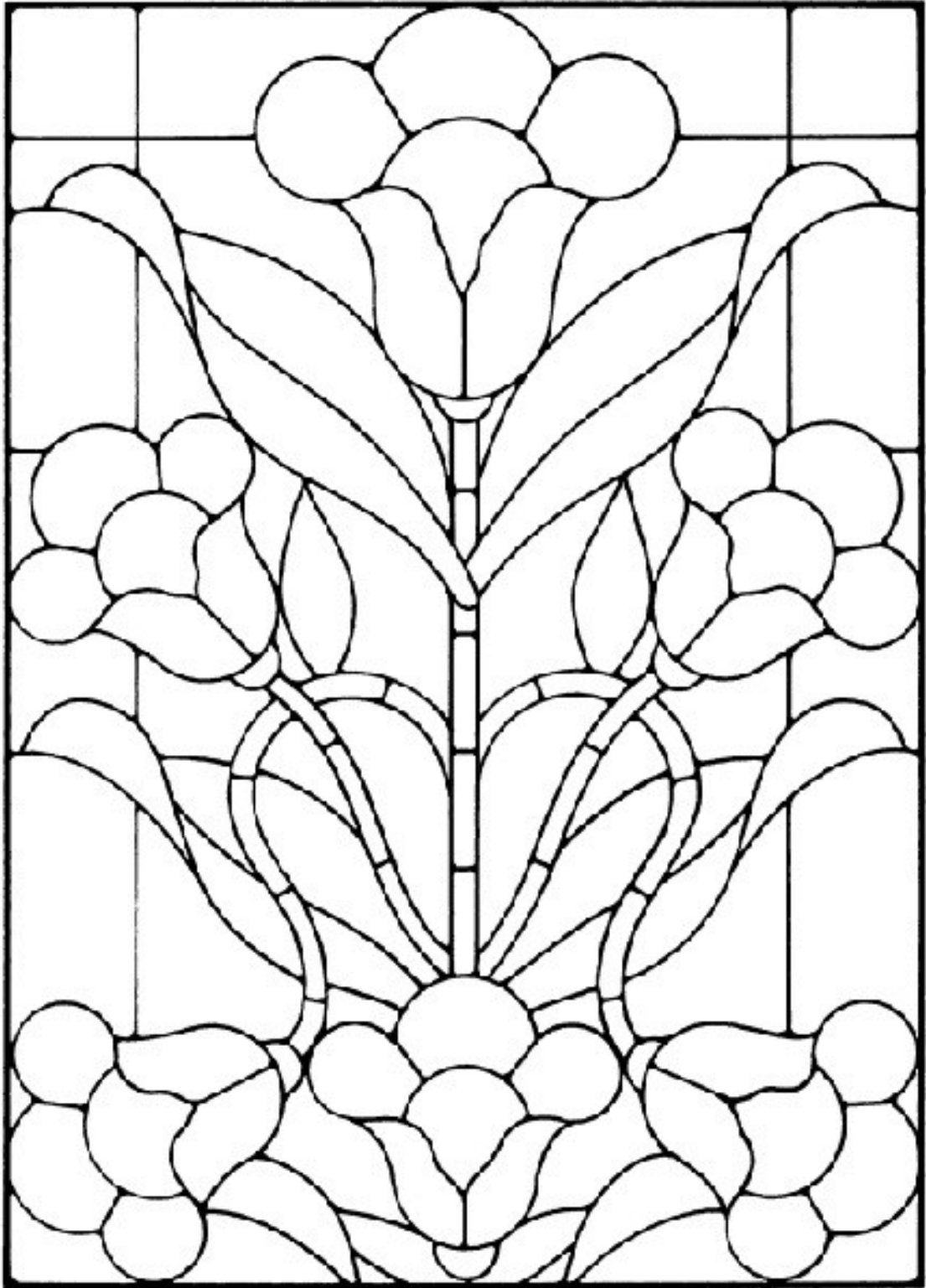


Learning Task 3: TRUE or FALSE: Write the word **TRUE** if the statement is correct and **false** if it is incorrect. Write your answer on your Activity Notebook.

- _____ 1. Egyptian painting was usually highly stylized, symbolic, and shows profile view of an animal or a person.
- _____ 2. Roman vase-painting with figures depicted with strong outlines, with thin lines within the outlines.
- _____ 3. In tomb paintings, artists rely on the shade and hues of paint to create depth and life-like feeling.
- _____ 4. Kerch Vases are red, figured pottery.
- _____ 5. Hellenistic elements include the smooth lines, elegant drapery, idealized nude bodies, highly naturalistic forms and balanced proportions that the Greeks had perfected over centuries of practice.
- _____ 6. Calligraphy a system of writing using picture symbols used in ancient Egypt.
- _____ 7. Greek painting shows a linear perspective and naturalistic representation.
- _____ 8. Romanesque paintings were found inside of the churches and they were like a book for the people who were not able to read.
- _____ 9. Kerch style vase paintings depicted figural scenes, including [portraits](#) and still-life.
- _____ 10. Encaustic method was developed by Greek ship builders, used *hot wax*.
- _____ 11. Mosaic can be defined as any piece of artwork painted or applied directly onto a wall, ceiling or other larger permanent surfaces, flat, concave or convex, to be precise.
- _____ 12. Egyptian painting used main colors are red, black, blue, gold, and green.
- _____ 13. Mural painting is a colored glass used to form decorative or pictorial designs.
- _____ 14. Stained glass is an art process where an image is created using an assemblage of small pieces of colored glass, stones, or other materials.
- _____ 15. Fresco water base pigments on a freshly applied plaster on walls

Learning Task 4: Coloring Stained Glass Window Design!

A fun way to practice fine motor and pencil control skills. Let your creativity flourish by coloring the stained glass window design provided below.



2

Art Elements and Principles of Sculpture in Western and Classical Period

I

Lesson

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D

Learning Task 1: Twist and Double Match: Arrange the jumbled letters in **Column A** to form the period they belong then connect them to the statement in **Column B**, and to their pictures in **Column C**. Do this in your notebook.

COLUMN A

1. REKEG

2. TYEGP

3. QUEMANRONES

4. PER TOHISCIR

5. ZANBETINY

COLUMN B

a.) she symbolized a goddess of fertility

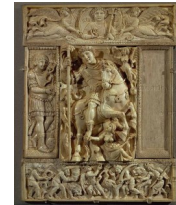
b.) Discus thrower, an ancient Greek statue

c.) The military victory of the emperor with the victory of Christianity

d.) A grown woman with a harmonic and balanced Beauty

e.) Jesus at the center portrayed as powerful, ideal, and balance

COLUMN C



B.



C.



D.



E.



PIVOT 4A CALABARZON

ANCIENT ERA 1,500, 000 BC- 2, 000 BC; Pre- Historic Period and Egyptian Period

Pre - Historic Period



Venus of Willendorf

Venus figurine dating to 28,000–25,000 BCE

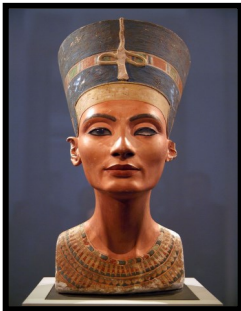
Mood:

- Intimate; sentimental - meaningful, totem-like, passed through generations

Idea/Message:

- There are a few ideas about what this figurine was. The first, is that she symbolized a goddess of fertility with her enlarged genitals, and the red orche symbolized the life giving menstrual blood. The second idea is that she served as a good luck charm.

Egyptian Period



Bust of Queen Nefertiti

Mood:

- The Nefertiti of the infamous sculpture dons her signature cap crown, an extravagant royal blue headdress with a golden diadem band and elaborated signs, which suggest a power embellished by an elegant aesthetic.

- Beneath it, her face—symmetrical, poised, and objective in its beauty—is a reminder of the allure that has made the bust of Nefertiti one of the world’s most enduring artworks.

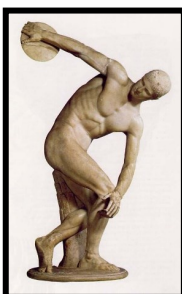
Idea/Message:

- She is shown as a grown woman with a harmonic and balanced beauty which is not disturbed by the slight folds under the eyes and chin as well as the slightly sunk cheeks.

CLASSICAL ERA 2, 000 BC – 400 BC; Greek Period and Roman Period

Greek Period

Mood:



- The *Discobolus* is involved in a demanding situation; his face and body are unusually relaxed and composed. His head is turned towards his sporting equipment (but in some restorations he is “wrongly” looking ahead).

Discobolus, discus thrower, an ancient Greek statue made by Myron on Classical Period (5th Century BC)

Idea/Message:

- It shows an athlete – naked, refined and eternally youthful – seemingly captured in the moment before releasing the discus. In fact, limbs and torso are artificially arranged to correspond with Greek ideas of balance and rhythm in a composition which is pleasing from one viewpoint only.

Over the centuries, notes Dr. Ian Jenkins (**'The Many Sides of Myron's Discobolus', June 2012, the British Museum**), a curator at the British Museum and expert in ancient Greek sculpture, the statue has acquired many mean

Idea/ Message:

The composition focuses on the progress of a Roman horseman, depicted in the guise of a universal victor, in a melée of soldiers, spears and horses; the Romans are delivering savage blows, devastat

Byzantine Period

Mood:



The Portonaccio Sarcophagus
180-190 BCE

- The ivory shown here depicts a triumphant emperor. Given to Cardinal Barberini by Nicolas Claude Fabri de Peiresc in the early seventeenth century, the Barberini Ivory must already have been in Provence by the seventh century: on the back is a list of Barbarian kings and officials of the region.

MEDIEVAL ERA 400 BC – 1, 400 AD; Byzantine Period, Romanesque Period and Gothic Period



Barberini Diptych
(c.500-550)

- The message of the work was also innovative as it combined the military victory of the emperor with the victory of Christianity, employing two angels carrying an image of Christ rather than the Roman era's use of a pair of winged Victories. As art historian Ernst Kitzinger wrote, "Christ makes his appearance in heaven at the moment in which the emperor stages his triumphal adventus on earth. It is a graphic depiction of the harmony between heavenly and earthly rule."

Idea/Message:

- The message of the work was also innovative as it combined the military victory of the emperor with the victory of Christianity, employing two angels carrying an image of Christ rather than the Roman era's use of a pair of winged Victories.

Idea/Message:

- The message of the work was also innovative as it combined the military victory of the emperor with the victory of Christianity, employing two angels carrying an image of Christ rather than the Roman era's use of a pair of winged Victories.

Romanesque Period

Mood:



- A semicircular space above the main entrance of the church. As a result, everyone would see it whenever they came to church services.

- The message it sends is clear and tellingly harsh. We see Jesus at the center portrayed as powerful, ideal, and balanced. On the left we see angels helping to push lucky souls up into Heaven looking elongated and otherworldly.

Gothic Period



Mood:

- Mary reclining in bed surrounded by the apostles who grieve, pray, and in late medieval art perform the rite for the dying.

Death of the Virgin, tympanum of the south transept portal, Strasbourg Cathedral, n. 1220

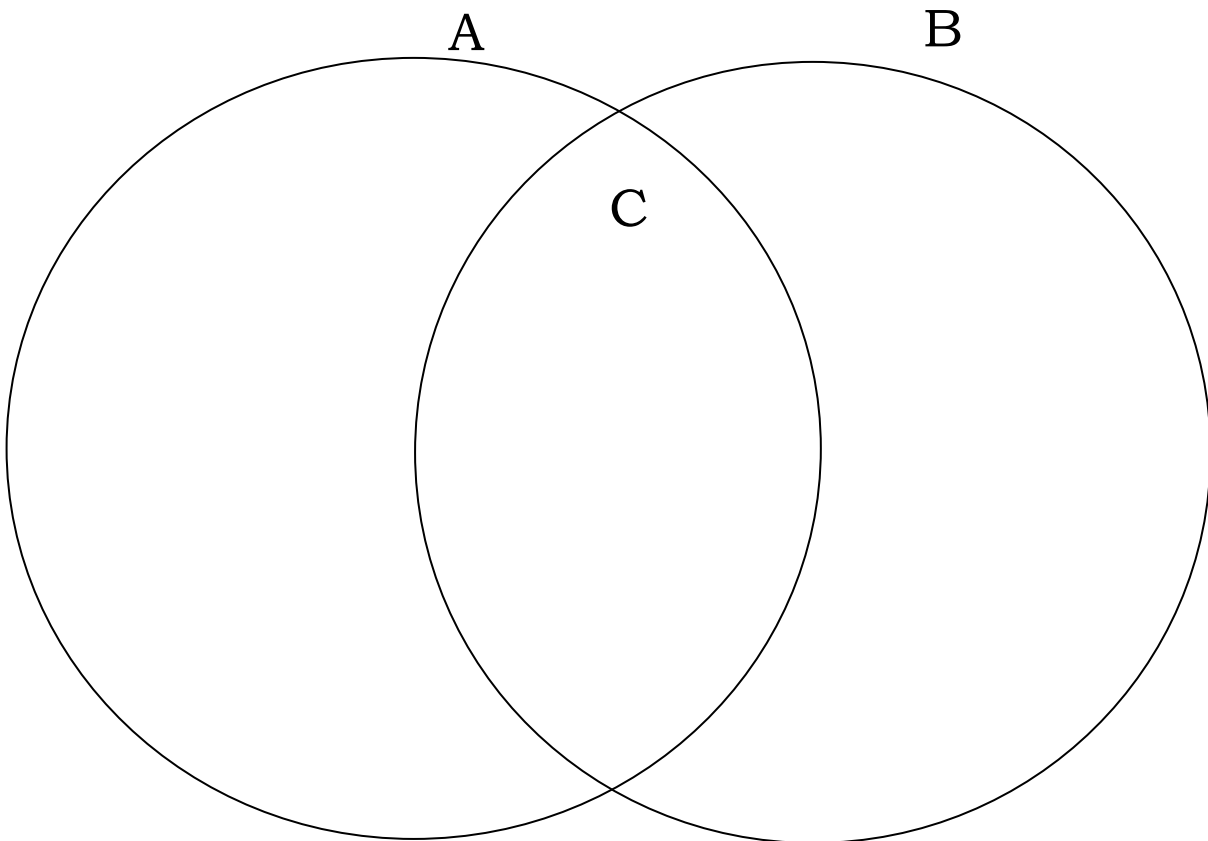
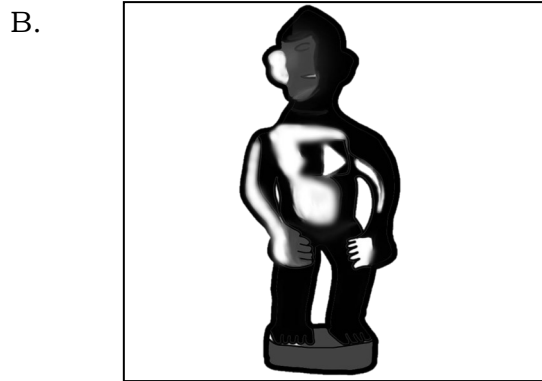
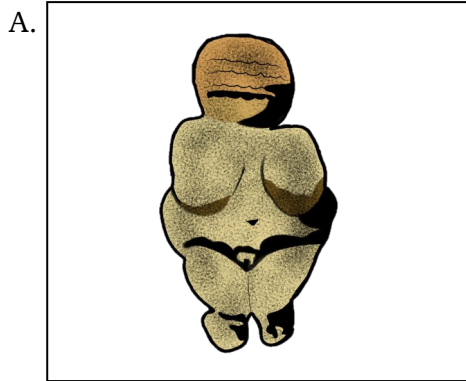
Idea/Message:

- In this image, Jesus either stands at beside or hovers above it, and holds Mary's soul in the form of a young child. This scene reflects the belief that Mary was the mother of Jesus, the incarnate Son of God, and therefore enjoyed the privilege of an especially holy death.

E

Learning Task 3: Venn Diagram!

Complete the Venn diagram below as you identify the classifications of each painting. In letter C put the similarities of the two paintings





Learning Task 3: To measure what you have learned, identify the characteristics and Elements and Principles that would best describe the different sculptures on each eras by using the tables below. Do this in your notebook

Period/Era	Characteristics	Elements	Principles
Ancient Sculpture A. Pre- historic B. Egyptian			
Classical A. Greek B. Roman			
Medieval 1. Byzantine 2. Romanesque			

Learning Task 4: Mosaic Making

Materials:

- Recycled old colored magazine, or egg shell
 - Scissors
 - Glue
 - Card board
 - Water color for egg shell (optional)
1. Have your own design for making mosaic
 2. Cut the old colored magazine into any small shape like square, rectangles, or circles.
 3. Paste the cut shaped following the pattern of your design.

After you finish the activity, show your work to your parents and share what inspire you to have the design.

Architectural Structures during Western and Classical Period

I

Lesson

This lesson was designed and written with you in mind. It is here to help you master the Elements and Principles of Art style in Western and Classical Arts. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course.

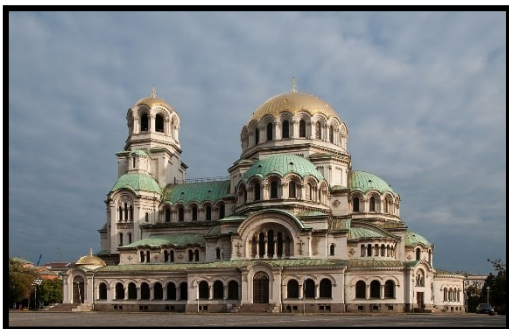
D



1. _____



2. _____



3. _____

ANCIENT ERA 1,500, 000 BC- 2, 000 BC; Pre- Historic Period and Egyptian Period

I. Pre - Historic Period

Stonehenge in Wiltshire, England, 3,100 BC to 2,000 BC.-Although it's one of the world's most famous monuments, the prehistoric stone circle known as Stonehenge remains shrouded in mystery. Built on Salisbury Plain in Wiltshire, England, Stonehenge was a Druid temple, built by those ancient Celtic pagans as a center for their religious worship. One enduring hypothesis for Stonehenge's purpose comes from the initial observation, first made by 18th-century scholars, that the monument's entrance faces the rising sun on the day of the summer solstice.

Pyramids of Giza, 2575 – 2465 BC -the most widely accepted understanding is that it was constructed as a tomb for the king. Pyramids were built for religious purposes. The Egyptians were one of the first civilizations to believe in an afterlife. They believed that a second self-called the ka lived within every human being. When the physical body expired, the ka enjoyed eternal life .

CLASSICAL ERA 2, 000 BC – 400 BC; Greek Period and Roman Period

Parthenon, Athens, 447 and 432 B.C

The Parthenon is one of the most well known pieces of Ancient Greek architecture. The residents of Athens constructed the Parthenon at the time when they were at the height of their dominance. The Parthenon was mainly constructed as a temple for the Goddess Athena who was the chief deity worshipped by the residents of Athens.

The Colosseum, Rome, 72-80 AD

The Colosseum, also named the Flavian Amphitheater, is a large amphitheater in Rome. It was built during the reign of the Flavian emperors as a gift to the Roman people. One of the most popular purposes of this grand building was the bloody gladiator game. But this building had more than that to draw in the population. Events called **munera**, or simply 'shows,' were also planned and performed here.

MEDIEVAL ERA 400 BC – 1, 400 AD; Byzantine Period, Romanesque Period and Gothic Period

Hagia Sophia, Istanbul, Church of the Holy Wisdom or Church of the Divine Wisdom, –537 CE. The Hagia Sophia, whose name means “holy wisdom,” is a domed monument originally built as a cathedral in Constantinople (now Istanbul, Turkey) in the sixth century A.D. The Hagia Sophia originally built as a basilica for the Greek Orthodox Christian Church. However, its function has changed several times in the centuries since. In its 1,400-year life-span it has served as a cathedral, mosque and now a museum.

Castillo de Loarre (Huesca)-It houses the church of Santa María. And It was built in the late 11th century on the orders of King Sancho Ramírez I of Aragon, on the remains of an old Roman fortress. The castle was used as a royal residence for about 100 years. This early part of the castle contains the primitive chapel, ward, well, Tower of the Queen and the keep (torre de homenaje).

Chartres Cathedral, Notre-Dame d’Chartres or the Cathedral of Notre-Dame, 1190 and 1220 CE- Chartres has been an important Christian center since at least the 4th century CE when it was the seat of bishops. The cathedral has hosted several famous events such as the coronation of King Henry IV of France (r. 1553-1610 CE) and Saint Bernard of Clairvaux (1090-1153 CE) famously came here to preach the virtues of joining the Second Crusade (1147-1149 CE).



Learning Task 2: Give the characteristic the following architectures according to table below. Write your answer on a separate sheet of paper.

Architecture	Era	Elements	Principles
1. Stonehenge			
2. Colosseums			
3. Pyramid			
4. Pantheon			
5. Castillo de Loarre			



Learning Task 4: Choose the letter of the best answer. Write the chosen letter on a separate sheet of paper.

1. Which of the following is an example of Egyptian Architecture?
A. Pyramid of Giza B. The Colosseum C. Stonehenge D. Parthenon
2. Although the Colosseum is mainly known as "The Colosseum", the building has another formal name; which is?
A. Vespasian Amphitheater C. Flavian Amphitheater
B. The Theater of Marcellus D. The Roman Theater
3. What is the meaning of Hagia Sophia?
A. For Country B. Holy Wisdom C. Faith in God D. Daily Prayers
4. The Parthenon serves as what?
A. Temple B. Arena C. House D. Museum
5. The Parthenon is dedicated to whom?
A. Zeus B. Aphrodite C. Poseidon D. Athena
6. Where do the Romans gather to watch a gladiator game?
A. The Verona Arena C. The Colosseum
B. The Roman Arena D. The London Coliseum
7. Who ordered to build Castillo de Loarre?
A. King Julian Carlos II C. King Juan Carlos I
B. King Felipe Salvador D. King Sancho Ramirez I
8. What period do the Stonehenge belong?
A. Pre-History C. Greek
B. Egyptian D. Roman
9. Since the fall of ancient Greece, the Parthenon has also served as?
A. School and Library C. Market and Meeting place
B. Church and Mosque D. Arena and Bath house
10. Hagia Sophia was first built as a?
A. Cathedral
B. Museum
C. Castle
D. Mosque

11. When was the Coliseum constructed?
- A. 72-79 AD
 - B. 72-80 AD
 - C. 72-81 AD
 - D. 72-82 AD
12. Where is the Stonehenge located?
- A. Switzerland
 - B. England
 - C. Egypt
 - D. Greece
13. What does the Egyptian call as “ The Second Self”?
- A. Ra
 - B. Ba
 - C. Ka
 - D. Ha
14. Chartres Cathedral is also known as?
- A. The Cathedral of Notre Dame
 - B. The Canterbury Cathedral
 - C. The Lincoln Cathedral
 - D. St. Paul’s Cathedral
15. What is the type of entertainment in Roman amphitheater that involves hunting and killing of animals?
- A. Cavea

Learning Task 5: Draw any architectural structure that you have learned using any drawing material on a clean bond paper. Use your creativity in writing a short story associated to your work. Share your finish output to your members of the family.

Learning Task 6: Make a 3D model (miniature) of your own choice from any Western and Classical Architectural Structure. Take a photo of your finished artwork and submitted it to your teacher. You may also present this work to your members of the family and share the distinct characteristic of your architectural structure.

Refer to the table for self - evaluation:

Remembering	Describe your work/finish output.	
Understanding	What makes your work important? Where you able to meet your goal? If not then why?	
Applying	Can you use what you have learned in real life situation? When and where?	
Analyzing	Were you able to interpret the song correctly using the different arts elements? How?	
Evaluating	Write two things that made you proud after doing the activity. What would you like to improve?	
Creating	If you were given a chance to do another Southeast Asian batik , what would it be? Why?	



Key to Correction

MODULE 1	1. LINE	8. SHAPE
	2. BALANCE	9. CONTRAST
	3. COLOR	10. EMPHASIS
	4. MOVEMENT	11. VALUE
	5. FORM	12. PATTERN
	6. RHYTHM	13. TEXTURE
	7. SPACE	14. UNITY
ELEMENTS	PRINCIPLES	
LINE	BALANCE	
SHAPE	CONTRAST	
COLOR	EMPHASIS	
VALUE	MOVEMENT	
FORM	PATTERN	
TEXTURE	RHYTHM	
E. 1. Balance	A. Form	
2. Unity	B. Color	
3. Space	C. Lines	
4. Pattern	D. Color, Pattern	
5. Value	& Shapes	
6. Movement		
7. Shape		
8. Emphasis		
9. Line		
10. Form		

MODULE 2	
D. Pitsa Mosaic Greek	
Tomb Pharaoh Cave	
Fresco Religious Apelles	
Amphor Egyptian Encaustic	
Roman Animals Kerch	
A. 1. TRUE	
2. false	
3. TRUE	
4. TRUE	
5. false	
6. false	
7. TRUE	
8. TRUE	
9. false	
10. TRUE	
11. false	
12. TRUE	
13. false	
14. false	
15. TRUE	

Module 3	
Column A	1. Greek
	2. Egypt
	3. Romanques
	4. Pre-Hispanic
	5. Byzantine
Column B	A. B
	B. C
	C. A
	D. E
	E. D

Module 4	
D. 1. Temple	
2. Tomb	
3. Church	
A. 1. A 1. B	
2. C 12. B	
3. B 13. C	
4. A 14. A	
5. D 15. C	
6. C	
7. D	



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High [9th-12th] Worksheet

Elements and Principles: Line, Pattern and Emphasis

Created on April 07, 2014 by [Melissa08](#)

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Para sa mga katanungan o puna, sumulat o tumawag sa:

Department of Education Region 4A CALABARZON

Office Address: Gate 2 Karangalan Village, Cainta Rizal

Landline: 02-8682-5773 local 420/421

Email Address: lrmd.calabarzon@deped.gov.ph

