

# Back to SCHOOL



[TEACHERPH.COM](https://www.teacherph.com)





TEACHERPH

# Most Essential Learning Competencies (MELCs)



Grade Level: Grade 5

Subject: Arts

Quarter	Content Standards	Performance Standards	Most Essential Learning Competencies	Duration	K-12 CG Code
1 <sup>st</sup>	<p><b>The learner...</b></p> <p>demonstrates understanding of lines, shapes, and space; and the principles of rhythm and balance through drawing of archeological artifacts, houses, buildings, and churches from historical periods using crosshatching technique to simulate 3-dimensional and geometric effects of an artwork.</p>	<p><b>The learner...</b></p> <p>creates different artifacts and architectural buildings in the Philippines and in the locality using crosshatching technique, geometric shapes, and space, with rhythm and balance as principles of design.</p> <p>puts up an exhibit on Philippine artifacts and houses from different historical periods (miniature or replica).</p>	1. discusses events, practices, and culture influenced by colonizers who have come to our country by way of trading.	Week 1/ 1 <sup>st</sup> Q	<b>A5EL-Ia</b>
			2. designs an illusion of depth/distance to simulate a3-dimensional effect by using crosshatching and shading techniques in drawings (old pottery, boats, jars, musical instruments).	Week 1/1 <sup>st</sup> Q	<b>A5EL-Ib</b>
			3. presents via powerpoint the significant parts of the different architectural designs and artifacts found in the locality. e.g. bahay kubo, torogan, bahay na bato, simbahan, carcel, etc.	Week2/1 <sup>st</sup> Q	<b>A5EL-Ic</b>
			4. explains the importance of artifacts, houses, clothes, language, lifestyle - utensils, food, pottery, furniture - influenced by colonizers who have come to our country (Manunggul jar, balanghai, bahay na bato, kundiman, Gabaldon schools, vaudeville, Spanish-inspired churches).	Week 2 /1 <sup>st</sup> Q	<b>A5PL-Ie</b>
			5. creates illusion of space in 3-dimensional drawings of important archeological artifacts seen in books, museums (National Museum and its branches in the Philippines, and in old buildings or churches in the community.	Weeks 3-4 /1 <sup>st</sup> Q	<b>A5PR-If</b>
			6. creates mural and drawings of the old houses, churches, and/or buildings of his/her community.	Weeks 5-6/1 <sup>st</sup> Q	<b>A5PR-Ig</b>

			7. participates in putting up a mini-exhibit with labels of Philippine artifacts and houses after the whole class completes drawings.	Weeks 7-8/1 <sup>st</sup> Q	<b>A5PR-Ih</b>
			8. tells something about his/her community as reflected on his/her artwork.	Week 8/1 <sup>st</sup> Q	<b>A5PR-Ij</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, colors, space, and harmony through painting and explains/illustrates landscapes of important historical places in the community (natural or man-made) using one-point perspective in landscape drawing, complementary colors, and the right proportions of parts.	<b>The learner...</b>  sketches natural or man-made places in the community with the use of complementary colors. draws/paints significant or important historical places.	1. explains the importance of natural and historical places in the community that have been designated as World Heritage Site (e.g., rice terraces in Banawe, Batad; Paoay Church; Miag-ao Church; landscape of Batanes, Callao Caves in Cagayan; old houses in Vigan, Ilocos Norte; and the torogan in Marawi)	Week 1/ 2 <sup>nd</sup> Q	<b>A5EL-IIa</b>
			2. explains that artists have different art styles in painting landscapes or significant places in their respective provinces (e.g., Fabian dela Rosa, Fernando Amorsolo, Carlos Francisco, Vicente Manansala, Jose Blanco, Victorio Edades, Juan Arellano, Prudencio Lamarroza, and Manuel Baldemor)	Weeks 2 & 3/ 2 <sup>nd</sup> Q	<b>A5EL-IIc</b>
			3. presents via powerpoint the artistry of famous Filipino artists in painting different landscapes and is able to describe what makes each artist's masterpiece unique from others.	Week 3/ 2 <sup>nd</sup> Q	<b>A5PL-IId</b>
			4. sketches using complementary colors in painting a landscape.	Weeks 4-5/ 2 <sup>nd</sup> Q	<b>A5PL-IIe</b>

			5. demonstrates skills and knowledge about foreground, middle ground, and background to emphasize depth in painting a landscape.	Weeks 6-7/ 2 <sup>nd</sup> Q	<b>A5PR-IIIf</b>
			6. discusses details of the landscape significant to the history of the country.	Week 8/2 <sup>nd</sup> Q	<b>A5PR-IIg</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 new printmaking techniques with the use of lines, texture through stories and myths.	<b>The learner...</b>  creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.	1. discusses new printmaking technique using a sheet of thin rubber (used for soles of shoes), linoleum, or any soft wood that can be carved or gouged to create different lines and textures.	Week 1 / 3 <sup>rd</sup> Q	<b>A5EL-IIIa</b>
			2. discusses possible uses of the printed artwork	Week 2 / 3 <sup>rd</sup> Q	<b>A5EL-IIIc</b>
			3. shows skills in creating a linoleum, rubber or wood cut print with the proper use of carving tools.	Week 2 / 3 <sup>rd</sup> Q	<b>A5PL-IIId</b>
			4. creates variations of the same print by using different colors of ink in printing the master plate.	Week 3 / 3 <sup>rd</sup> Q	<b>A5PR-IIIf</b>
	demonstrates understanding of new		5. follows the step-by-step process of creating a print: 5.1 sketching the areas to be carved out and areas that will remain 5.2 carving the image on the rubber or wood using sharp cutting tools 5.3 preliminary rubbing 5.4 final inking of the plate with printing ink 5.5 placing paper over the plate, rubbing the back of the paper 5.6 impressing the print	Weeks 4-5 / 3 <sup>rd</sup> Q	<b>A5PR-IIIf</b>

	printmaking techniques with the use of lines, texture through stories and myths.	creates a variety of prints using lines (thick, thin, jagged, ribbed, fluted, woven) to produce visual texture.	5.7 repeating the process to get several editions of the print		
			6. works with the class to produce a compilation of their prints and create a book or calendar which they can give as gifts, sell, or display on the walls of their school.	Week 6 / 3 <sup>rd</sup> Q	A5PR-IIIg
			7. demonstrates contrast in a carved or textured area in an artwork.	Week 6 / 3 <sup>rd</sup> Q	A5PR-IIIf-1
			8. produces several editions of the same print that are well-linked and evenly printed.	Weeks 7/ 3 <sup>rd</sup> Q	A5PR-IIIf-2
			9. participates in a school/district exhibit and culminating activity in celebration of the National Arts Month (February)	Week 8/3 <sup>rd</sup>	A5PR-IIIf-3
4th	The learner...  demonstrates understanding of colors, shapes, space, repetition, and balance through sculpture and 3-dimensional crafts.	The learner...  demonstrates fundamental construction skills in making a 3-dimensional craft that expresses balance, artistic design, and repeated variation of decorations and colors 1. papier-mâché jars with patterns 2. paper beads  constructs 3-D craft using primary and	1. identifies the materials used in making 3-dimensional crafts which express balance and repeated variation of shapes and colors 1.1 mobile 1.2 papier-mâché jar 1.3 paper beads  2. identifies the different techniques in making 3-dimensional crafts 2.1 mobile 2.2 papier-mâché jar 2.3 paper beads  3. discusses possibilities on the use of created 3-D crafts.  4. applies knowledge of colors, shapes, and balance in creating mobiles, papier-mâché jars, and paper beads.  5. demonstrates artistry in making mobiles with varied colors and shapes.	Week 1 / 4 <sup>th</sup> Q     Week 1 / 4 <sup>th</sup> Q    Week 2 / 4 <sup>th</sup> Q   Week 3 / 4 <sup>th</sup> Q  Week 4 / 4 <sup>th</sup> Q	A5EL-IVa     A5EL-IVb   A5EL-IVc  A5PL-IVd  A5PL-IVe

		secondary colors, geometric shapes, space, and repetition of colors to show balance of the structure and shape mobile	6. creates designs for making 3-dimensional crafts 6.1 mobile 6.2 papier-mâché jar 6.3 paper beads	Week 5 & 6 / 4 <sup>th</sup> Q	<b>A5PR-IVf</b>
			7. shows skills in making a papier-mâché jar	Week 7 / 4 <sup>th</sup> Q	<b>A5PR-IVg</b>
			8. creates paper beads with artistic designs and varied colors out of old magazines and colored papers for necklace, bracelet, ID lanyard.	Week 8 / 4 <sup>th</sup> Q	<b>A5PR-IVh</b>

**Grade Level: Grade 6**

**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 the use of lines, shapes, colors, texture, and the principles of emphasis and contrast in drawing a logo and own cartoon character using new	<b>The learner...</b>  creates concepts through art processes, elements, and principles using new technologies (hardware and software) to create personal or class logo. designs cartoon character on-the spot using new technologies.	1. discusses the concept that art processes, elements and principles still apply even with the use of new technologies.	Week 1/ 1 <sup>st</sup> Q	<b>A6EL-Ia</b>
			2. explains the elements and principles applied in commercial art.	Week 1/1 <sup>st</sup> Q	<b>A6PL-Ia</b>
			3. applies concepts on the use of the software (commands, menu, etc.).	Week 2 / 1 <sup>st</sup> Q	<b>A6PR-Ib</b>
			4. utilizes art skills in using new technologies (hardware and software).	Week 2 / 1 <sup>st</sup> Q	<b>A6PR-Ic</b>
			5. creates personal or class logo as visual representation that can be used as a product, brand, or trademark	Week 3 / 1 <sup>st</sup> Q	<b>A6PR-Id</b>