

GRADE 8 TEACHING GUIDE

Learning Area: Arts II

EAST ASIAN ARTS

Quarter: II

DEFINING THE LEARNING OUTCOME

General Level Standard:

Tell your students that at the end of Grade 8, they are expected to demonstrate understanding of salient features of Asian music and the arts, through appreciation, analysis, and performance for self-development, the celebration of Filipino cultural identity and diversity, and the expansion of one's world vision.

Content Standard:

Tell them at the end of the Second Quarter, they are expected to:

- demonstrate understanding of art elements and processes by synthesizing and applying prior knowledge and skills.
- demonstrate understanding of the salient features of the arts of East Asia by correlating the art elements and processes among culturally diverse East Asian countries.

Performance Standard:

The learners are expected to:

- create an artwork showing the characteristic elements of the arts of China, Japan and Korea.
- put up a mini-East Asian art exhibit using their own artworks.

Learning Competencies:

Let your students know that at the end of this particular learning module, they are expected to:

1. analyze the art elements (color, line, shape, etc.) and principles (texture, proportion, emphasis, harmony etc.) in the production of art and crafts.
2. identify the characteristics of arts and crafts found in East Asia
3. reflect on and derive the mood, idea, or message emanating from selected artwork.
4. determine the effectiveness of artwork by evaluating its utilization and combination of art elements and principles.
5. evaluate the effectiveness of mood, idea, or message as depicted by the visual image in the artwork.
6. trace the external (foreign) and internal (indigenous) influences that are reflected in an artwork or in the making of a craft or artifact.

PLANNING FOR ASSESSMENT

Assessment Plan		
<p>Product/Performance Task:</p> <p>They are also expected to create an artwork showing the characteristic elements of the arts of China, Japan and Korea and put up a mini-East Asian art exhibit using their own artworks.</p>	<p>Use formative and summative assessment tools to assess the competencies:</p> <ol style="list-style-type: none"> 1. Identify the great contributions of East Asian countries in the development of arts. 2. Compare the similarities and differences of the East Asian artworks. 3. Analyze the art elements and principles in the production of art and crafts in China, Japan and Korea. 4. Share realizations about the culture, traditions, customs and values reflected in East Asian arts that are incorporated in the Philippine arts. 5. Create an artwork applying the characteristics elements and principles of East Asian arts. 6. Integrate in life and production of arts the values and principles reflected in the artworks of China, Japan and Korea. 	<p>Assess the performance task using the following criteria:</p> <p>Individual Performance</p> <p>Quality of Craftsmanship- -5%</p> <p>Relevance of the artwork-5%</p> <p>Personal Expression and Creativity - 5%</p> <p>Work with Required Time- - 5%</p> <p style="text-align: right;">Total 100%</p> <p>Group Task: Art Exhibit</p> <p>Visual Impact (Use of colors, lines and shapes) -5%</p> <p>Content is Informational and Substantial -5%</p> <p>Cooperation -5%</p> <p>Discipline -5%</p> <p>Work on Required Time Frame -5%</p> <p style="text-align: right;">Total 100%</p>

TEACHING-LEARNING PLAN

Introduction

Tell the learners on the big idea about East Asian Arts i.e. East Asian countries share commonalities in the production of arts as influenced by their religion, philosophy, culture, beliefs, geographic setting, etc.

Ask them to read the introduction of the lesson in 5 minutes and let them explain their understanding about what they have read.

Objectives:

At the end of this module, your students should be able to:

- identify the characteristics of arts and crafts found in China, Japan and Korea like painting, pottery, paper arts, ikebana and architecture, etc
- analyze art elements (color, line, shape, etc.) and principles (texture, proportion, emphasis, harmony etc.) in the production of art in China, Japan and Korea.
- reflect on and derive the mood, idea, or message emanating from paintings, paper artworks, pottery, ikebana, face painting and architecture, etc. of China, Japan and Korea by comparing the similarities and differences of their artworks.
- determine and evaluate the effectiveness of mood, idea, or message as depicted by the visual image in the arts and crafts of east Asian countries- Japan, China and Korea
- trace the external (foreign) and internal (indigenous) influences that are reflected in an artworks or in the making of a craft from China, Korea and Japan through research and video clips viewing.

Pre-Assessment:

Ask your students to answer honestly and individually the pre-assessment 1 and 2 found in their module on East Asian Arts. Give them time limit and ask them to write all their answers in their journal/notebook.

PART I: WHAT TO KNOW

Check their answers using the key to correction below:

Pre-assessment1: *Travel to East Asia*

CHINA	JAPAN	KOREA
1	2	5
6	3	8
7	4	
9		

Pre-assessment 2: *Match and Fill*

1. Painting
2. Landscape painting
3. Calligraphy
4. Jingju Lianpu
5. Woodblock Printing
6. Ukiyo-e
7. Chosun Period
8. Origami
9. Heaven, Earth, Mankind
10. Peking Face-Paint

Together with your students, analyze the results of your pre-assessment to determine where they are in terms of background knowledge and skills; their strengths and weaknesses as your bases for planning instructional activities.

Learning Goals and Targets

Based on the objectives of the lesson and results of the pre-assessment 1 and 2, let your students define their personal goals and targets to achieve at the end of this module. Ask them to write their goals/targets in their journal / art notebook.

Make sure that all your students are able to define their own goals and targets. Tell them to monitor the progress of their targets as you go on with the lesson.

(Note: This activity will not be graded and you will only check. This will give you information on the students' prior knowledge and will help you determine what areas you will need to focus more on.)

Part I. What to KNOW

(In this part of the module, the learners are provided with structured learning experiences that will pre-asses their level of understanding, activate their prior

knowledge, clarify their understanding, and requires them to answer some focus questions about East Asian Arts.)

Reminder: *Accept all answers of your students. However, take note of those areas that you need to clarify during the process part. Make sure that the learners are clarified on their expectations such as the product and performance at the end of the grading period and how these product and performance shall be assessed.*

1. Before you proceed with your Lesson 1, ask them to ponder on some focus questions such as:
 - If you are ask to paint, what will be your subject matter or object? Why did you choose such subject for painting?
 - What are the contributions of China, Japan and Korea in the development of arts?
 - What make the arts of China, Japan and Korea unique?
 - What influences the East Asian arts production?
2. Ask few students to share their ideas/opinion to the class.
3. Ask your students to do the activity 3 and read the important aspects of Eastern painting. After reading ask them to go back to activity 3, let them tell their answers on the subjects of painting in China, Japan and Korea.
 - What do east Asian arts call on the objects or things to paint?
4. Let them verify their answers by reading the provided text in East Asian arts module page__.
5. Ask your students to share their reflections to the class about the important aspects about painting in China, Japan and Korea.
6. Let your students do the activity no.4 by following the given instructions. Give them time limit to do the activity. They are expected to write their interpretations about the Japanese painting. (Expected answers revolve on daily life' activities). Instruct the students to evaluate their answers using the rubrics for activity 4 on page__.
 - Note: You may provide other examples of painting with the subject on daily activities of man.
7. Before you discuss about calligraphy, ask the students to write their full name in their art notebook then tell them that handwriting is an example of calligraphy. Let the learners share their reflections, understanding after reading about Chinese calligraphy in their module, page__ (Time and again check the learners' understanding and reflections about the lesson being discussed).

14. To discuss other subjects of East Asian painting, tell the students to do activity 5. Instruct students to read on the aspects of painting roofs in East Asia on page ____ of their module.
Focus questions on the “why” they have such kinds of roofs.

15. To discuss on Japanese painting you show a n example of woodblock prints of Japan, then ask the following questions:

- What do you call this kind of painting?
- What is the subject of the painting?
- What country usually makes such painting?
- What do you know about woodblock printing and ukiyo-e?

Tell your students to discuss their answers within small groups in the class.

Each group will have a repertoire or reporter to record the answers of the group, after which the repertoire shares with the whole class.

16. Another feature of East Asian painting is face paint or make-up. To introduce this topic, group the learners by five (5) and discuss their answers.

- Are there other mediums of painting in East Asian countries?
- Are you familiar on what occasions or performances that these images had been used? (Show pictures of face paint and masks of China, Japan and Korea). Identify each image.
- What are the theatrical forms of China, Japan and Korea that they will use in face paint and face masks?
- What are the meaning and symbol of the colors in each character that the performers are portraying?
- When and why do Korean people use mask.

After the class sharing of their answers, then tell the learners to read the meaning of colors in Peking Opera, Kabuki and Face mask in Korea.

✓ **Before you proceed to lesson 2, check the understanding of the learners about East Asian painting- Kinds, subjects, principle, meaning/purpose and forms through formative assessment.**

17. To begin with lesson 2, instruct the learners to answer the questions below. (Their answers serve as a guide for you to assess the information that they know before discussing the lesson).

- What do you usually play when you were a child?
When I was a child I usually play...
- What country invented paper? Who invented it?
- What are the paper arts and folk arts of China, Japan and Korea

- Instruct the students to answer the challenge in the box and tell them to write it in their art notebook. Tell the students to explain the reasons for their answers.

Situation: You are stranded in an island with your brother and the only things you have saved in your school bag pack are: plastic envelop with two sheets of coupon bond and a roll of sewing thread.

Challenge: While waiting for anybody to rescue you, what are you going to do with the two sheets of bond paper to cheer up your brother?

Answer: _____

- Instruct students to read on the functions of paper in the development of paper arts on page __ of their module.
 - Show the examples of paper arts like the kite, paper boat, paper cut and knot tying. **Ask the students who has knowledge and skill in doing those arts. Ask someone to make a sample in the class to check prior knowledge of the students in making those folk arts.**
18. As you continue to guide the learners to gain information about the folk arts of East Asia give them an activity to compare the subject of origami in Japan and paper folding in China and Korea. Show examples through pictures.
- Discuss the meaning of paper folding like the sycee, crane and butterfly, etc.
19. Tell students to give their opinion or idea about the origin and importance of kites then let them read about the brief history of kites and its contribution to the development of science and arts.
20. Guide the learners to identify how knot works started and its purpose? You may give or present examples of knots like curtain tassels, lashing in making gadgets in camp, etc. Let the learners read on the kinds of knots in China, Japan and Korea.
- ✓ **Make sure that before you proceed with the next part of the module, all the topics in Lesson 1 on Paintings in East Asia and lesson 2 on Paper arts and Knot tying in China, Japan and Korea.**

PART II LET'S PROCESS WHAT YOU KNOW

(In this part of module, the learners are provided with various learning experiences to enable them to make sense of the information, develop, reflect, rethink, validate, and revise their understandings of the lesson through activities that will require them to process/make sense of the information; asses their skills; and some questions that will enable students to construct their own meanings/understandings and express these in their own way).

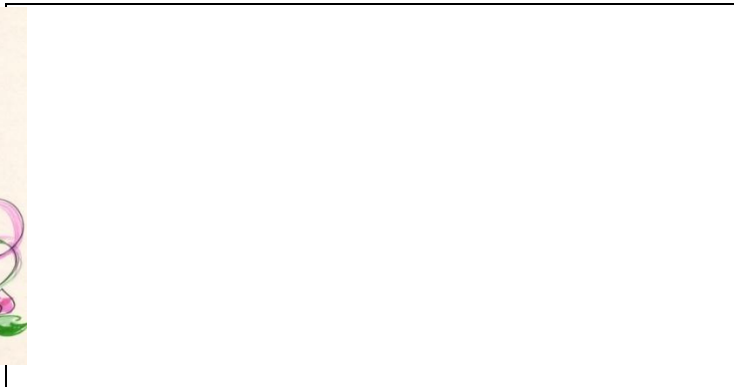
- Now, let the learners process the things that they have learned about East Asian painting and printing. Remind the students that there are many ways on how they create their own art work applying the characteristics of East Asian painting and printing. **Instruct the learners to do activity 1.**



Activity 1: Print Me A Message!

- Instruct the learners to write their selected verse or message in calligraphic style then affix their nickname at the right corner below their artwork with the use of Chinese brush and water color.

Sample



Guide the students that their artwork will be evaluated based on the following criteria.

Criteria for Individual Artwork	Percentage	Score
Visual Impact (use of colors ,lines and shapes,etc)	5%	
Clarity of Stroke	5%	
Relevance to the selected verse	5%	
Neatness	5%	
Total	20%	

Descriptive Rating	Score/points	Equivalent
Excellent	19 -20	94%- 95%
Very Good	17 – 18	91%- 93%
Good	14 - 16	88%- 90%
Fair	11 – 13	83%- 87%
Poor	9 - 10	79%- 82%
Needs Improvement	5 - 8	75%- 78%



• **Activity 2: Paint Me a Picture!**

Instruct the students to choose 1 art medium for their painting task. Tell them to follow the steps written in their module page ___ to ___.

- **Charcoal**
- **Black/Brown Coffee (Instant)**
- **Gumamela Flower extract)**
- **Azute**
- **Any colorful leaves, veggies & fruits**
- **Bricks (different color) or pot “paso”**

- Remind the students to use the usual themes of East Asian painting like nature landscape, flowers, fishes, plants, flowers and can use indigenous materials available in the locality.

Activity 3: Print me a card!

Tell the learners to follow the instruction in woodblock printing in their Module on page ___.

Present this rubrics to the students as their guide in their artwork activities.

Criteria for the Individual Artworks	Percentage	Score
Quality of craftsmanship	5%	
Relevance of the Artwork	5%	
Personal Expression and Creativity	5%	
Work with Required Time Frame	5%	
Neatness	5%	
Total	25%	

Descriptive Rating	Score/points	Equivalent
Excellent	24-25	94%- 95%
Very Good	21-23	91%- 93%
Good	18-20	88%- 90%
Fair	13-17	83%- 87%
Poor	10-12	79%- 82%
Needs Improvement	5- 9	75%- 78%



Activity 4: Paint Me a Pot/Jar

Tell students to follow instructions of activity 4 in their module page ____



Activity 5: Follow that thing!

For your introduction on face painting and mask activity tell them that “East Asian countries do not only paint on silk or on wood. Another way of expressing their painting is through face painting for Peking Opera and Kabuki or mask painting in Korea.”

Instruct them to watch the video clips showing the different ways on how to do the face painting or mask painting. After watching, tell them to follow by applying the colors on face or mask.

Video 2: Face painting, a Beijing Opera Mask

<http://www.youtube.com/watch?v=VVJ3Z3irv18>



Video 1: Making of Kabuki Face Paint

<http://www.youtube.com/watch?v=Wjn6hrJOcuY>



Video 3: How to make Korean Mask

<http://www.youtube.com/watch?v=EYDmBSzbeR8>



2. To process their learning in Paper arts like paper cutting, paper folding and kite making, instruct the learners to do the following activities:

- **Activity 1: The art of Paper Cutting**

Instruction: Tell them to make an art work out of colored or recycled paper and make their own design of paper cutting based from the subjects of Chinese painting or the 12 symbols of the Chinese Zodiac and the Japanese paper folding.

- **Activity 2: Paper Folding Sycee Activity**

Tell them to follow instruction in their module on page __

- **Activity 3: Japanese Origami (Water Bomb and Butterfly)**

Tell them to follow instruction in their module on page __

After the activities in Part II, instruct the learners to evaluate their artwork using the rubrics below.

Criteria for Individual Artwork	Percentage	Score
Visual Impact (use of colors ,lines and shapes,etc)	5%	
Clarity of Stroke	5%	
Relevance to the selected verse	5%	
Neatness	5%	
Total	20%	

Descriptive Rating	Score/points	Equivalent
Excellent	19 -20	94%- 95%
Very Good	17 – 18	91%- 93%
Good	14 - 16	88%- 90%
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Poor	9 - 10	79%- 82%
Needs Improvement	5 - 8	75%- 78%



PART III. Reflect and Understand

(In this part, the learners are provided with other learning resources and experiences for them to enrich/ broaden their understandings of the lesson through additional activities (e.g. conducting research, lecture forum, symposium or inviting resource person to discuss critical topics, etc.) and reading resources to enrich/broaden their understanding).

To expand or intensify the learning of the students, let them undergo the following activities:



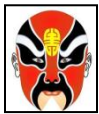
Activity 1: PAINTING ANALYSIS

Tell the students to use the pictures in activity 1 on Part III their module on page ____ to compare the paintings from Japan, China and Korea. Identify the similarities in terms of the subjects and elements of arts (color, space, texture, line) used by each country by writing their observations in their art notebook.



Activity2: My Diary

Guide the learners to follow the instruction of activity 1 on writing My Diary on page ____ of their module.



Activity 3: Group Research

Tell them to follow instruction on page ____ of their module.

Before you proceed to the transfer part, tell your students to answer the summative assessment below:

(To follow)



PART IV. Transfer

(In this part, the learners are expected to demonstrate or show a completed product or performances as an output required by the lesson).

Tell your students that they will simulate and reflect on their responsibility or role as a member in performing their tasks as a group.



Activity 1: CULMINATING ACTIVITY

Tell your students to follow the grouping assignment and instruction on page ___ of their module.

- Inform the students that their output will be assessed using the rubrics below:

Criteria for Group Output	Percentage	Score
Visual Impact (use of colors ,lines and shapes)	5%	
Content is Informational and Substantial	5%	
Cooperation	5%	
Discipline	5%	
Work on Required Time Frame	5%	
Total	25%	

Descriptive Rating	Score/points	Equivalent
Excellent	24-25	94%- 95%
Very Good	21-23	91%- 93%
Good	18-20	88%- 90%
Fair	13-17	83%- 87%
Poor	10-12	79%- 82%
Needs Improvement	5- 9	75%- 78%

(Note: You can ask your students have a better way of assessing their outputs or different scoring guides).

- Based on the results of the summative assessment and the performance/product, find out if your students may now proceed to the next module.
- You may give additional readings/Resources/Background information.