

# MAPEH

Contextualized Budgetary Outlay  
ART



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## **BUDGETARY OUTLAY IN MAPEH 3**

**Art**  
**(Teacher’s Material)**

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# MAPEH

## Contextualized Budgetary Outlay

### ART

This contextualized budgetary outlay was collaboratively developed and reviewed by educators from the Schools Division of Silay City. We encourage teachers to email their feedback, comments, and recommendations to the Schools Division of Silay City at [deped.silay@deped.gov.ph](mailto:deped.silay@deped.gov.ph)

**We value your feedback and recommendations.**

# BUDGETARY OUTLAY

## ART

### GRADE III

FIRST GRADING	
<b>CONTENT STANDARDS</b>	<b>Demonstrates understanding of lines, textures, shapes and depth, contrast (size, texture) through drawing</b>
<b>PERFORMANCE STANDARDS</b>	<b>1. Creates an artwork of people in the province/region</b> <b>2. 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</b>

DAY	NO. OF DAYS	LEARNING COMPETENCIES	OBJECTIVES	SUBJECT MATTER	CODE	REFERENCE	MATERIALS
Day 1	1	Creates geometric design by contrasting two kinds of lines in terms of type or size.	Name the different kinds of lines.  Create geometric design with contrasting lines.	Kinds of Lines and their Characteristics	A3PR-If	TG pp 128 -130 LM pp 128 - 130	oslo paper pencil crayons or pastel pictures of beautiful sceneries small flat stones
Day 2	1	Distinguishes the size of persons in the drawing, to indicate its distance from the viewer.	Tell the difference of the sizes of persons in the picture in order to show awareness of distance.  Draw a picture of persons in different sizes in a composition to show distance.	People of Different Sizes	A3EL-Ia	TG pp 131 - 133 LM pp 131 - 132	pencil bond paper crayon

DAY	NO. OF DAYS	LEARNING COMPETENCIES	OBJECTIVES	SUBJECT MATTER	CODE	REFERENCE	MATERIALS
Day 3	1	Shows the illusion of space in drawing the objects and persons in different sizes.	<p>Explain the concept of illusion of space.</p> <p>Create an artwork that shows an illusion of space.</p>	Illusion of Space	A3EL-Ib	TG pp 134 - 136 LM pp 133 - 135	bond paper pencil crayon picture of a community
Day 4	1	Appreciates that artist create visual textures by using a variety of lines and colors.	<p>Discuss visual texture in a still life drawing with the use of cross hatch lines or dots.</p> <p>Draw a still life drawing that shows visual textures using lines, dots, and colors.</p>	Visual Texture	A3PL-Ic	TG pp 137 - 139 LM pp 136 - 139	pencil color pencils bond paper
Day 5	1	First Summative Test					
Day 6	1	Tells that in a landscape, the nearest object drawn is the foreground; the objects behind the foreground are the middle ground; while the objects farthest away are the background, and by doing this there is balance.	<p>Identify and describe the foreground, middle ground, and the background in a picture of a landscape.</p> <p>Draw a landscape that shows balance.</p>	Landscape Drawing	A3PL-Id	TG pp 140-141 LM pp 140-143	paper pencil crayons
Day 7	1	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 ball pen.	<p>Identify the textures and shapes of in natural and man-made objects.</p> <p>Draw on-the-spot sketches of objects seen outside the school like plants, flowers, or trees and objects found inside the room.</p>	Textures and Shapes	A3PR-Ig	TG pp 142 - 143 LM pp 144 - 146	bond papers black crayons pencil a recycled hard board

DAY	NO. OF DAYS	LEARNING COMPETENCIES	OBJECTIVES	SUBJECT MATTER	CODE	REFERENCE	MATERIALS
Day 8		Second Summative Test					
Day 9	1	Creates a pencil or pen drawing of scene in daily life, where people in the province/region show their occupation by the action they are doing.	Identify the different works of people in a province or region.  Create a pencil or pen drawing of scene in daily life, where people in the province/region show their occupation by the action they are doing.	Pencil/Pen Drawing	A3PR-Ih	TG pp 144 - 146 LM pp 147 - 151	pencil or pen bond paper manila paper
Day 10	1	Describes the way of life of people in the cultural community.	Give importance to one's culture by sharing the way of life of people in the community through their works.	Pen and Pencil Drawing	A3PL-Ie	TG pp 144 - 146 LM pp 147 - 151	pencil or pen bond papers manila paper
Day 11	1	Sketches and colors and view of the province/region with houses and buildings indicating the fore ground, middle ground, and background by the size of the objects.	Describe the historical houses/buildings in one's province/region	Historical Houses and Buildings	A3PR-Ii	TG pp 147 - 148 LM pp 152 - 153	crayons pencil bond papers pictures of historical houses and buildings in Silay City
Day 12	1	Sketches and colors and view of the province/region with houses and buildings indicating the fore ground, middle ground, and background by the size of the objects.	Make sketches of historical houses/buildings that show unique features such as windows made of capiz shell, decorative beams, doors, etc.  Give importance to the historical houses and buildings in one's province/ region.	Historical Houses and Buildings	A3PR-Ii	TG pp 147 - 148 LM pp 152 - 153	crayons pencil bond papers pictures of historical houses and buildings in Silay City
Day 13	1	Third Summative Test					

## SECOND GRADING

<b>CONTENT STANDARDS</b>	<b>Demonstrates understanding of lines, textures, shapes and balance of size, contrast of texture through drawing</b>
<b>PERFORMANCE STANDARDS</b>	<b>1. Creates and artwork of people in the province/region on -the- spot sketching of plants, trees and building and geometric line designs. 2. Applies knowledge of planes in a landscape (foreground, middle ground and background) in painting a landscape</b>

DAY	NO. OF DAYS	LEARNING COMPETENCIES	OBJECTIVES	SUBJECT MATTER	CODE	REFERENCE	MATERIALS
Day 1	1	Perceives how harmony is created in an artwork because of complementary colors and shapes.	Identify complementary colors in the color wheel.  Paint the things that can be seen in a natural environment in the province or region.	Harmony in Plants	A3PL-IIc	TG pp 156 - 158 LM pp 155 - 159	pencil bond paper brush newspaper water color oil pastel water container rugs
Day 2	1	Sees that there is harmony in nature as seen in the color of landscapes at different times of the day E.g. *landscapes of Felix Hidalgo, Fernando Amorsolo, Jonahmar Salvosa *still's life of Araceli Dans, Jorge Pineda, Agustin Goy	Identify the visible features of a landscape.  Identify bright and dull colors, light and dark colors.  Paint a landscape at different times of the day	Landscape Painting	A3EL-IIa	TG pp 156 - 158 LM pp 160 - 162	Pictures pencil bond paper crayons brush water color
Day 3	1	First Summative Test					
Day 4	1	Paints a landscape at a particular time of the day and selects colors that complement each other to create a mood.	Identify warm and cool colors in the artwork that shows the mood and feelings in the artwork.  Paint a landscape that creates mood and feelings using warm and cool colors.	Landscape Painting	A3PR-IIf	TG pp 159 - 160 LM pp 163 - 166	pencil water color oslo paper

DAY	NO. OF DAYS	LEARNING COMPETENCIES	OBJECTIVES	SUBJECT MATTER	CODE	REFERENCE	MATERIALS
Day 5-6	2	Appreciates the Filipino artists painted landscapes in their own particular style and can identify what makes each artist unique in his use of colors to create harmony.	Identify the types of colors used in painting by some Filipino artists.  Create a painting using bright and dark colors.	Landscape Painting	A3PR-IIh	TG pp 161 - 162 LM pp 167 - 169	water color brush pencil oslo paper old newspaper apron pictures of landscape paintings
Day 7	1	Second Summative Test					
Day 8	1	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.	Describe a still life painting and its use of the art elements and principles.  Arrange objects showing overlapping	Still Life Painting of Fruits	A3PR-IId	TG pp 163 - 164 LM pp 170 - 173	pencil bond paper water color mixing pan brush old newspaper or recycled materials different kinds of fruits



DAY	NO. OF DAYS	LEARNING COMPETENCIES	OBJECTIVES	SUBJECT MATTER	CODE	REFERENCE	MATERIALS
Day 9	1	Creates new tints and shades of colors by mixing two or more colors	<p>Explain the process of producing tints and shades.</p> <p>Create a finger painting showing the lightness and darkness of colors.</p>	Tints and Shades of Colors	A3PR-IIe	TG pp 165 - 166 LM pp 174 - 177	oslo paper water color brush contrast gas old newspapers recycled plastic spoons red and blue colored dye color wheel chart
Day 10	1	Appreciates that nature is so rich for no two animals have the same shape, skin covering, and color.	<p>Describe the uniqueness of animals in terms of shape, skin covering, and color.</p> <p>Paint the picture of animals through crayon-resist painting technique</p>	Painting of Animals	A3EL-IIb	TG pp 167 - 168 LM pp 178 - 181	bond paper or oslo paper water color brush crayon pencil color wheel chart
Day 11	1	Observes the characteristics of wild animals by making several pencil sketches and painting it later, adding the texture of its skin covering	<p>Observe the colors and textures of wild animals.</p> <p>Create a painting using warm and cool colors</p>	Painting of wild animals	A3PR-IIg	TG pp 169 - 170 LM pp 182 - 184	Pencil oslo paper water color brush Cd/TV
Day 12	1	Third Summative Test					

### THIRD GRADING

<b>CONTENT STANDARDS</b>	<b>Demonstrates understanding of shapes, colors and principle repetition and emphasis through printmaking (stencils)</b>
<b>PERFORMANCE STANDARDS</b>	<b>1.Exhibits basic skills in making a design for a print and producing several clean copies of the prints</b> <b>2.Manipulates a stencil with an adequate skill to produce a clean print for a message, slogan or logo for a T-shirt, poster bag</b> <b>3.Produces at least 3 good copies of print using complementary colors and contrasting shapes</b>

DAY	NO. OF DAYS	LEARNING COMPETENCIES	OBJECTIVES	SUBJECT MATTER	CODE	REFERENCE	MATERIALS
Day 1	1	Tells that a print made from objects found in nature can be realistic or abstract	Differentiate abstract prints from realistic prints.  Use natural materials to produce abstract prints.	Nature Prints	A3EL-IIIa	TG pp 171 - 172 LM pp 186 - 187	Found objects water color acrylic water-based paint brush ink pad or sponge
Day 2	1	Appreciates the importance and variety of materials used for printing	Identify the steps in marbling.  Create textual effects, lines, and shapes using paint.	Marbling	A3PL-IIIb	TG pp. 173 - 175 LM pp. 188 - 193	enamel paint (different primary colors, black and white) oslo paper basin of water sticks old newspaper rags Scissors Recycled plastic spoon

DAY	NO. OF DAYS	LEARNING COMPETENCIES	OBJECTIVES	SUBJECT MATTER	CODE	REFERENCE	MATERIALS
Day 3	1	Observes that a print design may use repetition of shapes or lines and emphasis on contrast of shapes and lines.	Identify the designs in finger printing.  Create good print designs using repetition of lines and shapes with emphasis on their contrast	Finger Printing	A3PL-IIIc	TG pp 176 - 177 LM pp 194 - 196	pencil bond paper brush acrylic paint water container rags sponge recycled flat styrofoam
Day 4	1	First Summative Test					
Day 5	1	Realizes that a print design can be duplicated many times by hand or by machine and can be shared with others	Realize that a print design can be duplicated many times by hand or machine and can be shared with others.  Make a stencil design for multiple printing.	Stencil Making	A3PL-III d	TG pp 178 - 179 LM pp 197 - 199	Colored papers or used folder newspaper water color/ acrylic paint water small soft brush or Chinese brush scissors
Day 6	1	Explains the meaning of the design created	Explain the meaning of the design created.  Share the produced design to others to show appreciation of ethnic designs	Stencil Making	A3PR-IIIe	TG pp 178 - 179 LM pp 197 - 199	colored papers or used folder newspaper water color/ acrylic paint water small soft brush or Chinese brush scissors

DAY	NO. OF DAYS	LEARNING COMPETENCIES	OBJECTIVES	SUBJECT MATTER	CODE	REFERENCE	MATERIALS
Day 7-8	2	Designs an attractive logo with slogan about the environment to be used for printing	Promote environmental awareness through logo printing.  Create an attractive logo with slogan about the environment with the use of discarded materials	Logo Printing Discarded Materials	A3PR-III f	TG pp 180 - 181 LM pp 200 - 203	long bond paper pictures of logo design old plastic spoon brush sponges (1 per group) discarded flat plastic or styro plates acrylic paints (red & black)
Day 9	1	Second Summative Test					
Day 10	1	Creates and cut a stencil from a paper or plastic sheets to be used for multiple prints on color or hard paper.	Use different colors in multiple print designs or stencil art.  Create a stencil from a cardboard and use it for multiple paper prints	Stenciling a Name	A3PR-III g	TG pp. 182-183 LM pp. 204-206	crayons pair of scissors cardboard Paper
Day 11	1	Creates a print for a shirt, bag or poster using letter stencils or abstract designs that conveys a message and can be replicated	Define abstract designs.  Create an abstract design for a shirt, bag or a poster using found objects	Printing Using Found Objects	A3PR-III h	TG pp. 184-185 LM pp. 207-209	paint or water color pencil drafting paper or bond paper found objects like bottle caps, paper clips, nails, nut shells, etc.

DAY	NO. OF DAYS	LEARNING COMPETENCIES	OBJECTIVES	SUBJECT MATTER	CODE	REFERENCE	MATERIALS
Day 12	1	Writes a slogan about the environment that correlates messages to be printed on t-shirts, posters, banners, or bags.	<p>Tell the importance of caring for the environment.</p> <p>Write a slogan or create a logo related to environment awareness.</p>	Slogan or Logo Making	A3PR-IIIg	TG pp. 186-187 LM pp. 210-212	bond papers crayons or pastels watercolor pentel pen ruler pencil
Day 13	1	Third Summative Test					

## FOURTH GRADING

<b>CONTENT STANDARDS</b>	<b>Demonstrates understanding of shapes, colors, textures, and emphasis by variation of shapes and texture and contrast of color through sculpture and crafts</b>
<b>PERFORMANCE STANDARDS</b>	<b>1. 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</b> <b>2. Demonstrates basic skills in constructing a puppet made from a hand and stick, which can be manipulated</b>

DAY	NO. OF DAYS	LEARNING COMPETENCIES	OBJECTIVES	SUBJECT MATTER	CODE	REFERENCE	MATERIALS
Day 1	1	Identifies different styles of puppets made in the Philippines (from Teatro Mulat and Anino Theater Group)	Identify the different styles of puppets made in the Philippines.  Create a finger puppet for a puppet show.	Finger Puppet	A3EL-IVa	TG pp 188 - 190 LM pp 214 - 216	glue marker crayons paper cardboard scissors color pencils
Day 2	1	Appreciates variations of puppets in terms of material, structure, shapes, colors, and intricacy of textual details.	Compare different puppets in the use of different materials, structure, and shapes used.  Make a puppet using a paper bag and other recyclable materials.	Hand Puppet	A3PL-IVb	TG pp 191 - 192 LM pp 217 - 219	used paper bag, other recyclable materials (e.g., used colored paper, old magazines, paper, plastic cups) paste or glue pencil and marking pen.

DAY	NO. OF DAYS	LEARNING COMPETENCIES	OBJECTIVES	SUBJECT MATTER	CODE	REFERENCE	MATERIALS
Day 3-4	2	Creates a puppet design that would give a specific and unique character.  Applies design of varied shapes and colors on puppets to show the unique character of the puppet.	Create a sock puppet design that shows a unique and specific character.  Apply varied decorations on puppets to make it different and attractive	Sock Puppet	A3PR-IVc  A3PR-IVd	TG pp 193 - 195 LM pp 220 - 224	glue sock felt paper cardboard pair of scissors old buttons box of found objects
Day 5	1	First Summative Test					
Day 6	1	Constructs a simple puppet based on a character in a legend, myth or story using recyclable materials and bamboo sticks or twigs	Identify the variety of puppets in terms of materials, structure, shapes, colors, and textures.  Construct a simple puppet based on a character in a legend, myth or story.	Stick Puppet	A3PR-IVe	TG pp 196 - 197 LM pp 225 - 228	recyclable card boards or folders popsicle sticks glue pair of scissors box of found objects
Day 7	1	Manipulates a puppet to act out a character in a story together with other puppets.	Agree with groupmates ways on how to manipulate a puppet to act out a character in a story with other puppets.  Manipulate a puppet based on a character in the story.	String Puppets	A3PR-IVf	TG pp 198 - 200 LM pp 229 - 233	sample puppets: finger puppet, hand puppet, stick puppet, bag puppet, and sock puppet

DAY	NO. OF DAYS	LEARNING COMPETENCIES	OBJECTIVES	SUBJECT MATTER	CODE	REFERENCE	MATERIALS
Day 8-9	2	Performs as a puppeteer together with others, in a puppet show to tell a story using the puppet created	Performs as puppeteer in a puppet show.  Demonstrate understanding on emphasis as shown in the precise movements of the puppets.	Puppet Show	A3PR-IVg	TG pp 201 - 203 LM pp 234 - 238	Puppets made in the previous lesson: finger puppet, hand puppet, stick puppet, bag puppet, and sock puppet
Day 10	1	Second Summative Test					
Day 11	1	Designs and creates a mask or headdress with the use of recyclable or natural objects inspired by best festivals	Design and create a mask or headdress inspired by the festival using recyclable and natural objects, inspired by festivals.	Mask Making	A3PR-IVh	TG pp 204 - 206 LM pp 239 - 243	used cardboards chipboards used folders scissors crayons or water color brush string
Day 12	1	Creates a mask or headdress that is imaginary in design using found and recycled materials, inspired by local festivals.	Identify indigenous and recyclable materials in the province/region that can be used in making a headdress.  Make a headdress that will show appreciation for the festival of the province/region	Headdress Making	A3PR-IVi	TG pp 207 - 208 LM pp 244 - 246	glue/paste scissors staples pictures crayons ruler old folders/ cardboards rubber bands indigenous materials
Day 13	1	Third Summative Test					







