

Dominican International School

Taipei, Taiwan



Subject	ART 9- BREADTH	Teacher:	Mr. Jofil E. Collado
Grade Level	Grade 9	Email:	jcollado@dish.tp.edu.tw
School Year	2024-2025		

Course Syllabus

COURSE DESCRIPTION:

“Imagination is more important than knowledge.” – Albert Einstein

The Visual Arts embraces technical skills of how to make and cognitive skills of communicating in symbolic language. While the goal of most academic study is to find the right answers, in Art we are looking for the right questions. Creativity culminates from taking imagination through the process of making and experimenting to arrive at a new idea or viewpoint. The goal of the Arts curriculum is to take the student through this process and be able to analyze and synthesize their ideas and apply these new methods of inquiry not only to the Arts and Culture but other subjects as well.

Art Standards

Content Standard #1: Understanding and applying media, techniques, and processes

Achievement Standard, Proficient:

Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks.
Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes.

Achievement Standard Advanced:

Students communicate ideas regularly at a high level of effectiveness in at least one visual art medium.
Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.

Content Standard #2: Using knowledge of structures and functions

Achievement Standard, Proficient:

Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
Students evaluate the effectiveness of artworks in terms of organizational structures and functions.
Students create artworks that use organizational principles and functions to solve specific visual arts problems.

Achievement Standard Advanced:

Students demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives.
Students create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions.

Content Standard #3: Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard, Proficient:

Students reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture.
Students apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life.

Achievement Standard Advanced:

Students describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others.
Students evaluate and defend the validity of sources for content and the way subject matter, symbols, and images are used in the students' works and in significant works by others.

Content Standard #4: Understanding the visual arts in relation to history and cultures

Achievement Standard, Proficient:

Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.

Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.

Students analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Achievement Standard Advanced:

Students analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists

Students analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.

Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard, Proficient:

Students identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works.

Students describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts.

Students reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

Achievement Standard Advanced:

Students correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions.

Content Standard #6: Making connections between visual arts and other disciplines

Achievement Standard, Proficient:

Students compare the materials, technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis.

Students compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences.

Achievement Standard Advanced:

Students synthesize the creative and analytical principles and techniques of the visual arts and select other arts disciplines, the humanities, or the sciences.

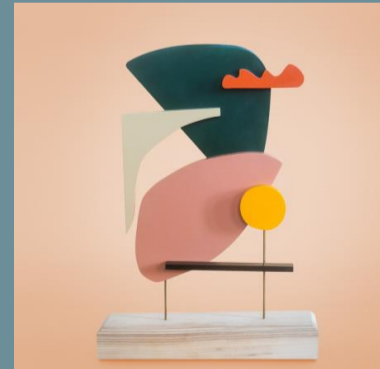
ART – 9 | BREADTH

Breadth, in the context of art education, represents the scope of potential of the resources and the stretch of creativity of the artist.

The level 9 art activities establish the fundamental structure of competence required in AP Art courses. This course is designed essentially to prepare and responsive to the competencies expected for AP art courses, both for AP Art, 2D-Design, and 2D-Drawing/Painting. Learning activities on this level concentrate towards further understanding of art media, tools, techniques, execution, and the rest of processes relevant to the technicalities of art and design.

The activities, learning environment, and the general attitude, intrinsically orchestrating synthesis towards the maturity of consciousness towards painting or drawing, techniques, tools, resources, creativity, and the harmony of elements towards the subject of art.

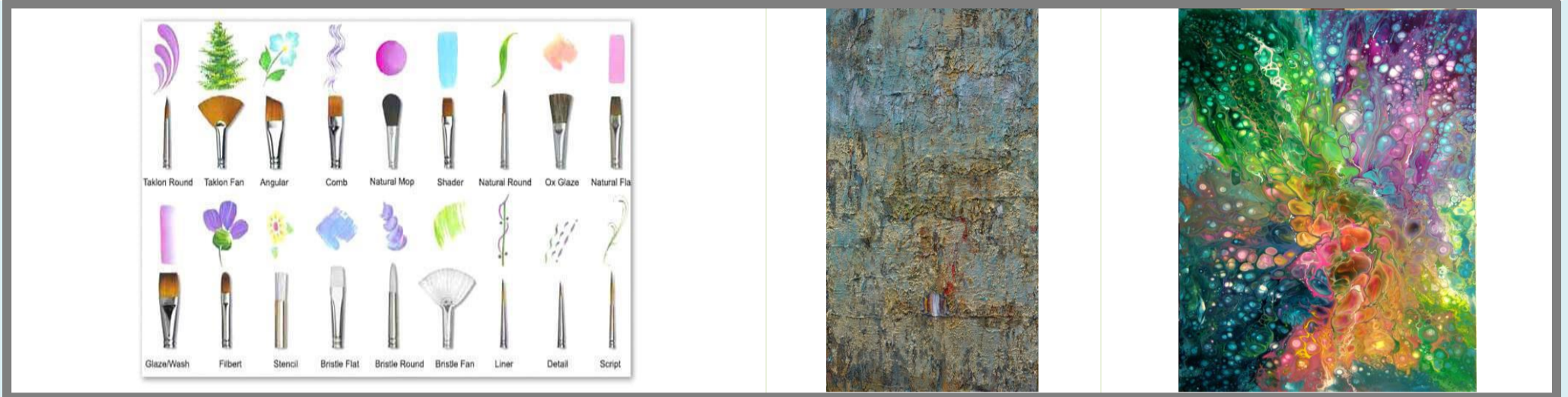
The competencies are designed to explore and direct a concentration on a certain media, tool, technique, and, or ushers a novelty of a certain style or expression.



1st QUARTER

BREADTH: ACRYLIC / OIL PAINTING

The First Quarter, sketches the form of the succeeding layers of quarters towards art. The art activities are schemed in the direction of developing the right character towards the appreciation of a certain art medium. Students are challenged to explore the potential of a certain medium thus encouraging a sense of creativity, ingenuity, resourcefulness, aesthetics for a scientific attitude to surface.

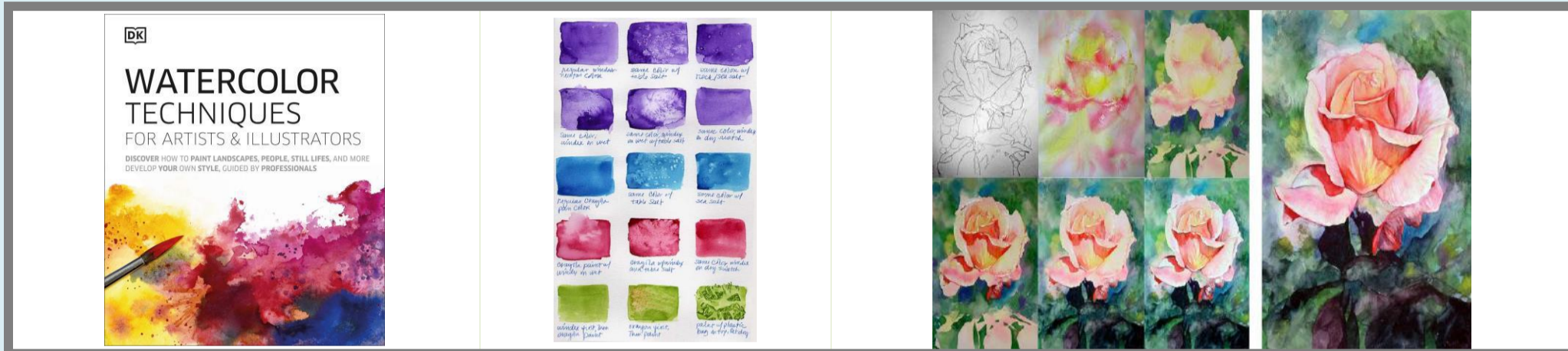


SCHEDULE		TOPIC/ACTIVITIES	
AUGUST	WEEK 1	Aug 12 th - 16 th 4 Days of Class 12~ First Day / Orientation Day 15~ Opening Mass & Assumption of Our Lady 8:00 15~ Induction of Class, Student Council Officers and DYM	Introduction to the subject, presenting topics, establishing classroom rules, and giving of requirements. ART MATERIALS: MEDIA & TOOLS
	WEEK 2	Aug 19 th - 23 rd Opening Mass	Teacher demonstration of basic techniques for each media
	WEEK 3	Aug 26 th -30 th 26~Fire drill? 26~Middle and High School Catholic Bridge Program (after assembly) 28~St. Dominic de Guzman Feast Day Celebration	Teacher demonstration of basic techniques for each media
SEPTEMBER	WEEK 4	Sep 2 nd - 6 th 2~House Ceremony	Students' presentation of exploration and discovery/ Critiquing
	WEEK 5	Sep 9 th - 13 th 8~ Mass & Birthday Mother Mary VIP Induction	Students' presentation of exploration and discovery/ Critiquing
	WEEK 6	Sep 16 th Sep 15 th -20 th 1 Day of Class 17~Moon Festival 18-20~ Teacher's Conference	Students' presentation of exploration and discovery/ Critiquing
	WEEK 7	Sep 23 rd - 27 th 24-26~Pre-Exam Days	Students' presentation of exploration and discovery/ Critiquing
	WEEK 8	Sep 30 th - Oct 4 th	Students' presentation of exploration and discovery/ Critiquing
OCTOBER	WEEK 9	Oct 7 th to 11 th 1 Day of Class 7~Launching - Rosary Month and Bullying Prevention Day 8-9 ~Q1 Exams 10~Double Ten	Artwork continues/ DEADLINE IN THE SUBMISSION OF THE WORKS

2nd QUARTER

BREADTH: WATERCOLOR: 2D ARTS

The Second Quarter essentially supports what was established in the previous quarter. It is in the form of a continuation and a supplement to the first quarter learning competencies. Students in this case are challenged to explore further the drawing and painting media, direct concentration on a certain media, and or usher a novelty of a certain style, expression, or technique.

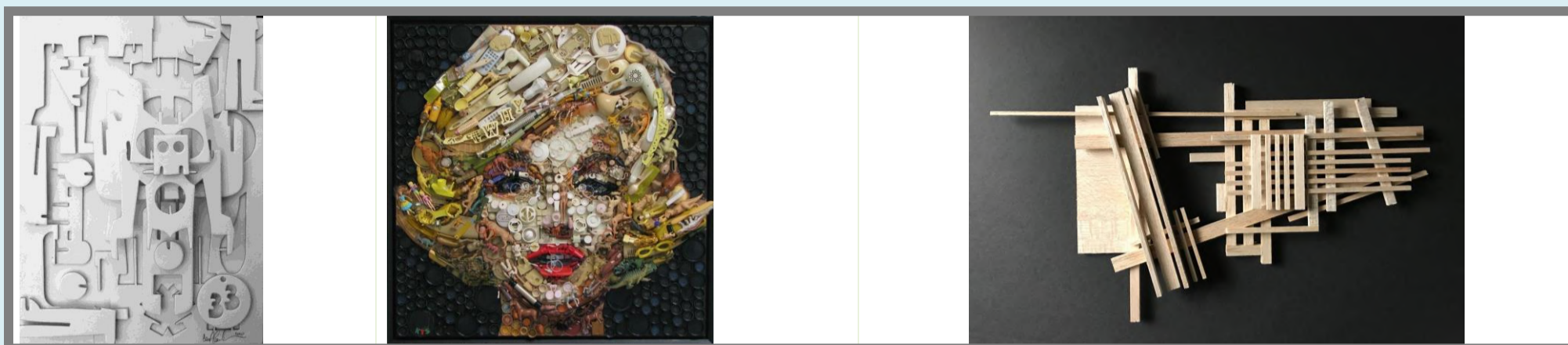


SCHEDULE			TOPIC/ACTIVITIES
OCTOBER	WEEK 1	Oct 14 th to 18 th 14~ Second Quarter Begins	Introduction to the subject-
	WEEK 2	Oct 21 st to 25 th 25 - Book Fair 25- Masquerade Night	Study of the grounds for painting-teacher demonstration
	WEEK 3	Oct 28 th to Nov 1 st 1-All Saint's Day Mass	Techniques and methods of painting- teacher demonstration
NOVEMBER	WEEK 4	Nov 4 th to Nov 8 th	Exploring painting techniques
	WEEK 5	Nov 11 th to 15 th	Exploring painting techniques
	WEEK 6	Nov 18 th - 22 nd 22-Gr.12 Q2 Exam 22 - YSC Contest	Exploring painting techniques
	WEEK 7	Nov 25 th - 29 th 25-Gr.12 Q2 Exam 26-28-Pre-Exam Day	Exploring painting techniques
DECEMBER	WEEK 8	Dec 2 nd -Dec 6 th 6~Half Day Foundation Day Celebrations	Exploring painting techniques
	WEEK9	Dec 9 th - 13 th 3 Days of Class 12-13 -Q2 Exams	DEADLINE IN THE SUBMISSION OF THE WORKS [two works that best that describe the artist's competence in a figurative and non-figurative form]
	WEEK 10		Christmas Break

3rd QUARTER

BREADTH: ASSEMBLAGE- RELIEF SCULPTURE

The Third Quarter sketches on the learner's consciousness the perception of something in more dimensional surface. The subject engages learners to art activities that enable them to better understand the different dimensions of an object and develop a skill to find relevance and utilize the potential of available materials and use it to its fullest to produce a 3-dimensional art (relief sculpture).

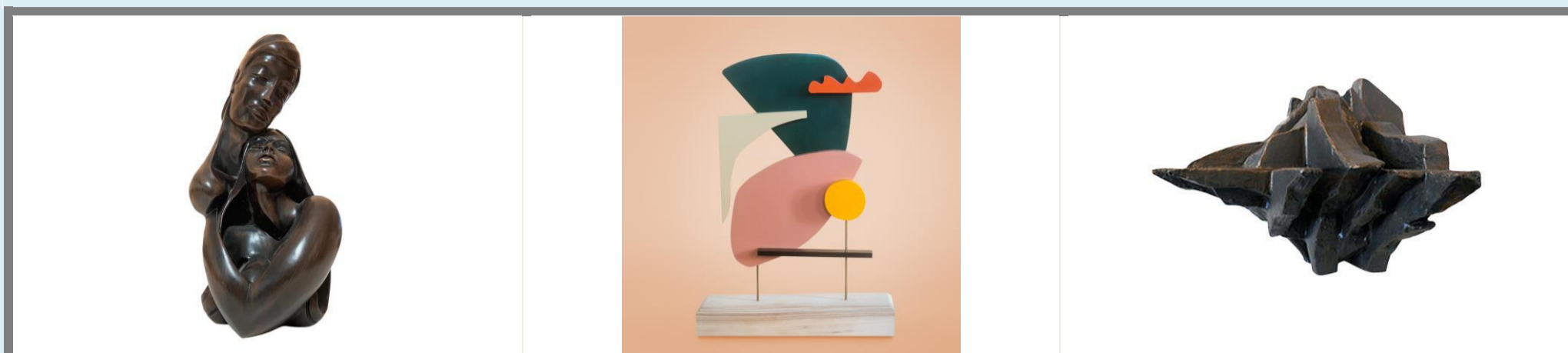


SCHEDULE			TOPIC/ACTIVITIES
JANUARY	WEEK 1	Jan 6 th to 10 th <u>4 Days of Class</u> 6~Record Day 7~Third Quarter Begins 10 ~ New Year Mass	Introduction to the subject, media, and tools to be used in making the required (3D Relief sculpture)
	WEEK 2	Jan 13 th to 17 th	Presentation/ demonstration of the subject (), media, tools, and techniques.
	WEEK 3	Jan 20 th to 24 th	Exploring relief art- students activity
		Jan 27 th to Jan 31 st	Chinese New Year NO CLASS
FEBRUARY	WEEK 4	Feb 3 rd to 7 th	Exploring relief art- students activity
	WEEK 5	Feb 10 th to 14 th 1-14~Catholic Week	Exploring relief art- students activity
	WEEK 6	Feb 17 th to 21 st	Exploring relief art- students activity
	WEEK 7	Feb 24 th to 28 th <u>4 Days of Class</u> 24~Lenten Mass? 25-27 ~ Pre-Exam Days 24-27~IOWA Assessments 28 ~ Memorial Day Holiday	Exploring relief art- students activity
MARCH	WEEK 8	March 3 rd to 7 th 5~ Ash Wednesday	Exploring relief art- students activity
	WEEK 9	March 10 th to 14 th <u>4 Days of Class</u> 14 – Q3 Exams	DEADLINE IN THE SUBMISSION OF THE WORKS [two works that best describe the artist's competence relative to the topic]

4th QUARTER

BREADTH: ASSEMBLAGE-FREE-STANDING SCULPTURE

The Fourth Quarter engages learners in an activity that enables them to manipulate materials to form a 3-Dimensional artistic creation and that would speak their intention in a powerful, intelligent, creative, and maturely representing art and design.



SCHEDULE		TOPIC/ACTIVITIES	
MARCH	WEEK 1	<p>March 17th 21st 4 Days of Class 17 - Q3 Exams 18~ Fourth Quarter Begins 18~ Fire Drill? 19~ Feast of St. Joseph</p>	Introduction to the subject, media, and tools to be used in making the required (free-standing 3D sculpture)
	WEEK 2	<p>March 24th to 28th</p>	Presentation/ demonstration of the subject (free- standing 3-D sculpture) media, tools, and techniques.
	WEEK 3	<p>March 31st to April 4th 4 Days of Class 4~Tomb Sweeping</p>	Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form
	WEEK 4	<p>Apr 7th to 11th Tomb Sweeping</p>	
APRIL		<p>April 14th to April 18th</p>	Easter Break
	WEEK 5	<p>Apr 21st to 25th 23~Easter Mass 21-25 ~ AP Mock Exams 26~Spring Fair</p>	Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form
	WEEK 6	<p>Apr 28th to May 2nd 4/29-5/1~ Pre-Exam Days 1-2~ Final Exams (K, 5, 8, 12 only)</p>	Working on a Free standing 3-D Sculpture using the suggested media in either a figurative or non-figurative form
	WEEK 7	<p>May 5th to 9th 5-9~ Final Exams (K, 5, 8, 12 only) 5-9 ~ AP Exams</p>	Artwork continued
	WEEK 8	<p>May 12th to 16th 4 Days of Class 14-15~ Q4 Exam 16~ Record Day 12-16 ~ AP Exams</p>	Artwork continued
	WEEK 9	<p>May 19th to 23rd 19-23 ~ Student Clearance 19~ Baccalaureate Mass 23~Gr. 6 - 7 Recognition and Gr. 8 Graduation</p>	Artwork continued
MAY	WEEK 10	<p>May 26th to 30th 4 Days of Class 26~House Culminating Activity 27~Gr. 9-11 Recognition and Gr. 12 Graduation 28! Class Party 29- ~ Students Last Day 30~ Teachers/Staff Meeting</p>	Acrylic painting explored in character of Modern arts (students' activity). DEADLINE OF THE SUBMISSION OF WORKS [two works that best that describe the artist's competence in a figurative and non-figurative form]

Designing is a consciousness of understanding in the form of expression to create an experience imposed by a character.
J. E. Collado

Art is the linguistics of philosophies focused essentially on the expression of beauty and design which appeals to an emotional and intellectual response.
J. E. Collado

Teaching Strategies:

In any given lesson the student will generally be provided with a goal with background information and the tools and method to achieve the goal. The focus for the student is the time spent experimenting and making that lead to individual expression and discovery. The goal of the teacher is to encourage conceptual and intellectual skill, technical skill and artistic skill through activities, lectures and demonstration, and critique.

- **INTELLECTUAL/ CONCEPTUAL SKILL**
This serves as the brain of art. It includes the choice of subject, the intention, or the voice of the art, and how it is conceptually significant to the past, present and the future.
- **TECHNICAL SKILL**
This is the body of the art. It encompasses the appropriate and effective use of the tools, methods and techniques and the way of doing it.
- **ARTISTIC SKILL**
This aspect is the heart and the soul of art. It essentially communicates through affective way. This involves the creative composition, personal expression, the emotional content, and other metaphysical forces driving a person to create. This is the attitude of the artist extended into his creation.

GRADING CRITERIA:

The quarterly grade will be awarded for all student work based approximately on the following criteria:

- | |
|---|
| • Quarter Project(s) - an individual or a group project to be done within a given time frame |
| • Quizzes - project critique and assignments |
| • Department - (work ethics including clean up, behavior and) |
| • Quarter Exam - written or an interview about the project |

STUDENT MATERIALS REQUIRED:

Students are not required to supply materials for their Art classes. If the students need to bring something to class, parents will be notified.

- Sketchbook (A4 size or larger)
- **Quarter Project materials:** The school provides the basic tools and other available materials for students. For a certain art project, the students would wish to have and that requires a certain material however the school doesn't have, the student artist should be held responsible for having it.

CLASSROOM RULES:

1. Respect and other good values must dominate the studio environment
2. Be respectful of others (especially when speaking), and of school property especially Art room tools, supplies and the work of fellow students.
3. Always avoid disruptive behavior
4. Always communicate in English.
5. Do your best and participate.

DISCIPLINE: (Will be in accordance with the existing school rules and regulation)

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment

Assessment:

STANDARDS FOR EVALUATING WORKS OF ART

SCORE	33% - SUBJECT	33% - FORM /COMPOSITION	33% - CONTENT
		The "what:" representational = the subject; nonobjective positive shapes. The subject is also the theme or the topic of art. Originality, Imagination, and Invention of Composition	The "how:" arranging the elements or total appearance of the work; (Elements of art: "building blocks"; line, shape, value, texture, & color) (How the elements are arranged is the = composition). The form is the technique employed and the use of the elements of art. General Use of Design Elements and Application of the Principles of 2-D Design Technical Competence and Skill with Materials and Media
SCORING DESCRIPTION			
33% EXCELLENT QUALITY	The composition of the works is original, imaginative, and inventive	In most works, there is a highly successful use of the elements of design and application of 2-D Design principles.	Any apparent appropriation of published or photographic sources or the work of other artists clearly provides a visual reference that is transformed in the service of a larger, personal vision in which the student's "voice" is prominent
32% STRONG QUALITY	The composition of the works is generally imaginative or inventive	The work generally shows successful use of the elements of design and application of 2-D design principles.	Any apparent appropriation of published or photographic sources or the work of other artists shows a strong sense of the student's "voice" and individual transformation of the images
31% GOOD QUALITY	The composition of the works includes some imaginative ideas.	The work shows good use of the elements of design, but the application of 2-D design principles is not always successful.	With the apparent appropriation of published or photographic sources or the work of other artists, the student's "voice" is discernible; the images have been manipulated to express the student's individual ideas.
30% MODERATE QUALITY	In the composition of the works, some imaginative ideas appear to be emerging.	The work shows moderately successful use of the elements of design; the application of 2-D design principles is emerging or limited in scope.	The resulting work appears to be a collection of nearly direct reproductions; even if the work is skillfully rendered, the student's "voice" and the individual transformation of the images are minimal
29% WEAK QUALITY	The composition of the work relies heavily on unoriginal ideas and shows few signs of invention or imagination	Some awareness of the elements of design is demonstrated, but there appears to be little understanding of the application of 2-D design principles.	The work appears to be direct copies of published or photographic sources or the work of other artists; even if they are of average rendering skill, there is little discernible student "voice" or individual transformation
28% POOR QUALITY	The composition of the work lacks originality or imagination.	Very little awareness of the elements of design is demonstrated, and there appears to be minimal understanding of the application of 2-D design principles	The works are obviously direct, poorly rendered copies of published or photographic sources or the work of other artists; there is no discernible student "voice" or individual transformation
NOTE	HIGHEST POSSIBLE GRADE IS 99%. GRADE SHOULD BE MAINTAINED NOT LOWER THAN 28 %-POOR PER AREA.		

ART TIMELINE S.Y. 2023 – 2024

BY: JOFIL E. COLLADO 2017

GENERAL DESIGN	1 ST QUARTER ART HISTORY	2 ND QUARTER 2-DIMENSIONAL ART	3 RD QUARTER RELIEF-SCULPTURE	4 TH QUARTER IN-THE-ROUND SCULPTURE
<p>LEARNING COMPETENCIES</p> <p>At this point, art is introduced as the very basic level. The earliest formal study of the subject recognizes the cognitive and the knowledge aspect of learning as essential elements to reach the technical skills and to better understand it. Learners' consciousness is stimulated by activities that reflect the earliest steps of mankind to illustrate and comprehend nature. They are exposed to activities that would establish true understanding of art in an ascending manner. This follows the scheme of observation to three-dimensional form of consciousness towards art and the reality itself.</p>	<p>PRE-HISTORIC ART Artwork based on topic</p> 	<p>MONOCHROMATIC/ANALOGOUS Basic Drawing</p> 	<p>MOSAIC Basic</p> 	<p>PAPER QUILTING-1 Basic</p> 
<p>LEARNING COMPETENCIES</p> <p>The second grade is essentially the calibration of the historical and technical foundations established in the earlier activities of level one. At this point, learners are engaged to significant artistic and cultural use of our ancient history. They are also exposed to the basics of two-dimensional arts while going along with the most significant events of the time. Learning activities are as well developing from theoretical to a more dimensional form of understanding and presenting the subject.</p>	<p>ANCIENT ARTS Basic</p> 	<p>BASIC DRAWING-COLORS Basic</p> 	<p>COLLAGE Basic</p> 	<p>PAPER QUILTING-2 Relief Art</p> 
<p>LEARNING COMPETENCIES</p> <p>The level 3 topics basically are designed to supplement the earlier topics of level 2. Awareness to historical foundations of art proceeds from ancient Greece and Rome towards the Medieval times. Learners are then introduced to the basic understanding and working with colors. Learning activities at this level still operate within the transition from basic to the higher level and involve common topics which are technically and essentially establishing a coherent theoretical and technical foundation of learning.</p>	<p>MEDIAEVAL ARTS</p> <p>Medieval Art 500 AD to 1400 AD</p> 	<p>BASIC DRAWING-COLORS Basic</p> 	<p>MOSAIC Relief Art</p> 	<p>PAPER MOSAIC-3 Free-Standing Sculpture</p> 
<p>LEARNING COMPETENCIES</p> <p>Level 4 assumes that the learner's awareness of certain art activities is ready for a more mature response. Learners are challenged to confront some of the details towards art established during the Renaissance period. Art topics embraced the beauty, faith, and the attitude of the Renaissance era throughout the year with respect to the limitations attached to the level of the age and their capabilities.</p>	<p>RENAISSANCE ARTS & CULTURE</p> 	<p>PERSPECTIVE DRAWING 2-D Arts</p> 	<p>COLLAGE Relief Art</p> 	<p>PAPER QUILTING - 4 Free-Standing Sculpture</p> 
<p>LEARNING COMPETENCIES</p> <p>Art history discussions at this level revolve around the major civilizations in four directions of the world: The Northern, Eastern, Western and Southern locations. Learners are introduced to the use of various art media, philosophies, and expressions distinct to these 4 major locations. Learners are given activities that would allow them to discover other possibilities and ways to produce and perceive art.</p>	<p>ARTS OF THE N-E-W-S Report</p> 	<p>PASTEL 2-D Arts</p> 	<p>PRINTING/ STENCILING</p> 	<p>COLLAGE Free-Standing Sculpture</p> 
<p>LEARNING COMPETENCIES</p> <p>The level 6. Art History topic is focused on the distinctive attributes of art and culture in the most neighboring Asian countries. Similarities and differences between their artistic and cultural developments are reviewed and emphasized through research, reporting and in practical activities as subjects or theme. Artistic consciousness is as well nurtured towards the integration of uncorrupted philosophy, creativity, and resourcefulness.</p>	<p>ARTS & CULTURE OF ASIA Report</p> 	<p>POSTER ARTS 2-D Arts</p> 	<p>PAPER-MACHE Relief Sculpture</p> 	<p>PAPER-MACHE Free-Standing Sculpture</p> 
<p>LEARNING COMPETENCIES</p> <p>Level 7. Art history is a calibration of level 6. Art history discussions are centered to the point of the country of origin. This is a level wherein the learner are expected to be conscious and mature enough to gather and share essential awareness about their locality. Furthermore, this is well spent when they are formally introduced to painting media and challenged to create a more mature artwork on the basis of using paper as material.</p>	<p>ART & CULTURE OF TAIWAN Report</p> 	<p>STILL-LIFE SUBJECTS Drawing-2-D Arts</p> 	<p>PAPER CUT-OUT/POP UPS Relief Sculpture</p> 	<p>PAPER CUT-OUT/POP UPS Free-Standing Sculpture</p> 
<p>LEARNING COMPETENCIES</p> <p>Level 8 is another calibration of competencies set in the previous level. At this point, art topics and activities present the modern approaches and innovations and expressive trends in shape changes and developments towards 2-D arts based and expanded. Exploring these Modern Art movements, principles and set the tone of the later activities. In general, the competency on this level is set to more awareness about the significant events of recent times transcending within society.</p>	<p>MODERN ARTS MOVEMENTS Report</p> 	<p>SOCIAL REALISM 2-D Arts</p> 	<p>MIXED-MEDIA: Relief Sculpture</p> 	<p>DIORAMA Free-Standing Sculpture</p> 
<p>LEARNING COMPETENCIES</p> <p>The level 9. art activities illustrate the competencies like AP art courses. This level is designed to prepare learners for the demands of AP art courses. Learning activities on this level concentrate on further exploring the art media, tools, techniques, materials, and the use of issues concerning the technicalities in art. This is an attempt to prepare learners in case they would take AP art courses, to cast awareness to the demands of education after high school, and to shed illumination on to what profession they would opt to.</p>	<p>BREADTH: ACRYLIC/ OIL PAINTING</p> 	<p>BREADTH: WATERCOLOR 2-D Arts</p> 	<p>ASSEMBLAGE: Relief Sculpture</p> 	<p>ASSEMBLAGE: Free-Standing Sculpture</p> 
<p>LEARNING COMPETENCIES</p> <p>Level 10 is technically the continuation and at the same time to supplement the competencies achieved in the previous level. In this level however, activities are focused on developing conceptual skills and philosophical maturity in perceiving and working art. While the attention is focused on the conceptual aspect of visual communication, integrating the technical skills developed previously should be of constant practice. This is an attempt to prepare learners in case they would take AP art courses, to shed awareness to the demands of education after high school and shed illumination on to what profession they would opt to.</p>	<p>CONCENTRATION</p> 	<p>CONCEPTUAL ARTS 2-D Arts</p> 	<p>CONCEPTUAL ARTS: Relief Sculpture</p> 	<p>CONCEPTUAL ARTS: Free-Standing Sculpture</p> 
<p>LEARNING COMPETENCIES</p> <p>Activities and topics for this level, sought to provide basic but essential art skills that is relative to the common demands of a university art curriculum, an interest careers, and an essential artistic and technical skills necessary for life after school. Current art expressions, philosophies and trends are the theme of activities to practice designing skills across all quarters. The second quarter engages learners in 2-dimensional design illustrations with the integration of skills acquired from the previous quarter. Industrial design, furniture design, fashion, architecture and landscaping are explored. The 3rd and the 4th quarter, in harmony with the expectations that correspond to these quarters, challenge learners to create a well-bound and a unity sculpture respectively, which are both responsive to interior designing, 3-dimensional art and its functionality.</p>	<p>MODERN ARTS MOVEMENTS</p> 	<p>DESIGNING 2-D Arts</p> 	<p>FUNCTIONAL WALL ARTS Relief Sculpture</p> 	<p>FUNCTIONAL ARTS Free-Standing Sculpture</p> 
<p>LEARNING COMPETENCIES</p> <p>This is a college level course designed for students who are engaged in the practical experience of art, highly motivated and committed to develop history of concept, composition, and the resolution of an artistic insights. The course emphasizes that art is an ongoing process that requires consistent, intense, comprehensive research and constant contact practice with a considerable amount of time of practice within and beyond school boundaries.</p>	<p>CONCENTRATION / BREADTH</p> 	<p>CONCENTRATION / BREADTH</p> <p>Alisha-Concentration</p> 	<p>CONCENTRATION / BREADTH</p> 	<p>CONCENTRATION / BREADTH / QUALITY/ SUBMISSION</p> 

DRAWING

PAINTING / MIXED-MEDIA

ASSEMBLAGE / MOSAIC

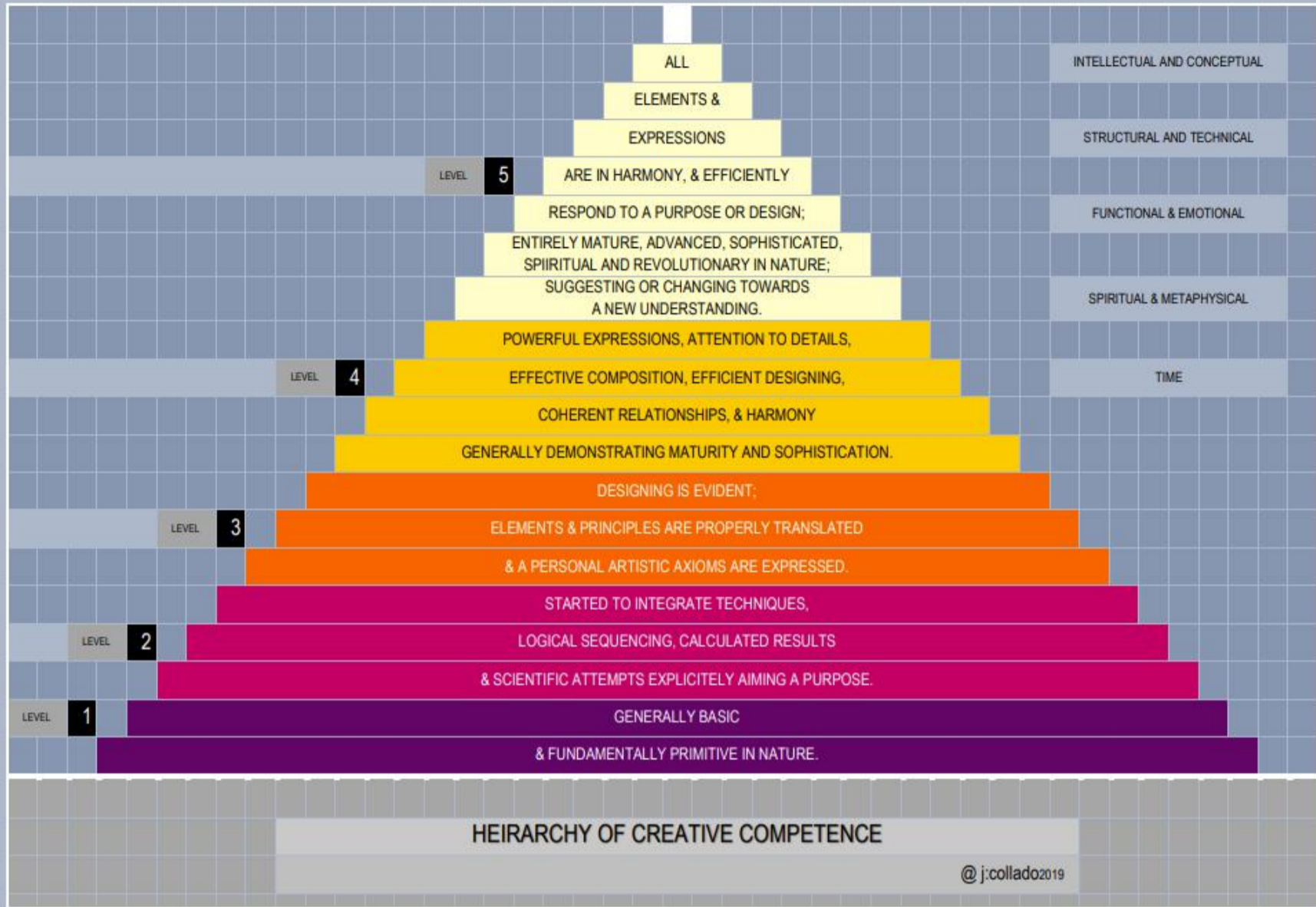
MIXED-MEDIA

PAPER ART

MIXED-MEDIA



STANDARDS FOR CREATIVE COMPETENCE



Prepared by:

MR. JOFIL E. COLLADO
Creative Facilitator