

# Back to SCHOOL



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# Most Essential Learning Competencies (MELCs)



	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**

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
<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>

		writes a comparative description of houses and utensils used by selected cultural groups from different provinces.	contemporary design through crayon etching technique.		<b>A4EL-Id</b>
			3. role plays ideas about the practices of the different cultural communities.	Weeks 4/1 <sup>st</sup> Q	<b>A4PR-Ie</b>
			4. creates a drawing after close study and observation of one of the cultural communities' way of dressing and accessories.	Week 5-6/1 <sup>st</sup> Q	<b>A4PR-Ig</b>
			5. produces a crayon resist on any of the topics: the unique design of the houses, household objects, practices, or rituals of one of the cultural groups	Week 7/1 <sup>st</sup> Q	<b>A4PR-Ih</b>
			6. uses crayon resist technique in showing different ethnic designs or patterns.	Week 8/1 <sup>st</sup> Q	<b>A4PR-Ii</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>2nd</b>	<b>The learner...</b>  demonstrates understanding of lines, color, shapes, space, and proportion through drawing.	<b>The learner...</b>  sketches and paints a landscape or mural using shapes and colors appropriate to the way of life of the cultural community.  realizes that the choice of colors to use in a landscape gives the mood or feeling of a painting.	1. discusses pictures of localities where different cultural communities live where each group has distinct houses and practices.	Week 1/ 2 <sup>nd</sup> Q	<b>A4EL-IIa</b>
			2. explains the attire and accessories of selected cultural communities in the country in terms of colors and shapes.	Week 2/ 2 <sup>nd</sup> Q	<b>A4EL-IIb</b>
			3. depicts in a role play the importance of communities and their culture.	Week 3/ 2 <sup>nd</sup> Q	<b>A4EL-IIc</b>
			4. compares the geographical location, practices, and festivals of the different cultural groups in the country.	Week 4/ 2 <sup>nd</sup> Q	<b>A4EL-IId</b>
			5. paints the sketched landscape using colors appropriate to the cultural community's ways of life.	Week 5/ 2 <sup>nd</sup> Q	<b>A4EL-IIe</b>  <b>A4EL-IIf</b>

			6. tells a story or relates experiences about cultural communities seen in the landscape.	Week6/ 2 <sup>nd</sup> Q	<b>A4EL-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>  demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils)	<b>The learner...</b>  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	1. discusses the texture and characteristics of each material.	Week 1 / 3 <sup>rd</sup> Q	<b>A4EL-IIIa</b>
			2. analyzes how existing ethnic motif designs are repeated and alternated.	Week 1 / 3 <sup>rd</sup> Q	<b>A4PL-IIIb</b>
			3. demonstrates the process of creating relief prints and how these relief prints make the work more interesting and harmonious in terms of the elements involved.	Week 2 / 3 <sup>rd</sup> Q	<b>A4PL-IIIc</b>
			4. designs ethnic motifs by repeating, alternating, or by radial arrangement.	Week 2 / 3 <sup>rd</sup> Q	<b>A4PR-IIId</b>
			5. creates a relief master or mold using additive and subtractive processes.	Week 3 / 3 <sup>rd</sup> Q	<b>A4PR-IIIE</b>
			6. creates simple, interesting, and harmoniously arranged relief prints from a clay design.	Week 4 / 3 <sup>rd</sup> Q	<b>A4PR-IIIf</b>
			7. prints reliefs with adequate skill to produce clean prints with a particular design motif (repeated or alternated).	Week 5 / 3 <sup>rd</sup> Q	<b>A4PR-IIIg</b>
			8. creates the relief mold using found material: hard foam; cardboard shapes glued on wood; strings and buttons, old screws, and metal parts glued on wood or cardboard.	Weeks 6-7 / 3 <sup>rd</sup> Q	<b>A4PR-IIIf</b>
			9. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February).	Weeks 8/ 3 <sup>rd</sup> Q	<b>A4PR-IIIf-2</b>
<b>4th</b>	<b>The learner...</b>	<b>The learner...</b>	1. differentiates textile traditions in other Asian Countries like China, India, Japan, Indonesia,	Week 1 / 4 <sup>th</sup> Q	<b>A4EL-Iva</b>

	demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts	creates a single puppet based on character in legends, myths or stories using recycled and hard material	and in the Philippines in the olden times and presently.		
			2. discusses pictures or actual samples of different kinds of mat weaving traditions in the Philippines.	Week 1 / 4 <sup>th</sup> Q	<b>A4EL-lvb</b>
		creates a mask or headdress that is imaginary in design using found and recycled materials	3. discusses the intricate designs of mats woven in the Philippines: 3.1 Basey, Samar buri mats 3.2 Iloilo bamban mats 3.3 Badjao&Samal mats 3.4 Tawi-tawilaminusa mats 3.5 Romblon buri mats	Week 2 / 4 <sup>th</sup> Q	<b>A4EL-IVc</b>
	demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of colors through sculpture and crafts	demonstrates basic skills in constructing a puppet made from a hard and stick, which can be manipulated	4. explains the steps to produce good tie-dye designs.	Week 3 / 4 <sup>th</sup> Q	<b>A4PL-lvd</b>
			5. explains the meaning of designs, colors, and patterns used in the artworks.	Week 4 / 4 <sup>th</sup> Q	<b>A4PL-lve</b>
			6. creates a small mat using colored buri strips or any material that can be woven, showing different designs: squares, checks zigzags, and stripes.	Week 5 & 6 / 4 <sup>th</sup> Q  Week 7 / 4 <sup>th</sup> Q	<b>A4PR-IVf</b>  <b>A4PR-IVg</b>
			7. weaves own design similar to the style made by a local ethnic group.  8. creates original tie-dyed textile design by following the traditional steps in tie-dyeing using one or two colors.	Week 8 / 4 <sup>th</sup> Q	<b>A4PR-IVh</b>