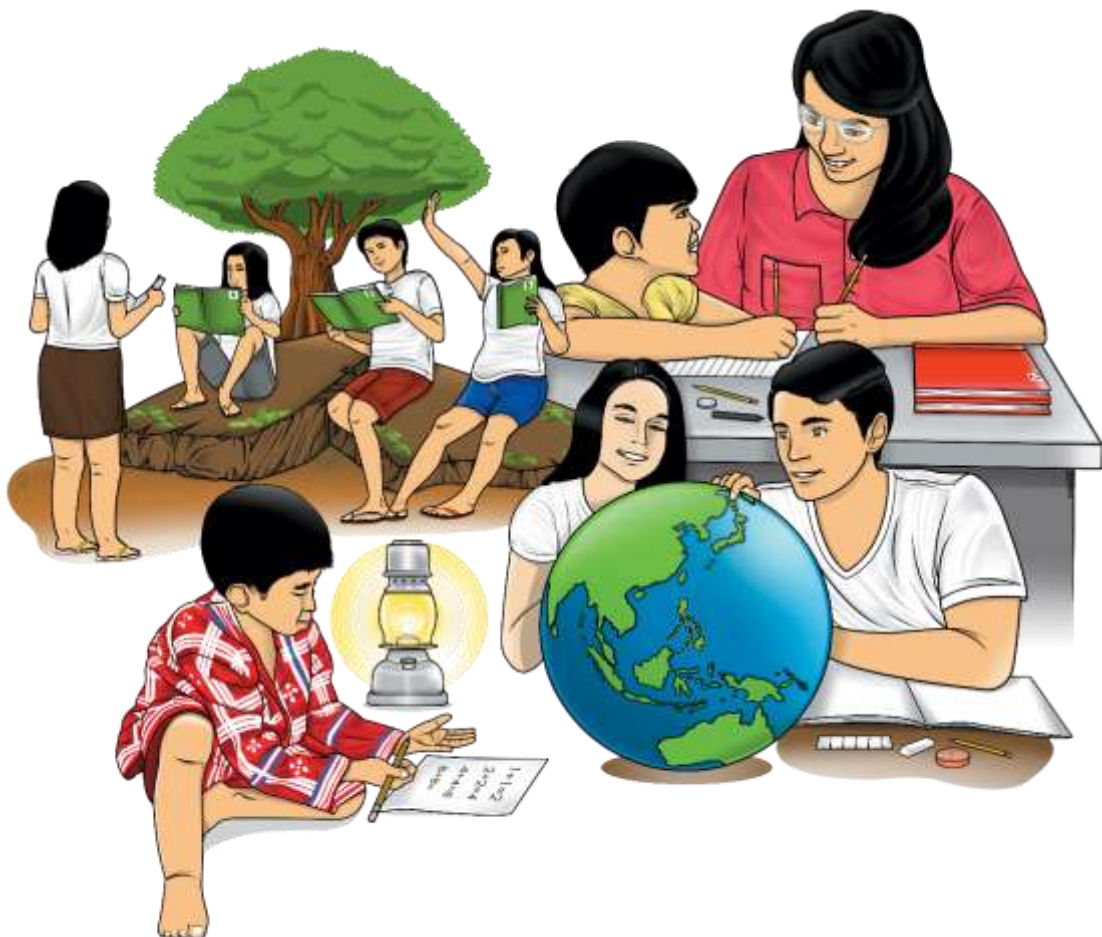


Arts

Quarter 1 – Module 4: The Comparison of Modern Art Movements



Arts - Grade 10**Alternative Delivery Mode****Quarter 1 Module 4: The Comparison of Modern Art Movements****First Edition, 2020**

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Arts

Quarter 1 – Module 4: The Comparison of Modern Art Movements

Introductory Message

For the facilitator:

Welcome to the Arts 10 Alternative Delivery Mode (ADM) Module on The Comparison of Modern Art Movements!

This module was collaboratively designed, developed and reviewed by educators both from public and private institutions to assist you, the teacher or facilitator in helping the learners meet the standards set by the K to 12 Curriculum while overcoming their personal, social, and economic constraints in schooling.

This learning resource hopes to engage the learners into guided and independent learning activities at their own pace and time. Furthermore, this also aims to help learners acquire the needed 21st century skills while taking into consideration their needs and circumstances.

In addition to the material in the main text, you will also see this box in the body of the module:



Note to the Teacher

This contains helpful tips or strategies that will help you in guiding the learners.

As a facilitator you are expected to orient the learners on how to use this module. You also need to keep track of the learners' progress while allowing them to manage their own learning. Furthermore, you are expected to encourage and assist the learners as they do the tasks included in the module.

For the Learner:

Welcome to the Arts 10 Alternative Delivery Mode (ADM) Module on The Comparison of Modern Art Movements!

The hand is one of the parts of the human body. It is often used to depict skill, action and purpose. Through our hands we may learn, create and accomplish. Hence, the hand in this learning resource signifies that you as a learner is capable and empowered to successfully achieve the relevant competencies and skills at your own pace and time. Your academic success lies in your own hands!

This module was designed to provide you with fun and meaningful opportunities for guided and independent learning at your own pace and time. You will be enabled to process the contents of the learning resource while being an active learner.

This module has the following parts and corresponding icons:



What I Need to Know

This will give you an idea of the skills or competencies you are expected to learn in the module.



What I Know

This part includes an activity that aims to check what you already know about the lesson to take. If you get all the answers correct (100%), you may decide to skip this module.



What's In

This is a brief drill or review to help you link the current lesson with the previous one.



What's New

In this portion, the new lesson will be introduced to you in various ways such as a story, a song, a poem, a problem opener, an activity or a situation.



What is It

This section provides a brief discussion of the lesson. This aims to help you discover and understand new concepts and skills.



What's More

This comprises activities for independent practice to solidify your understanding and skills of the topic. You may check the answers to the exercises using the Answer Key at the end of the module.



What I Have Learned

This includes questions or blank sentence/paragraph to be filled in to process what you learned from the lesson.



What I Can Do

This section provides an activity which will help you transfer your new knowledge or skill into real life situations or concerns.

**Assessment**

This is a task which aims to evaluate your level of mastery in achieving the learning competency.

**Additional Activities**

In this portion, another activity will be given to you to enrich your knowledge or skill of the lesson learned. This also tends retention of learned concepts.

**Answer Key**

This contains answers to all activities in the module.

At the end of this module you will also find:

References

This is a list of all sources used in developing this module.

The following are some reminders in using this module:

1. Use the module with care. Do not put unnecessary mark/s on any part of the module. Use a separate sheet of paper in answering the exercises.
2. Don't forget to answer *What I Know* before moving on to the other activities included in the module.
3. Read the instruction carefully before doing each task.
4. Observe honesty and integrity in doing the tasks and checking your answers.
5. Finish the task at hand before proceeding to the next.
6. Return this module to your teacher/facilitator once you are through with it.

If you encounter any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator. Always bear in mind that you are not alone.

We hope that through this material, you will experience meaningful learning and gain deep understanding of the relevant competencies. You can do it!

Lesson

1

The Comparison of Modern Art Movements

Hello! How far have you gone with the learnings and insights you gained from the previous modules? I know it is quite challenging, fun, and interesting. In the last module, you learned the influences of the modern art movements to the Filipino modern artists. In this module, you will further enhance your understanding of the modern art through the discussion of the distinct characteristics of various modern art movements.

This module caters to your needs as learners. It is readily available with specific and friendly instruction in every lesson. Remember to read the instructions before answering each activity and assessment as part of the module. Answer this module honestly.

Focus on the subject! This module is made readily accessible to you as a learner along with the specific lessons that are needed to complete the self-study program and enrichment. It covers the objectives of the lesson, pre-assessment, lesson proper, post-assessment, summary of learning, answer keys, and the references.

I know you can answer this module at your most convenient time and place. Assistance of your parents and other members of your family is allowed while learning especially on the areas that really need help like in performance tasks.

Please **DO NOT WRITE** anything on this module. Kindly use separate sheets of paper in answering the pretest, self- check exercises and posttest.

Are you ready? Come on! Let's do it.



What I Need to Know

Learning Competencies:

1. Uses artworks to derive the traditions/history of the various art movements. **(A10PL-Ih-3)**
2. Compares the characteristics of artworks produced in the various art movements. **(A10PL-Ih-4)**
3. Explains the role or function of artworks by evaluating their utilization and combination of art elements and principles. **(A10PL-Ih-2)**
4. Discusses the influence of iconic artists belonging to the various art movements. **(A10PR-Ic-e-2)**

Specific Objectives:

At the end of the module, you should be able to:

1. tell the features of each artworks in the various art movements;
2. compare the characteristics of artworks in the various art movements;
3. evaluate the utilization and combination of art elements and principle;
and
4. appreciate self-expression through a finish artwork/output.



What I Know

A. CLASSIFY ME!

Directions: Classify each artwork below as to the art sub-movement it belongs to. Choose your answer from the word pool below. Write your answers in your notebook.

Abstract Realism

Cubism

Dadaism

Mob Art

Op Art

Performance Art

Pop Art

Surrealism



Image: www.wikipedia.com

1. _____



Image: www.allposters.com

2. _____

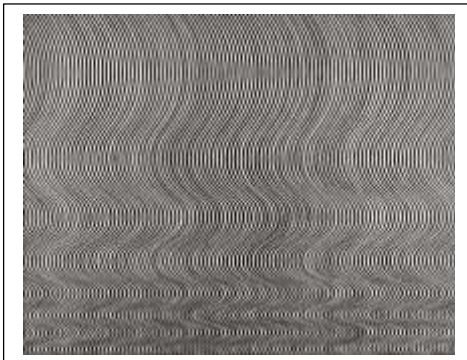


Image: www.wikiart.org

3. _____



Image: www.wikipedia.com

4. _____



Image: www.wikiart.org

5. _____



Image: www.wikipedia.com

6. _____



https://img1.liveinternet.ru/images/attach/c/62/89/62089610_robinrhode165550x381.jpg
https://en.wikipedia.org/wiki/Abstract_art

7. _____



8. _____

B. Multiple Choices

Directions: Read carefully each statement below. Answer what is being asked by choosing the letter of the best answer. Write your answer in your notebook.

9. Which of the following best describes the subject of Monet's paintings?
 - a. trees and animals
 - b. rivers and boats
 - c. flower gardens and water lily ponds
 - d. houses and gardens

10. Which type of art marked the transition from realism to impressionism?
 - a. abstract
 - b. conventional
 - c. modern
 - d. pragmatic

11. Which of the following is **not** a characteristic of cubist artwork?
- It shows motion and speed all at once.
 - Artworks are made of planes and angles.
 - It uses three-dimensional geometric figures.
 - It aims to show all of the possible viewpoints of a person or an object.
12. Which of the following movements infuses elements of design with the depiction of real life in visual arts?
- Abstract realism
 - Optical art
 - Performance art
 - Pop art
13. What are the elements that constitute performance arts?
- Space, time, performer's body, relationship between audience and nature.
 - Performer's body, time, space, relationship between performer and dancers
 - Time, space, performer's body, relationship between nature and performer
 - Time, space, performer's body, relationship between the performer and the audience
14. Charlie went to an art exhibit. He saw artworks done by optical artist. What illusions did he see?
- A visual experience with the action taking place in the viewer's eyes
 - Expressed meaning of emotional experience rather than physical reality
 - Artworks that use geometric approach, fragmenting objects and distorting people's faces and body parts and applying colors
 - Images from popular and mass culture, such as advertising, comic books and mundane mass-produced cultural objects
15. Why is social realism an expressionist art?
- It is done just for a purpose.
 - The arts are just for viewers' eyes only.
 - It does not last for a long period of time.
 - It expresses the artist's role in social reform.



Now that you are done with the pre-assessment activity, you can check your answers on the answer key found on page 18. If you got a perfect score, you don't need to continue this module. You may proceed to the next one.



What's In

Looking back through Western history, it is notable to see the different types of art that made an impact to the society. By making a timeline through different art movements, we can see not only how modern and contemporary art has developed, but also how art becomes a reflection of its time.

Impressionism has started it all as an underground, controversial movement while Abstract Expressionism has shifted in the art world from Paris to New York. These different types of art are interconnected. As the time clock swings, art styles are often revolutionary reactions against or innovations to their predecessors. While looking back at some of the most important art movements in history, we have a clearer understanding of how famous artists like Van Gogh, Picasso, Warhol, and Pollock have revolutionized and influenced the modern art world.

The distinct characteristics of various modern art movements do not only create an impact to the modern society, but also holds true to the generations to come. Let us learn how the modern art movements can change the way we perceive modern art forms.

Are you ready? Let's get it on!



What's New

Activity 1:

Directions: Work on the given task by following the procedure below.

1. Think and choose one modern artist from the different art movements that made an impact to you.
2. Given a chance to make your own art composition with its influences, select art materials that are readily available at home and make your own art composition.
3. List down in a $\frac{1}{2}$ sheet of paper the materials that you are going to use, and plan how to use these materials to express your message.
4. Decide on a title of your artwork.

(Example: oil pastel on illustration board; watercolor/poster color, mixed media art etc.)



Good job! How did you find the activity? Were you able to connect yourself to it?

What you have done is a part of your study with this module. In order for you to learn more about the impact of the modern art, I urge you to continue reading.

Check your work on page 19 of this module.



What is It

Modern Art Movements History and Distinct Characteristics

ABSTRACT REALISM

Abstract realism, as art, is a fusion of imagination and innovation brought about by impressionism and expressionism. The artists mix their thoughts, feelings, and emotions into their paintings of real life objects.

Abstract art is a visualization of patterns, colors, texture, and lines without the need of external motivation while realistic art consists of art forms that aim to copy the natural picture or view such as photography.

Historically, abstract realism started in Europe in the late 19th century. Abstract art fully emerged in the early 20th century when a decline in the appreciation of realism became more common among Avant-garde artists of the period. Similarly, the abstract art movement allowed for coherent analysis and meaning via lines, colors and shapes that had not been previously recognized in art. Eventually, this gave birth to abstract realism.



Robert Delaunay, 1912,



Francis Picabia, c. 1909

https://en.wikipedia.org/wiki/Abstract_art



www.wikipedia.com

Robert Delaunay was a French artist who with his wife Sonia Delaunay and others, co-founded the Orphism art movement which is noted for its use of strong colors and geometric shapes. His later works were more abstract. His key influence is related to bold use of color and a clear love of experimentation with both depth and tone. He was born on April 12, 1885.



www.wikipedia.com

Francis Picabia was born on January 22, 1879. He was a French avant-garde painter, poet and typographer and associated with Cubism. His highly abstract planar compositions were colorful and rich in contrasts. He was later briefly associated with Surrealism, but would soon turn his back on the art establishment and became a follower of abstract realism.

DADAISM

Dadaism was an artistic movement in the early 20th century, practiced by a group of European writers, artists, and intellectuals in protest against World War I. The artworks showed rejection of the logic, reason, and aestheticism and expressed nonsense, irrationality and anti-elite protest in their works. It is a style characterized by dream fantasies, memory images, and visual tricks and surprises as seen in the paintings of Marc Chagall and Giorgio de Chirico below.



Melancholy and Mystery of a Street

Giorgio de Chirico, 1914

Oil on Canvas



www.wikipedia.com

Giorgio de Chirico was an Italian artist and writer from Greece. In the years before World War I, he founded the scuola metafisica art movement which profoundly influenced the surrealists. His most well-known works often featured Roman arcades, long shadows, mannequins, trains, and illogical perspective. His imagery reflected his affinity for the philosophy of Nietzsche and for the mythology of his birthplace. He was born on July 10, 1888.

SURREALISM

Surrealism is an art style that depicts illogical and subconscious dream world beyond the logical, conscious, and physical one. It was derived from the term “super realism” with its artworks clearly showing hallucinations, dreams, seeing illusions and a departure from what is real and natural.



I and the Village

Marc Chagall, 1911
Oil on Canvas



www.wikipedia.com

Marc Chagall was a Russian-French artist of Belarusian Jewish origin. As an early modernist, he was associated with several major artistic styles and created works in a wide range of artistic formats, including painting, drawings, book illustrations, stained glass, stage sets, ceramic tapestries and fine art prints.

CUBISM

It is an early 20th century art movement that made innovations in paintings and sculpture in Europe. The art style derived its name from the cube, a three-dimensional geometric figure which is composed of measured lines, planes, and angles. The artworks of the cubist artists are a play combination of planes and angles on a flat surface. Cubism was considered as the most influential art movement of the 20th century. The most notable proponent of cubism was Pablo Picasso.



Image: www.wikipedia.co



Pablo Ruiz Picasso was a Spanish painter, sculptor, printmaker, ceramicist and theatre designer. He spent most of his adult life in France. Regarded as one of the most influential artists of the 20th century, he was known for his co-founding the Cubist movement, inventing constructed sculpture, co-inventing collage, and developing wide variety of styles. He was born on October 25, 1881.

OPTICAL ART (OP ART)

Optical Art or **Op Art** is an art movement that emerged in the 1960s. This is an experiment in visual experience as a form of “action painting” with the action taking place in the viewer’s eye. Lines, spaces, and colors are carefully and precisely planned, visualized and positioned in op art to illustrate the illusion of movement which let viewers experience varied sensations from discomfort to confusion to dizziness.

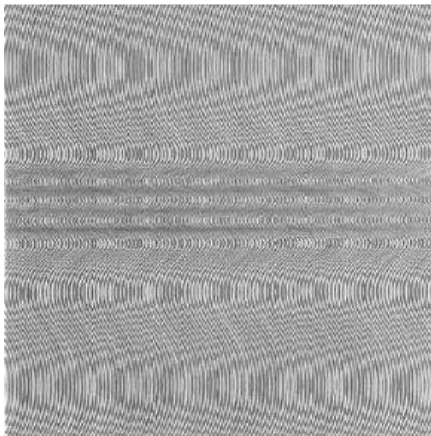


Image: www.wikiart.org

Current

Bridget Riley, 1964

Synthetic Polymer Paint on Composition Board



Bridget Louise Riley CH CBE was an English painter known for singular op art paintings. He lived and worked in London, Cornwall and the Vaucluse in France. He was born on April 24, 1931.

POPULAR ART (POP ART)

Pop art is an art movement that arose in the United Kingdom and the United States of America during the mid- to late-1950s. The movement presents a challenge to traditions of fine art by including imagery from popular and mass culture, such as advertising, comic books and mundane mass-produced cultural objects. One of

its objectives is to use images of *popular* culture in art, emphasizing the banal or kitschy elements of any culture, most often through the use of irony.

Artworks range from paintings, to posters, to collages, to three-dimensional “assemblages” and installations. Historically, pop artists made use of recognizable objects and images from the consumers —as in the prints of Andy Warhol. Their inspirations were the celebrities, advertisements, billboards, and comic strips that were becoming popular at that time which led to the emergence of the term **pop** (from “popular”) **art**.



Whaam!
Roy Lichtenstein, 1963
Acrylic and oil on canvas



In the Car
Roy Lichtenstein, 1963



Roy Fox Lichtenstein was an American pop artist. He was born on October 27, 1923. During the 1960s, he along with Andy Warhol, Jasper Johns, and James Rosenquist among others, became a leading figure in the new art movement. His work defined the premise of pop art through parody. Inspired by the comic strip, he produced precise compositions that documented while they parodied, often in a tongue-in-cheek manner. His work was influenced by popular advertising and the comic book style.

PERFORMANCE ART

Performance art is a form of modern art in which the actions of an individual or a group at a particular place and in a particular time constitute the work. Usually, performance art can happen anywhere, at any time, or for any length of time. It can be any situation involving four basic elements: time, space, performer’s body, and relationship between the performer and the audience.

Moreover, it includes activities such as theater, dance, music, mime, juggling, and gymnastics. These are unexpected, avant-garde, and unorthodox activities

meant to capture the audience's attention. The performer himself or herself is the artist.

The performance can be done anywhere, and it rarely follows a story line or plot. It may last for a few minutes or extend for several hours and may be based on a written script or impromptu as the performance evolves.



https://img1.liveinternet.ru/images/attach/c/62/89/62089610_robinrhode165550x381.jpg



<https://unsplash.com/s/photos/performance-art>



Image: www.wikipedia.org

Paul McCarthy was born on Salt Lake City, Utah in 1945. He studied and received his BFA in painting at the San Francisco Art Institute. In 1972, he studied film, video, and art at the University of Southern California receiving an MFA. He taught performance, video, installation, and performance art history at the University of California, Los Angeles. He worked mainly in video and sculpture. Originally, he was trained as a painter, and his main interest lies in everyday activities and the mess created by them. Much of his work in the late 1960s, such as *Mountain Bowling* (1969) and *Hold an Apple in Your Armpit* (1970).



What's More



Now that you have learned the distinct characteristics of various modern art movements and the influences these have brought to the modern art world, let us check how far you have gone with the lesson. Do the activities and assessments that are prepared for you to work on.

Are you ready? Let us move on.

ACTIVITY 1

Directions: Follow the given set of instructions to work on the activity below.

1. Choose one art movement. Create a simple artwork by applying its distinct characteristics. Make use of any available art materials you have at home.
2. Make a simple explanation of your work on a ½ sheet of paper and paste it at the back of your artwork.
3. Be creative and do not forget to give a title to your work.
4. Submit your output to your teacher for evaluation and recording. It can also be submitted through online. If you have a camera phone, just take a picture of it and send to your teacher.

(**Note:** Please refer to the rubrics found in the Answer Key on page 19.)

ASSESSMENT 1

Directions: Write **T** if the sentence gives a correct idea. If it is false, change the underlined word/s to make it right. Write your answer on a ¼ sheet of paper.

1. Paul McCarthy is a cubist American artist.
2. Performance art is an artwork that involves three basic elements.
3. Pop art creates an illusion to the viewers.
4. Abstract realism is a fusion of abstractionism and realism.
5. Dadaism is a style characterized by dream fantasies, memory images, and visual tricks and surprises.

ACTIVITY 2

Directions: Work on the given task by following the instructions below to come up with a work of art.

1. Make your own artwork showing self-expression applying your understanding of the principles applied in expressionism art. (**Example: painting, drawing, sculpting, stone engraving, soap carving, caricature, etc.**)
2. Give a title of your work/output based on its function and utilization. (**Example: an artwork used as a protest against environmental degradation**)
3. Check your output based on the rubrics on page 19.

ASSESSMENT 2

Directions: Complete the sentences below by filling in the space provided with the correct word/s.

1. The most notable proponent of cubism is _____.
2. _____ shows actual pulsation or flickering is perceived by the human eye.
3. The pop art masterpieces _____ and _____ are compositions of Roy Lichtenstein.
4. The Girl in a Mirror is an example of _____.
5. Bridget Riley is an _____ artist.



Very good! You are now gearing towards the end of this module. Check your answers in Activities and Assessments on page 20 of this module.



What I Have Learned

I have learned that....

- Art movements evolve in time, mostly created an innovations and modifications from the artworks of their predecessors.
- Each art movement has its distinct characteristics from one another.
- The modern art movements from Impressionism to Contemporary arts made an impact not only to the individual artist, but more so to the society as a whole.
- Aside from the aesthetic function of arts, it is also utilized as a form of social and political protest against injustices like the cubists and social realists.



What I Can Do

Directions: Write a short comparative analysis essay about the characteristics of artworks in the 20th century. Use the table below as your guide and write your essay on a separate sheet of paper.

SIMILARITIES	DIFFERENCES

(**Note:** Please refer to the rubrics found in the answer key on page 21.)



“Painting is self-discovery. Every good artist paints what he is.”
--Jackson Pollock--



Assessment

Directions: Read carefully each statement below. Write the letter of the best answer in your notebook.

1. Which of the following art styles got the inspiration from the beauty of geometrical figures?
 - a. Cubism
 - b. Op Art
 - c. Performance Art
 - d. Pop Art
2. Why is social realism an expressionist art?
 - a. It is done just for a purpose.
 - b. The arts are for viewers' eyes only.
 - c. It does not last for a long period of time.
 - d. Because it expresses the artist's role in social reform.
3. What art style creates illusion to the viewers?
 - a. Abstract Realism
 - b. Cubism
 - c. Dadaism
 - d. Op Art
4. Who among the following was an Op art artist?
 - a. Bridget Riley
 - b. Danny Sillada
 - c. Pablo Picasso
 - d. Roy Lichtenstein

5. Which of the following is another use of artworks aside from their aesthetic function?
 - a. Decorations at home
 - b. Exhibit at the hall
 - c. Social and political protest
 - d. None of the above
6. Which is **not** an element used in cubism style?
 - a. Different forms of shapes and lines
 - b. Images of modern objects
 - c. Planes and figure images
 - d. Use of bold and vibrant colors
7. What art form constitutes the action of an individual or a group at a particular time and place?
 - a. Conceptual art
 - b. Installation art
 - c. Optical art
 - d. Performance art
8. What style uses lines and shapes with variety of colors?
 - a. Cubism
 - b. Dadaism
 - c. Abstract Realism
 - d. Op Art
9. Which of the following activities are examples of performance art?
 - a. Theatre, dance, painting
 - b. Juggling, painting, sculpting
 - c. Theatre, dance, music, mime
 - d. Gymnastics, juggling, playing
10. What type of art marked the transition from realism to impressionism?
 - a. Abstract
 - b. Conventional
 - c. Modern
 - d. Pragmatic
11. The lasting legacy of cubism to modern art can be seen through their artworks. All the following are characteristics of cubist artwork **EXCEPT** ____.
 - a. It shows motion and speed all at once.
 - b. Artworks are made of planes and angles.
 - c. Makes use of three-dimensional geometric figures.
 - d. It aims to show all of the possible viewpoints of a person or an object all at once.

12. Charlie went to an art exhibit. He saw artworks done by optical artist. What illusions did he see?
- A visual experience with the action taking place in the viewer's eyes.
 - Express the meaning of emotional experience rather than physical reality.
 - Artworks that use geometric approach, fragmenting objects and distorting people's faces and body parts and applying colors.
 - Images from popular and mass culture, such as advertising, comic books and mundane mass-produced cultural objects.
13. What style infuses elements of design depicting of real life in visual arts?
- Abstract realism
 - Optical art
 - Performance art
 - Pop art
14. What are the elements that constitute performance arts?
- Space, time, performer's body, relationship between audience and nature.
 - Performer's body, time, space, relationship between performer and dancers
 - Time, space, performer's body, relationship between nature and performer
 - Time, space, performer's body, relationship between the performer and the audience
15. What style is achieved through an orderly and precise use of shapes and colors?
- Abstract Realism
 - Cubism
 - Dadaism
 - Op Art



Please refer to the answer key on post-assessment on page 22 of this module.

I hope you got it all. Good job.



Additional Activities

LEARN MORE...

PERFORMANCE ARTS

1. For the Performance Arts Activity, it will be done INDIVIDUALLY OR IN A SMALL GROUP with a maximum of 5 members only. You may choose one or a mixture of performance act below:

acting	theatre	recitation
singing	public speaking	magic or illusion performances
dancing	mime	
opera	spoken word	
2. The performance can be live or via media. You may use available gadgets like smartphone or video recorder.
3. Performance time can be up to 5 minutes. The basic elements should be observed in your performance.

(Note: Please refer to the rubrics found in the answer key on page 22.)




Remember that the “world is a big theater”. You are the main artist, and everyone is your co-artist and supporting artists as well. Life is a performance in reality, which you have to cherish and protect.

Congratulations for a job well done!



Answer Key

What I Know	
Test A: Classify Me	1. SURREALISM
	2. POP ART
	3. OP ART
	4. CUBISM
	5. DADAISM
	6. SURREALISM
	7. PERFORMANCE ART
	8. ABSTRACT REALISM
Test B: Multiple Choice	9. C
	10. A
	11. A
	12. A
	13. D
	14. A
	15. D

What's New	
	
Output of students may vary. This is just an example of an output influenced by abstract expressionism.	

**What's New / What's More
Rubrics for the Activities**

	Style of Artwork Subjective use of indigenous materials, scrap/waste materials mixed with color choices.		Craftsmanship/Skill Use of art skills expressing emotion.		Creativity/Originality Inventiveness, expression of ideas and imagination portrayed in the construction of project.
EXCELLENT (20 pts.)	The artwork is planned carefully; understanding of all concepts is clearly demonstrated in using subjective colors and scrap materials in making the output.	The artwork is planned adequately; understanding of some concepts is demonstrated in using subjective colors and scrap materials in making the output.	The artwork shows outstanding art-making skills, good attention to control selection and experimentation of medium/media for expressing emotion.	The artwork demonstrates original personal expression and outstanding use of principles and elements of arts.	The artwork demonstrates very good amount of personal expression and use of principles and elements of arts.
VERY GOOD (15 pts.)	The artwork is planned adequately; understanding of some concepts is demonstrated in using subjective colors and scrap materials in making the output.	The artwork shows a very good art-making skills and very good attention to control selection and experimentation of medium/media for expressing emotion.	The artwork shows minimal art-making skills and little attention to control selection and experimentation of medium/media for expressing emotion.	The artwork demonstrates little personal expression and use of principles and elements of arts.	The artwork demonstrates very good amount of personal expression and use of principles and elements of arts.
GOOD (10 pts.)	The artwork shows little evidence of understanding the concepts in using subjective colors and scrap materials.	The artwork shows minimal art-making skills and little attention to control selection and experimentation of medium/media for expressing emotion.	The artwork shows minimal art-making skills and little attention to control selection and experimentation of medium/media for expressing emotion.	The artwork demonstrates little personal expression and use of principles and elements of arts.	The artwork demonstrates very good amount of personal expression and use of principles and elements of arts.

Sample installation art. Artwork may vary based on the concept interpretation, understanding and mood of the student.



Activity 2

- ASSESSMENT 2**
1. PABLO PICASSO
 2. OPTICAL ART
 3. WHAAM/IN THE CAR
 4. CUBISM
 5. OPTICAL



Activity 1

What's More

Sample expressionism artwork. Artwork may vary based on the concept interpretation, understanding and mood of the student.

- ASSESSMENT 1**
1. American performance artist
 2. Four basic elements
 3. Op art
 4. T
 5. T

What I Can Do

Note: Answers of the learners may vary. The answer of the student will be evaluated based on the rubric below.

Component	Organization	Level of Content	Development	Grammar and Mechanics	
4 Excellent	Writing shows high degree of attention to logic and reasoning of points. Unity clearly leads the reader to the conclusion and strivers thought regarding the topic.	Content indicates synthesis of ideas, in-depth analysis and evidences of original thinking and develops ideas with sufficient and firm support for the topic.	Main points are well-developed with high quality supporting details and quantity. Critical thinking is weaved into points	Essay is free of distracting spelling, punctuation, and grammatical errors; absence of fragments, comma splices, and run-ons.	run-ons.
3 Very Good	Writing is coherent and logically organized with transitions used between ideas and paragraphs to create coherence. Overall unity of ideas is present.	Content indicates original thinking and develops ideas with original thought on a few ideas.	Main points are well-developed with limited detail and development. Some critical thinking is present.	Essay has few spelling, punctuation, and grammatical errors allowing reader to follow ideas clearly. Very few fragments or run-ons.	run-ons.
2 Good	Writing is coherent and logically organized. Some points remain misplaced and stray from the topic. Transitions are evident but not used throughout essay.	Content indicates thinking and reasoning applied with original thought on a few ideas.	Main points are present with limited detail and development. Some critical thinking is present.	Most spelling, punctuation, and grammatical errors are correct allowing reader to progress through essay. Some errors remain.	run-ons.
1 Fair	Writing lacks logical organization. It shows some coherence but ideas lack unity. Serious errors are evident.	Shows some thinking and reasoning but most ideas are underdeveloped and unoriginal.	Main points lack detailed development. Ideas are vague with little evidence of critical thinking.	Spelling, punctuation, and grammatical errors create distraction, making reading difficult; fragments, comma splices, run-ons are evident. Errors are frequent.	run-ons.
Total Score					

TOTAL SCORE

Additional Activities

Rubrics for Performance Art:

Criteria	4 Exemplary	3 Accomplished	2 Developing	1 Beginning	Score
Entertainment Value	The whole act was incredibly executed properly with surprises and excitement while watching	There are some parts of the performance in which there is a feeling of surprises and excitement but not too entertaining	There is a touch of excitement while watching	There was no feeling of surprises and excitement while watching	
Aesthetical Effect (Use of costumes and props)	Presented like a legit artist with properly executed aesthetical effects	The artist developed the performance and almost observed elements of arts	The artist has a not so developed output and some elements of arts are slightly observed	The artist/s had a hard time to perform.	
Creativity	Used a high level of creativity in the performance	Presented a high level of creativity but not executed well during the performance	There are minimum effort in the performance.	No effort in the execution of performance.	
Level of Difficulty	High level of	Mid level of	Observed efforts in	Low level of	
ASSESSMENT					
1. A performance	6. D performance	11. A but not enough	12. A but not enough	13. A	5. C
2. D	7. D	12. A	12. A	14. D	4. A
3. D	8. C	13. A	13. A	15. D	3. D
4. A	9. C	14. D	14. D		2. D
5. C	10. A				1. A performance

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