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# Most Essential Learning Competencies (MELCs)



Grade Level: Grade 3

Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1 <sup>st</sup>	The learner... demonstrates understanding of lines, texture, shapes and depth, contrast (size, texture) through drawing	The learner... creates an artwork of people in the province/region. On-the-spot sketching of plants trees, or buildings and geometric line designs  shows a work of art based on close observation of natural objects in his/her surrounding noting its size, shape and texture	1. distinguishes the size of persons in the drawing, to indicate its distance from the viewer	Week 1/ 1 <sup>st</sup> Q	A3EL-Ia
			2. shows the illusion of space in drawing the objects and persons in different sizes	Week 2/1 <sup>st</sup> Q	A3EL-Ib
			3. explains that artist create visual textures by using a variety of lines and colors	Week 3/1 <sup>st</sup> Q	A3PL-Ic
			4. discusses what foreground, middle ground, and background, are all about in the context of a landscape	Week 4/1 <sup>st</sup> Q	A3PL-Id
			5. describes the way of life of people in the cultural community	Week 5/1 <sup>st</sup> Q	A3PL-Ie
			6. Creates a geometric design by contrasting two kinds of lines in terms of type or size.	Week 6/1 <sup>st</sup> Q	A3PR-If
			7. sketches on-the-spot outside or near the school to draw a plant, flowers or a tree showing the different textures and shape of each part, using only a pencil or black crayon or ballpen	Week 7/1 <sup>st</sup> Q	A3PR-Ig
			8. designs a view of the province/region with houses and buildings indicating the foreground middle ground and background by the size of the objects	Week 8/1 <sup>st</sup> Q	A3PR-Ii
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<b>2nd</b>	<b>The learner...</b> demonstrates understanding of lines, textures, shapes and balance of size, contrast of texture through drawing	<b>The learner...</b> creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs	1. Discusses the concept that there is harmony in nature as seen in the color of landscapes at different times of the day Ex: 1.1 landscapes of Felix Hidalgo, Fernando Amorsolo, Jonahmar Salvosa 1.2 Still's life of Araceli Dans, Jorge Pineda, Agustin Goy	Week 1/ 2 <sup>nd</sup> Q	<b>A3EL-IIa</b>
		applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape	2. Discusses the concept that nature is so rich for no two animals have the same shape, skin covering, and color	Week 2/ 2 <sup>nd</sup> Q	<b>A3EL-IIb</b>
			3. demonstrates how harmony is created in an artwork because of complementary colors and shapes	Weeks 3 & 4/ 2 <sup>nd</sup> Q	<b>A3PL-IIc</b>
		creates an artwork of people in the province/region on-the-spot sketching of plants, trees and building and geometric line designs	4. paints a still life by observing the different shapes, color, and texture of fruits, drawing them overlapping and choosing the right colors for each fruit	Weeks 5 & 6/ 2 <sup>nd</sup> Q	<b>A3PR-II d</b>
			5. creates new tints and shades of colors by mixing two or more colors	Weeks 7 & 8/ 2 <sup>nd</sup> Q	<b>A3PR-IIe</b>
		applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape	6. paints a landscape at a particular time of the day and selects colors that complement each other to create a mood	Weeks 7 & 8/ 2 <sup>nd</sup> Q	<b>A3PR-II f</b>
			7. discusses the characteristics of a wild animal by making several pencil sketches and painting it later, adding texture of its skin covering	Weeks 9 & 10/ 2 <sup>nd</sup> Q	<b>A3PR-IIg</b>
			8. explains the truism that Filipino artists painted landscapes in their own a particular style and can identify what makes each artist unique in his use of colors to create harmony	Weeks 9 & 10/ 2 <sup>nd</sup> Q	<b>A3PR-IIh</b>
<b>Quarter</b>	<b>Content Standards</b>	<b>Performance Standards</b>	<b>Most Essential Learning Competencies</b>	<b>Duration</b>	<b>K-12 CG Code</b>
<b>3rd</b>	<b>The learner...</b>	<b>The learner...</b>	1. Discusses the concept that a print made from objects found in nature can be realistic or abstract	Week 1 / 3 <sup>rd</sup> Q	<b>A3EL-IIIa</b>

	demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils)	exhibits basic skills in making a design for a print and producing several clean copies of the prints  manipulates a stencil with an adequate skill to produce a clean print for a message, slogan or logo for a T-shirt, poster bag  produces at least 3 good copies of print using complementary colors and contrasting shapes	2. explains the importance and variety of materials used for printing	Week 2 / 3 <sup>rd</sup> Q	<b>A3PL-IIIb</b>
			3. Demonstrates the concept that a print design may use repetition of shapes or lines and emphasis on contrast of shapes and lines	Week 3 / 3 <sup>rd</sup> Q	<b>A3PL-IIIc</b>
			4. Executes the concept that a print design can be duplicated many times by hand or by machine and can be shared with others	Week 4 / 3 <sup>rd</sup> Q	<b>A3PL-IIId</b>
			5. explains the meaning of the design created	Week 5 / 3 <sup>rd</sup> Q	<b>A3PR-IIIE</b>
			6. stencils a paper or plastic sheets to be used for multiple prints on cloth or hard paper	Week 6 / 3 <sup>rd</sup> Q	<b>A3PR-IIIf</b>
			7. writes a slogan about the environment that correlates messages to be printed on T-shirts, posters, banners or bags	Week 7 / 3 <sup>rd</sup> Q	<b>A3PR-IIIf</b>
			8. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 1 / 4 <sup>th</sup> Q	<b>A3PR-IIIf</b>
<b>4th</b>	<b>The learner...</b> demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts	<b>The learner...</b> creates a single puppet based on character in legends, myths or stories using recycled and hard material  creates a mask or headdress that is imaginary in design using found and recycled materials	1. identifies different styles of puppets made in the Philippines (form Teatro Mulat and Anino Theater Group)	Week 1 / 4 <sup>th</sup> Q	<b>A3EL-IVa</b>
			2. discusses the variations of puppets in terms of material, structure, shapes, colors and intricacy of textural details	Weeks 2-4 / 4 <sup>th</sup> Q	<b>A3PL-IVb</b>
			3. creates a puppet designs that would give a specific and unique character, with designs of varied shapes and colors on puppets to show the unique character of the puppet/s	Week 4 / 4 <sup>th</sup> Q	<b>A3PR-IVc</b>
			4. constructs a simple puppet based on a character in a legend, myth or story using recyclable materials and bamboo sticks or twigs	Week 5 & 7 / 4 <sup>th</sup> Q	<b>A3PR-IVe</b>
	demonstrates understanding of shapes, colors,	demonstrates basic skills in constructing a puppet made from a	5. manipulates a puppet to act out a character in a story together with the puppets	Week 5 / 4 <sup>th</sup> Q	<b>A3PR-IVf</b>

	textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts	hard and stick, which can be manipulated	6. utilizes masks in simple role play or skit	Week 6 / 3 <sup>rd</sup> Q	<b>A3PR-IVf</b>
			7. performs as puppeteer together with others, in a puppet show, to tell a story using the puppet he/she created	Week 7 / 3 <sup>rd</sup> Q	<b>A3PR-IVg</b>

**Grade Level: Grade 4**

**Subject: Arts**

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<b>1<sup>st</sup></b>	<b>The learner...</b>  demonstrates understanding of lines, texture, and shapes; and balance of size and repetition of motifs/patterns through drawing	<b>The learner...</b>  practices variety of culture in the community by way of attire, body accessories, religious practices and lifestyle.  creates a unique design of houses, and other household objects used by the cultural groups.	1. discusses the rich variety of cultural communities in the Philippines and their uniqueness (1.1 LUZON- Ivatan, Ifugao, Kalkminga, Bontok, Gaddang, Agta 1.2 VISAYAS – Ati 1.3 MINDANAO-Badjao, Mangyan, Samal, Yakan, Ubanon, Manobo, Higaonon, Talaandig, Matigsalog, Bilaan, T'boli, Tiruray, Mansaka, Tausug) and the distinctive characteristics of these cultural communities in terms of attire, body accessories, religious practices, and lifestyles.	Week 1 / 1 <sup>st</sup> Q	<b>A4EL-Ia</b>
			2. Draws specific clothing, objects, and designs of at least one the cultural communities by applying an indigenous cultural motif into a	Weeks 2-4/1 <sup>st</sup> Q	<b>A4EL-Ib</b>  <b>A4EL-Ic</b>