



8

MAPEH (Arts) Quarter 1



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The Editors

ARTS

Grade 8

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: : Elpidia B. Bergado, Gemma Cortez, Chereyna Gantia, Helen B. Mendoza, Myra Lyn T. Bergunio, Charlene A. Fababier, Jeremae G. Varona, Joselito Almuyente, Zanith P. Pulido

Health Grade 8
PIVOT IV-A Learner's Material
Quarter 1
First Edition, 2020

Published by: Department of Education Region IV-A CALABARZON
Regional Director: Wilfredo E. Cabral
Assistant Regional Director: Ruth L. Fuentes

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 **MAPEH** 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 circumstances.

You are expected to assist the child in the tasks and ensure the learner's mastery of the subject matter. Be reminded that **learners have to answer all the activities in their own notebook.**

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 complex. You are expected to **answer all activities on separate sheets of paper** and submit the outputs to your respective teachers on the time and date agreed upon.

PARTS OF PIVOT LEARNER'S MATERIAL

	Parts of the LM	Description
Introduction	What I need to know	The teacher utilizes appropriate strategies in presenting the MELC and desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This allows teachers to maximize learners awareness of their own knowledge as regards content and skills required for the lesson
	What is new	
Development	What I know	The teacher presents activities, tasks , contents of value and interest to the learners. This shall expose the learners on what he/she knew, what he /she does not know and what she/he wanted to know and learn. Most of the activities and tasks must simply and directly revolved around the concepts to develop and master the skills or the MELC.
	What is in	
	What is it	
Engagement	What is more	The teacher allows the learners to be engaged in various tasks and opportunities in building their KSA's to meaningfully connect their learnings after doing the tasks in the D. This part exposes the learner to real life situations /tasks that shall ignite his/ her interests to meet the expectation, make their performance satisfactory or produce a product or performance which lead him/ her to understand fully the skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	The teacher brings the learners to a process where they shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of their knowledge in reflecting, relating or using it effectively in any situation or context. This part encourages learners in creating conceptual structures giving them the avenue to integrate new and old learnings.
	What I can achieve	

Fabric Design of Southeast Asia

I

Lesson

This lesson was designed and written to help you analyze the elements and principles in the production of arts and crafts inspired by the cultures of Southeast Asia in the K-12 Curriculum. In this lesson, you may also learn how to appreciate the Southeast Asian; Philippines, Brunei, Malaysia, Indonesia, Singapore and Vietnam and you are expected to identify the elements of arts of the Southeast Asian Arts, evaluate the principles of arts in the production of artwork in Southeast Asia and create a Malaysian Batik.

D

Learning Task 1: Choose the words from the box and write them in the appropriate column. Answer this activity in your notebook.

ELEMENTS OF ARTS	PRINCIPLES OF ARTS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

Pattern	Line	Balance	Shape
Contrast	Color	Unity	Rhythm
Space	Emphasis	Texture	Form
Value	Movement		

Southeast Asian Arts: Fabric/Fabric Design

Southeast Asia, vast region of Asia situated east of the Indian subcontinent and south of China. It consists of two dissimilar portions: a continental projection (commonly called mainland Southeast Asia) and string of archipelagoes to the south and east of the mainland (insular Southeast Asia). In the Southeast Asian art includes the land of Thailand, Laos, Vietnam, Cambodia, Myanmar, Indonesia and Singapore.



Vocabulary

Batik – the art of decorating cloth using wax, dye, and has been practiced for centuries. The word Batik originated from Javanese “tik” and means to “dot” or to “drop”. The drop action refers to the process of dyeing the fabric by making use of a resist technique: covering areas of cloth with a dye-resistant substance (usually hot wax) to prevent them from absorbing colors.

Silk -is a natural fiber made by the silkworm cocoon. It is strong and are often used to make cloth.

Weaving – the method of textile production in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric.

Textile – is a flexible material consisting of a network of natural or artificial fibers.

Looms- an apparatus for making fabric by weaving yarn or thread.

Dye – is used on fabric, hair, yarn and other fibers, clothing, and food, among other things.

Fabric Design of Thailand, Cambodian and Laos

Thailand

Thailand is famous for fabrics, specially its silk produced from the cocoons of Thai silkworm to the loom. Traditionally there are some main patters that are used in Thai fabrics. The patterns in the silk were inspired by things in the natural world surrounding the weavers, such as the head of rice, snakes, flowers, birds and leaves though today many weavers are updating this traditional process with more modern designs.

Mat mee patterned silk is made from a specific kind of dying process. It is most commonly seen in the weaving of Isaan, or northeastern Thailand.



Yok Dork is another kind of pattern that is woven in Thai silk is called *yok dork*. It is a kind of brocade and often feature an all-over pattern of flowers



Cambodia

Silk weaving has been part of Cambodia culture for centuries since textile were used for trading. Modern textiles have traces of motifs imitating clothing details on ancient stone sculptures.

There are two main types of Cambodian weaving:

Ikat technique- (Khmer term: chongkiet) – to create patterns, weavers tie and dye portions of weft yarn before weaving begins. Patterns are diverse and vary by region; common motifs include lattice, stars, and spots.

Uneven twill- it yields single or two- color fabrics, which are produced by weaving three so that the color of one thread dominates on one side of the fabric, while the two others determine the color on the reverse side.

Cambodian textile has employed natural dyes coming from insect nests- red dye; indigo – blue dye; prohut bark -yellow and green dye; and ebony bark- black dye. Cotton textile have also played a significant role in Cambodian culture. Traditionally woven cotton remains popular. Rural women often weave homemade cotton fabric, which is used in garments and for household purposes. Krama, the traditional check scarves worn almost universally by Cambodians, are made of cotton.

Laos

Laos is famous for its hand-grown, spun, dyed, handwoven cotton and silk fabrics made by Lao village women; silk and cotton making process, dyeing and weaving near Vientiane. Silk and cotton weaving by hand is an age-old tradition in the Lao. Strand by strand, Lao stories were weaved in the intricate dense patterns and motifs of textiles. Unfortunately, some are elaborately fantastic and the motifs so cryptic, that in many cases only the weaver can accurately interpret the story.

a **sihn**- the Lao women's ankle-long skirt whose form is undeniable but whose patterns are unique to each skirt. **Sihn** would wear throughout her lifetime. She uses folk icons to express personal views. This often accomplished by symbolist totems from the inanimate or animate world- crabs for resourcefulness, snakes for fertility, butterflies for beauty, birds for success, and so on.



It is traditional that every woman in Laos weaves all the sihn she would wear throughout her lifetime. She uses folk icons to express personal views. This often accomplished by symbolist totems from the inanimate or animate world- crabs for resourcefulness, snakes for fertility, butterflies for beauty, birds for success, and so on.

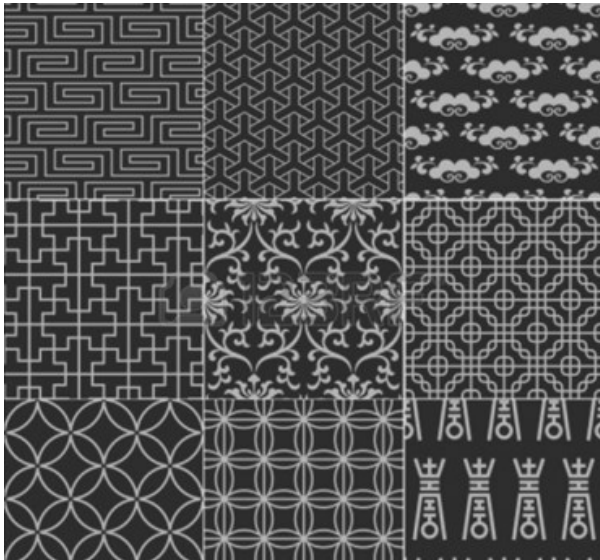
Vietnam

Golden thread silks were born in Vietnam. Many Vietnamese fabrics originated from Ha Dong, the center of weaving and sericulture (silk worm production) for centuries. Old jacquard looms are still used, weaving patterns conditioning centuries -old symbols and characters.

Popular Vietnamese fabric

- Shangtung taffeta
- Bengaline weave

Ebony satin – an all-natural lustrous silk hand-woven in southern Vietnam and naturally dyed using ebony fruit pods. The fabric dates back over a century, but was only recently revitalized by the designer Vo Viet Chung



Indonesia, Malaysia and Singapore

Batik, the traditional fabric of the Indonesia. It would be impossible to visit or live in Indonesia and not to exposed to one of the country's most highly developed art form, *batik*.

Natural materials such as cotton or silk are used for the cloth, so that it can absorb the wax that is applied in the dye resisting process. The cloth that is used for batik is washed and boiled in water many times prior to the application of wax so that all traces of starches, lime chalk and other sizing materials are removed.

Two categories of batik design:

- Geometric motifs
- Free form design



The method of Malaysia batik making is also quite different from those of Indonesian Javanese batik, the pattern is larger and simpler, it seldom or never uses canting to create intricate patterns and rely heavily on brush painting method to apply colors on fabrics

Two main types of types of batik that re produced:

- Hand painted – with the use of canting- a small copper container with one or more different sized pipes.
- Block printed – done by welding together strips of metal to form a metal block. The metal block is then dipped into molten wax and pressed against the fabric in order to make a pattern.

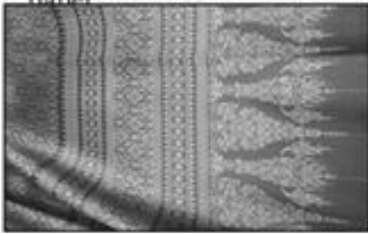
BRUNIEI

Brunei's traditional textile is also called *batik* but it is uniquely different from Indonesia, Malaysia, and Singapore. It design have their national flower *simpur*, *sumboi-sumboi* (pitcher plant), and Brunei's traditional design of *air muleh*.

Different techniques are used in Brunei's batik like airbrushing, cracking, bubble, rainbow, sprinkle, geometry and marble. These techniques are applied on fabrics like cotton, chiffon, linen and brocade.



Learning Task 2: Look at the pictures closely and answer the questions below. Write your answers in another sheet of paper.



1. How would you describe the elements of arts in these fabric designs in terms of:

- Line _____
- Shape _____
- Form _____
- Space _____
- Color _____
- Value _____
- Texture _____

2. What idea or message comes to your mind when you see the fabric design?

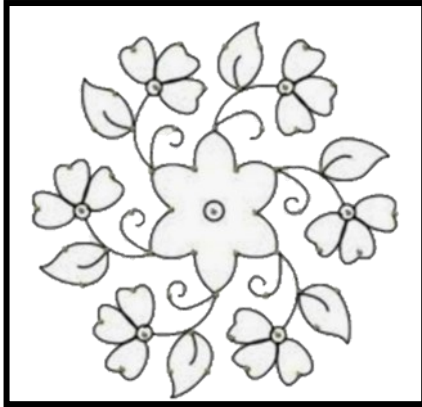
- 2.1 Thai silk
- 2.2 Vietnam Golden thread
- 2.3. Cambodian Sampot
- 2.4. Lao Sinh



Learning Activity 3: Choose the letter of the best answer. Write the chosen letter of correct the answer on a separate sheet of paper.

1. Which art process decorates cloth using wax, dye and has been practice in Southeast Asia fabric design?
A. Batik B. Dye C. Loom D. Silk
2. Silk is made of natural fiber produce by _____.
A. Abaca fiber B. Banana fiber C. Cotton D. Silkworm
3. A Lao women's ankle-long skirt and pattern are unique to each skirt.
A. Ikat B. Krama C. Sihm D. Patadyong
4. Which Southeast Asian countries used golden thread to their fabric?
A. Indonesia B. Malaysia C. Singapore D. Vietnam
5. Which country is famous for its geometrical designs or spiral on their batik?
A. Indonesia B. Malaysia C. Singapore D. Vietnam
6. It is a Cambodian weaving technique where weavers tie and dye portions of weft yarn before weaving begins to create beautiful patterns.
A. Ikat technique B. uneven twill C. even twill D. ukat technique
7. Thai silkworms from Khorat are in strict diet. What kind of leaves are these worms fed with?
A. burberry leaves C. blueberry leaves
B. strawberry leaves D. mulberry leaves
8. According to Lao tradition, how are the stories of their history passed on?
A. Written B. Carved in stones C. woven D. verbally
9. Golden thread silk are born in what country?
A. Cambodia B. Vietnam C. Laos D. Thailand
10. The following are popular fabric ranges of Vietnam, **EXCEPT:**
A. Shantung taffeta C. Lelusha twill
B. Bengaline weave D. Ebony satin

Learning Task 4: How to draw Batik design



Materials:

Prepare a clean sheet of bond paper
Pencil
Eraser
Crayons/ color pen

Procedure:

- On a clean bond paper make your own original design of batik.
- Draw any related theme to the Southeast Asian fabric design.
- Use crayons or coloring pen to make your batik satisfactory.

Learning Task 5: Think of an icon that would represent you as a person, after doing this artwork, write on another sheet of paper why you chose that icon.

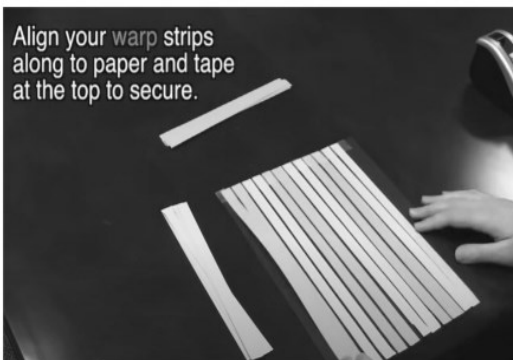
Materials:

- 2 striped colored paper (different color,
• both colors striped with half half inch width)
- 1 black colored paper
- Ruler
- Scissor
- Pencil



Procedure:

1. Decide on what pattern you want to make.



2. Align your strips along to paper and tape at the top to secure



3. After setting up your loom, follow the pattern you choose, using as few or as many colors as you like



Arts and Craft of Southeast Asian

I

Lesson

This lesson was designed and written for you to identify the characteristic of arts and crafts in specific countries in Southeast Asia: Indonesia, Batik, Wayang Puppetry), Malaysia (modern batik, wau, and objects made from pewter); Thailand (silk fabric and Loi Kratong Lantern Festival); Cambodia (Angkor Wat and Ancient temples); Singapore Merlion), etc guided by the K-12 Basic Education curriculum. In this module the learners are expected to identify the characteristics of the different arts and crafts of Southeast Asian countries, compare and appreciate the similarities, differences, and uniqueness of Southeast Asian art, and create examples of Southeast Asian indigenous and folk arts showing understanding of the elements and principles of art.

Arts and Craft of Southeast Asia

Thailand

Loy Krathong Festival— a festival which was held on the night of the 12th full moon, usually in November, with Chiang Mai believed to have the brightest and most spectacular celebrations that features flying lantern. Sky lanterns or wish lanterns are also commonly known have become popular on the main tourist beaches of Phuket. Wander down the beach on most nights and you will find locals selling wish lanterns for a small cost. Light your candle, make your wish, and once your wish lantern is floating skyward, sit back and enjoy.

If Thailand has flying lanterns, what arts and crafts do other countries have?



Cambodia

Handicrafts are part of Cambodian traditional culture and their livelihood as they produce textiles, baskets, jars, pottery, and other tools for their daily use.

Many indigenous groups have established small enterprises and produce traditional products to generate supplementary income in order to support their livelihood.

The handicraft sector provides a vital employment opportunities to most indigenous artisans and disadvantaged people, especially women who are struggling for survival.



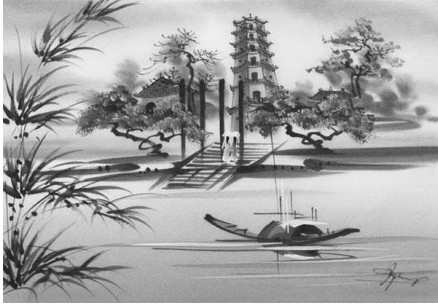
Laos

- *sa* paper was used for calligraphy and for making festive temple decorations, umbrellas, fans and kites. In former times, it was also used as a filter in the manufacture of lacquerware. *sa* paper handicraft has been revived, particularly in Luang Prabang, Northern Laos, where it is now used to create lampshades, writing paper, greeting cards, and bookmarks.



Vietnam

Vietnamese silk paintings typically showcase the countryside, landscapes, pagodas, historical events, or scenes of daily life.



Indonesia

- *Wayang Kulit* is a type of puppet shadow play performed around the Indo – Malayan archipelago, tracing its origins to India. It is derived from a Javanese Hindu-Buddhist tradition, where hand-crafted leather puppets depict epic stories of the gods in shadow play.

The Show

The puppets are moved behind a cotton or linen screen by a *Dalang*, or a "puppet master" in a shadow puppet play. The *Dalang* tells the story, interprets and voices each character, producing sound effects with speech and movement and manipulates all the figures between the lamp and the screen to bring the shadows to life.

QUESTIONS:

1. What are the things needed in order to perform Wayang Kulit?
2. How are these puppets able to move?

Malaysia

Farmers used kites as scarecrows in the fields and as a means to lull their children to sleep, so they could work with little interruption. Now, kite flying has become popular sport not just in Malaysia but also internationally. Malaysia has been celebrating kite festivals annually like the Pasir Gudang International Kite Festival. These kite festivals encourage more tourists to visit their country.



Brunei

Songkok came to be associated with Islam in Malaysia, while in Indonesia peci is also associated with the nationalist secular movement.

In Brunei Darussalam, men's headgears are categorized into three:

a) *dastar* which is a piece of cloth tied around the head;



b) *songkok* or *kopiah*, a type of cap made from velvet;



c) *tangkalok* or *serban*

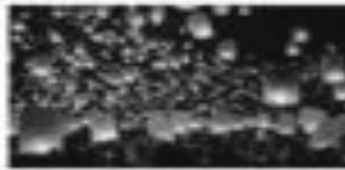


D

Learning Task 1: Match the following pictures with its country of origin. Choose the country from the box below: Write your answers in your notebook.

Brunei Indonesia Laos Malaysia Thailand Vietnam

1.



4.



2.



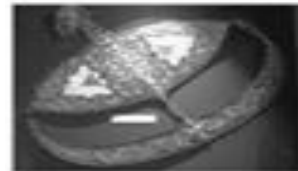
5.



3.



6.



Learning Task 2: Which of the following terms are you familiar with? Write your answers in your notebook.

1. Ikat technique
2. Batik
3. Sihn
4. Simpur
5. Uneven twill
6. Golden thread silk

E

Learning Task 3: On a sheet of paper, write the country that associated the words below: (Cambodia, Indonesia, Thailand, Laos, Malaysia, Brunei)

- | | |
|-----------------------|------------------------|
| _____ 1. Wau kite | _____ 6. Sa paper |
| _____ 2. Songkok | _____ 7. Silk painting |
| _____ 3. Ying Pe | _____ 8. Lanterns |
| _____ 4. Wayang Kulit | _____ 9. Handicrafts |
| _____ 5. Baskets | _____ 10. Dalang |

A

Learning Task 4: Describe the characteristic of the different arts and crafts in countries of Southeast Asia. Use another sheet of paper.

Country	Arts and Crafts	Characteristics
Thailand		
Cambodia		
Vietnam		
Indonesia		
Malaysia		
Brunei		



Learning Task 5: Prepare the following materials in making of Wayang Kulit Puppet. Follow the procedures to produce the output.

Materials:

1. Pattern or template (Wayang Kulit)
2. Old cardstock/cardboard/illustration board
3. Watercolor
4. Cutter
5. Cutter
6. Single hole puncher or press puncher
7. Wooden sticks or wooden skewers
8. String
9. Eyelet/round fasteners

Procedures:

1. Draw or trace the pattern of a character on the cardstock/cardboard/illustration board.
2. You can enlarge the pattern if you wish and then photocopy it directly onto the cardstock or you may also print off the pattern and then glue this down to your cardstock/cardboard/illustration board.
3. Cut out all the pieces of your puppet.
3. Using a single – hole puncher, or even the tip of a knitting needle, punch a hole in all the little circles on the pattern. You can also add some extra holes for decoration as these look good in the shadow. These are your joints so you can have some movement in your puppet. Attach some paper fasteners. If the ends from a large fastener are too long, just fold it back on itself or you can trim them off with scissors.
4. Attach the main part of your puppet to a stick using adhesive tape.
5. The best way to attach the wooden sticks to the arms is by a string so that you can get better movement for your puppet. Attach a piece of string to the stick using adhesive tape. Wrap the string around the wrist of the puppet.
6. You can add color/decoration to make your puppet more pleasing.

Learning Task 6: Follow the steps in procedures indicated below, to make a Merlion Statue Model.

Materials:

- Soap
- Cutter/scalpel or lancet
- Pencil
- Old newspaper/ cardboard

Note: Use the pointed and cutter with caution.

Procedures:

1. Choose a bar of soap. Any soap will work; however, a larger bar is easier to hold and gives more material to work with. Make sure you have a well-covered area to do your soap carving on.
2. Choose a knife to use. Soap is fairly soft, so a sharp knife is not absolutely necessary. Plastic knives, spoons, or popsicle sticks would also work. This is especially important to note to prevent any accidents from using sharp knives.
3. Draw an outline of your carving on one side of the soap. You can either draw the outline first using a pencil or directly using a knife, orange wood stick, or toothpick to scrape the outline into the soap.
4. Remove the soap outside the outline using small slivers or chips. Make sure to scrape away only small portions at a time, as it would be easier to remove than to put back an over scraped portion. Cutting off too much would cause the soap to break off into chunks.
5. Add details to the inside of your outline to refine the design further. When the carving is finished, wet your finger and rub the surface of the soap to create a smooth finish. Allow it to dry and harden for a day.

Mood and Idea of Artifacts from Southeast Asian

This lesson was designed and written for the learners of grade 8 to reflect on and derive the mood, idea or message from the selected artifacts arts objects. You will learn also how to appreciate the these artifacts and art object in terms of their utilization and their distinct use of of art elements and principles guide by the K-12 Basic Education curriculum. In this module the learners are expected to identify the different artifacts and art object from the selected Southeast Asian countries, identify the distinct characteristic of the different artifacts through elements and principles of arts, analyze the mood, ideas and message of the different artifacts and art object from the selected Southeast Asian countries and appreciate the different artifact different artifacts and art object from the selected Southeast Asian countries through creating a relief sculpture.

Vocabulary

Sculpture - is a process of making arts into two- or three dimensional representative.

Relief sculpture — a technique where the sculpted elements remain attached to a solid background of the same material.

Carving — is a process of scraping away or cutting portions of any material using tools into a shape.

Cast - an object made by pouring molten metal or other material into a mold.

Mediums of Sculpture

There are so many mediums or materials to be used in sculpture like, stone, metal, bronze, clay, ivory, wood, glass, wax and random “found” objects.

Artifacts and Art Object Southeast Asian

Cambodia

The art of stone carving ahs flourished in Cambodia. The small statue to the breathtaking carving found at Angkor Wat this art medium has become one of the country’s most cherished art form.

The art stone carving in Cambodia has a very long, fascinating history which goes back to foundation of the Khmer nation.



Thailand

Wat Pho in Bangkok is 46 meter long and 15 meter high. It is made of plaster on a brick core and finished in gold leaf. The feet are inlaid with mother pearl. The most commonly used material in Thailand sculpture are wood, stone, ivory, clay and various metals. The most notable sculpture are the Thai bronze famous for their originality and grace.



Laos

Lao artisans use a variety of media in their sculpture creation. The most famous statue made of gold is the Phra Say of the sixteenth century, which the Siamese carried home as loot in the late eighteenth century. Another famous sculpture in Laos is the Phra Bang which is also cast in gold. Unfortunately, its craftsmanship is said to be of Sinhalese origin, rather than Lao. It is traditionally believed that relics of Buddha are contained in the image.

Vietnam

Vietnamese sculpture has been heavily influenced by the three traditional religions: Taoism, Confucianism, and Buddhism, which come from neighboring countries, China and India.

- *Dong Son culture* is famous for its kettledrums, small carving, and house utensils which have handles sculpted in the shape of men, elephants, tads and tortoises.
- *Mourning houses* erected to honor the death of the Gia Rai and Ba Na ethnic groups are symbolized by statues placed in front of the graves. These statues include couples embracing, pregnant women, people in mourning, elephants, and birds.

Indonesia

Indonesia is known for its stone, bronze, and iron-age arts. The native Indonesian tribes usually create sculpture that depict ancestor, deities and animals. The evident in the pre-Hindu-Buddhist and pre-Islamic sculpture from the tribes.

The sculpture can be found in numerous archaeological sites in Sumatra, Java to Sulawesi.

The most amazing Sculpture

- Asmat wooden sculpture
- Dayak wooden mask and sculpture
- Ancestral wooden statue of Toraja
- Totem-like sculpture of Batak
- Nias Tribes

Borobudur Temple— a temple in Central Java can be found the most prominent sculptures that measures hundreds of meters of relief and hundreds of stone Buddhas.

Bali and Jepara — the richest place, most elaborate and vivid sculpture and wood carving tradition can be found.

Balinese handicrafts— sculptures, mask, and other carving artworks are popular souvenir items for tourist.

Pelaminanebyok— wedding throne with carved background)

Malaysia

Relief Sculpture are most common in Malaysian artifacts.

Relief wood carving— frequently adorns the doors, walls, windows of traditional Malay houses and popular motifs mostly various kinds of Malaysian flowers and plants.

Kinds Malay wood carving

1. ukiran halus—fine carving of relief patterns, hilts of *keris* (short Malay dagger),bed head, and cupboard tops.
2. ukiran kasar—literally meaning rough carvings on large objects like furniture, pillars, windows room portion, and eaves of roofs.

Cengal— the preferred wood for building houses and boat.

Singapore

Merlion— one of the most popular landmarks in the city of Singapore depicting a mythical creature of a lion's head in a body of fish. It is also partly inspired by the story of how Singapore got its name or "The Singapura Story". It measures 37 meters standing and made from glass-reinforced concrete.

Sri Mariammam Hindu temple— It was constructed and dedicated to the goddess Mariamman who worshipped for her power to cure disease. Its most interesting feature is its impressive *gopuram* (tower) over the main entrance, which is decorated with numerous Hindu Deities.

Brunei

- People in Brunei takes sculpture more on utilization role rather than aesthetic one

Metal Sculpture at ASEAN Park— A metal works at ASEAN park in Brunei which was established in 1975 by Brunei Arts and Handicraft Training Center to revive and promote the nation’s dying tradition of crafts, including metal work.



Learning Task 1: Arrange the jumbled letters into words related Sculpture:

1. A S B F E I L E R _____
2. O W O D I R V N C A G _____
3. N E S T O C I R V A N G _____
4. T A S C _____
5. R A M B E L _____
6. T A L E M _____
7. B O Z N E R _____
8. O R I V Y _____
9. A L Y C _____
10. C U L T U R E P S _____

Learning Task 2: Match the following artifacts/art object and landmarks from column A to their place of origin on column B. Write the correct letter on your notebook.

A

- _____ 1. Wat Pho
- _____ 2. Phra Bang
- _____ 3. Dong Son
- _____ 4. Dayak wooden Mask
- _____ 5. Porta de Santiago
- _____ 6. Merlion
- _____ 7. Metal sculpture at ASEAN Park
- _____ 8. Sri Mariamman
- _____ 9. Pelaminangebyok
- _____ 10. Lamg Dong

B

- A. Brunei
- B. Singapore
- C. Malaysia
- D. Indonesia
- E. Vietnam
- F. Thailand
- G. Laos
- H. Cambodia

E

Learning Task 3: Use the table to identify the different artifacts, art object from each country and give the distinct characteristics. Copy this in your notebook.

COUNTRY	ARTIFACTS/ ART OBJECT/ LANDMARKS	DISTINCT CHARACTERISTICS
CAMBODIA		
THAILAND		
LAOS		
VIETNAM		
INDONESIA		
MALAYSIA		
SINGAPORE		
BRUNEI		

A

Learning Task 4: If you were given a chance to travel which on the these countries would you like to visit and why?

Learning Task 5: Locate the places of the following items in Southeast Asia countries and relate the function of arts to their culture,

1. Sentosa Merlion _____

2. Wat Pho _____

3. Angkor Wat _____

4. Sculpture on Dong Noi Cave _____

5. Borubodor Temple _____

Learning Task 6: Sculpture

Make a model of any art representatives from the different countries in Southeast Asian. Any color of modeling clay available at home. Make a reflection of your work.

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?	

Learning Task 7: Research and Report

Research on the different folk arts and cultural symbols (arts and craft, fabric design, cultural icons and sculpture) from Mainland Southeast Asia. It can be on visual representations or drawing, may also use multimedia technology for your presentation.

Use the diagram below for your presentation



Learning Task 8: Follow the procedures below to produce an output - Making A Wau Kite (Malay Kite).

Materials:

Colored garbage bag
White glue
paint brushes
latex paint

bamboo sticks
cutter yarn
scotch tape
metallic paper

Procedure

- 1 . Use one stick as the center of the kite.
2. Take two sticks and tie both ends together tightly with the string.
3. Pull the two strings apart into an oval shape. Tie it to the upper part of the main stick.
4. Take another two sticks and tie both ends together tightly. Bend the two sticks into a crescent shape. Tie it to the lower part of the spine stick. Tie more string or you may add bamboo sticks to support the kite frame.
5. Place the completed kite frame on the colored garbage bag and trace the outline of the oval and the crescent. Draw a 1 cm border edge around the outline.
6. Design your kite with a latex paint.
7. Cut out the metallic paper with floral designs.
8. Paste the cutout metallic on your kite.
9. Cut thin strips of colored garbage bag and paste then on as kite tails.
10. You may decorate your kite with glitter.

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?	



Answer Key

- MODULE 1**
- 1 A
 - 2 D
 - 3 C
 - 4 D
 - 5 B
 - 6 A
 - 7 D
 - 8 C
 - 9 B
 - 10 C

- Module 2**
- I. 1. Thailand
 - 2. Indonesia
 - 3. Laos
 - 4. Brunei
 - 5. Cambodia
 - 6. Malaysia
- E.
- 1. Malaysia
 - 2. Brunei
 - 3. Thailand
 - 4. Indonesia
 - 5. Cambodia
 - 6. Laos
 - 7. Vietnam
 - 8. Thailand
 - 9. Cambodia
 - 10. Indonesia

- Module**
- I. 1. Bas Relief
 - 2. Wood Carving
 - 3. Stone Carving
 - 4. Cast
 - 5. Marble
 - 6. Metal
 - 7. Bronze
 - 8. Ivory
 - 9. Clay
 - 10. Sculpture
- D.
- 1. F
 - 2. G
 - 3. E
 - 4. D
 - 5. C
 - 6. B
 - 7. B
 - 9. D
 - 10. E



References

Music and Arts of Asia Learner's Material

PAG-AARI NG PAMAHALAAN
HINDI IPINAGBIBILI

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

