



## **LEARNING RESOURCE for MEDIA ARTS**

MEDIA AND COMMUNICATION

ART AND INTEGRATED ARTS

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### **Development Team of the Learning Resource**

Writers: **Jag Garcia**

Reviewers: **Widmark Balmores**

Graphic Designer: **Erika Garalde**

Researchers: **Jec Catacutan, Tim Rone Villanueva**

Management Team: **Marichu Tellano** and **Henrietta Kangleon** (NCCA),  
**Tanya P. Lopez** (PerfLab)

For inquiries or feedback, please write or call:

### **NATIONAL COMMISSION FOR CULTURE AND THE ARTS**

633 General Luna Street, Intramuros, Manila

E-mail: [info@ncca.gov.ph](mailto:info@ncca.gov.ph)

Trunkline: (02) 85272192 • 8527-2202 • 8527-2210 • 8527-2195 to 97  
8527-2217 to 18

## FOREWORD

Welcome to this Learning Resource for Media Arts

This Learning Resource was developed by experts from the National Commission for Culture and the Arts as a reference to aid you in developing rich, meaningful, and empowering learning in the creative fields. Every effort has been exerted to produce a Self-Learning Learning Resource that incorporates the most fundamental elements and principles of each discipline, while providing a spiraled, scaffolded, and multi-sensory approach to allow you to explore your innate creativity while building discipline and rigor in your chosen discipline.

Each lecture, activity, or reflection here is designed to be meaningful. Each one designed to build from the previous one, and each one with the objective of building up for the next skill or competence. We hope that you will find these activities challenging but empowering, and that your potential as a Filipino artist and Creative is further enhanced and inspired.

These Learning Resources take into consideration the various limitations and challenges brought about by the current situation, and provides you with the flexibility to manage content and pace to your individual needs while maintaining standards for creativity, embodying 21<sup>st</sup> Century skills, and aspiring towards artistic excellence. Beyond compilations of dry information, these Learning Resources seek to develop Higher Order Thinking Skills of Analysis, Evaluation, and Creation.

If you are planning to use this Resource as a facilitator or teacher, you are expected to guide and orient your learners in the proper and efficient use of this Learning Resource. Most, if not all activities, will entail exploration, investigation, and experimentation, as such it is imperative that you, as the facilitator, establish the guidelines which will allow your students to be creative but within responsible, safe, and academically-sound limits. Your guidance and mentorship is expected and encouraged throughout the learning process.

We look forward to your journey as an artist, MABUHAY!

## INTRODUCTION & OBJECTIVES

Good morning!!! In this Learning Resource you're going to be learning how to use different kinds of mediums and different kinds of technologies to get your messages across, and not change not just how people think and act, but to the change the world.

Before we get to our Media Studies, though, let us first get to know and understand art what this means to you and to us as a Filipino people. As we get to learn about the different art forms and artists, we will eventually use our knowledge, skills, and tools to create electronic visual presentations showing appreciation of art works of the Filipino artists as reflective of the Filipino culture.

At the end of this module, you will be able to:

1. define the meaning of Art, its elements, principles, significance, and uses,
2. relate popular works of Filipino artists with current events and realities,
3. recognize the six art disciplines, and
4. develop a meaningful interpretation of the art disciplines and the artists' popular works.

This Learning Resource may be used for, and is applicable to, the following DepEd Codes:

- 1.SPA\_MA-AF7-Ia-1
- 2.SPA\_MA-AF7-Ib-2
- 3.SPA\_MA-AF7-Ic-3
- 4.SPA\_MA-AF7-Ic-d-4
- 5.SPA\_MA-AF7-Ie-h-5
- 6.SPA\_MA-AF7-Ij-6

So, if you are ready, we are definitely ready! Let's begin!!!



## LESSON 1: ART<sup>1</sup>

### **Activity 0: You and Art**

Answer the following questions:

1. What is art to you?
2. What experiences, exposure, or knowledge do you have about art and art works?
3. In what ways have you created art in the past? Does this make you an artist? Do you consider yourself to be an artist?



*Figure a Art of tiles inside the Jame Mosque of Yazd in Iran.  
From [commons.wikimedia.org](https://commons.wikimedia.org)*

**Art** can be defined as something that is created with imagination and skill, and that is beautiful or that expresses important ideas or feelings. Art can also refer to the work created by artists; these are commonly seen in the forms of paintings and sculptures. Art can also be performed, as seen in theatre, music, and dance, and art can also be found in other forms, such as architecture poetry, short stories, and films.

The oldest known forms of art are the visual arts – cave paintings made by prehistoric man. Song, or music, may also be considered an ancient or early art form as these would have involved early humans using their voices and early tools to make sounds which they used to communicate feelings and the world around them.

The nature of art has been described by philosopher Richard Wollheim as “one of the most elusive of the traditional problems of human culture.” Art has also been defined as a vehicle for the expression or communication of emotions and ideas, a means for exploring and appreciating formal elements for their own sake, and as representation of life.

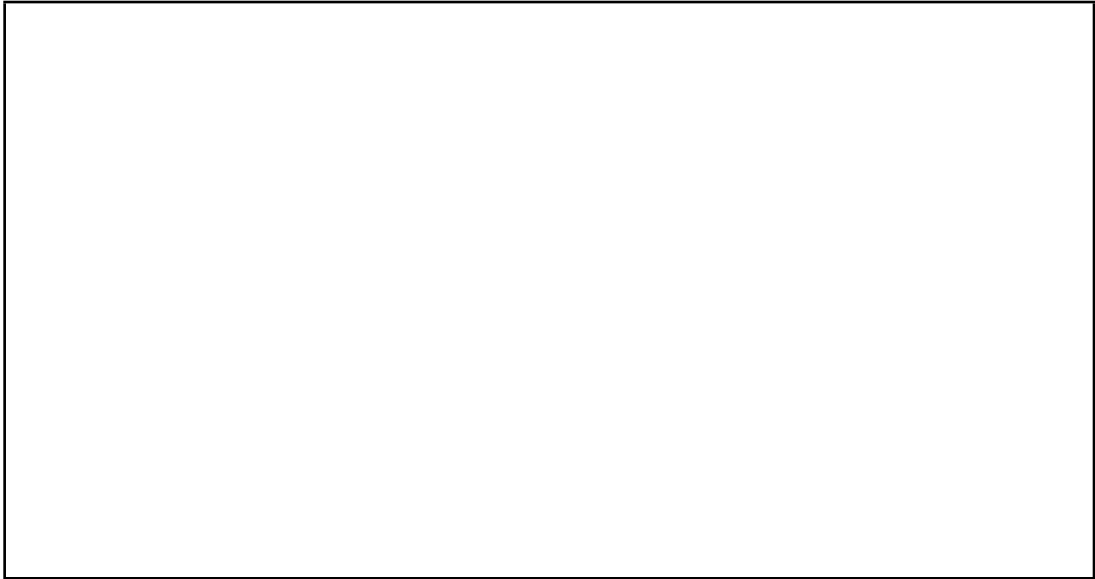
Thinkers and authors influenced by German philosopher Martin Heidegger have interpreted art as: “the means by which a community develops for itself a medium for self-expression and interpretation.”

What can be considered “art” or “artistic” is defined by society and is a definition described and shared by a community. Islamic art, for instance, represents nature rather than replicates it; this means that in a traditional sense, islamic art does not make paintings of flowers, but instead uses geometric shapes to capture the “spirit” of a flower, the beauty and order that comes from petals surrounding a central core. The skill and talent of the artist is found in his or her ability to bring harmony to shapes and patterns and create a greater whole.

Art, in its broadest sense, is a form of communication. It means whatever the artist wants or hopes for it to mean. This meaning is shaped by the materials, techniques, and forms it makes use of, as well as the ideas and feelings it creates in its viewers. Art, then, is an act of expressing feelings, thoughts, and observations. Art may be used to communicate political, spiritual, or philosophical ideas, it may also be used to create a sense of beauty, to explore the nature of perception, for pleasure, or to generate strong emotions. In some cases, the purpose of an artwork may also seem not to exist.

**Activity 1: Art**

1. Draw something artistic in the box below. You may choose any subject or form.



2. Reflect on what you drew. The instruction was “make it artistic”. Is your work artistic? Why? Why not? Is it art? Why or why not?

## **The Forms of Art**

“Fine Arts” can be defined as “a visual art considered to have been created primarily for aesthetic purposes and judged for its beauty and meaningfulness<sup>2</sup>.” In general, the “fine arts” represent an attempt to experience a deeper understanding of life. It seeks to explore the human condition or the essential phases or experiences of human life such as birth, growth, aspiration, conflict, and death.

Historically, the fine arts were meant to appeal to the human intellect; today, though, there are no longer any clear boundaries as to what is “fine art”. Fine arts movements across the centuries have reacted and evolved against each other, this has brought about a diversity in what was called “art” and has become a reflection of how people viewed and interpreted the world around them. With the introduction of conceptual art and postmodern theory, practically anything today can be called “art”.

There are seven major art forms or art disciplines:

<b>Art Discipline</b>	<b>Forms and Manifestations</b>
Architecture	Buildings and structures, fashion design, landscapes, and industrial design
Cinema	Fiction film, documentaries, animation, and art film
Dance	Ballet, folk, modern, hip-hop, and ritual dance
Dramatic Arts	Theatre, improvisation, opera, and Komedya
Literary Arts	Poetry, short stories, novels, and Balagtasan
Music	Song, choral singing, classical music, and chanting
Visual Arts	Painting, sculpture, illustration, carving, and printmaking

While these seven forms are defined and recognized by art scholars around the world, the reality of art is that boundaries cross and you, as an artist, are no longer confined to what is considered “your art discipline”. The creation of art means you must explore other arts, other cultures, and other perspectives. Art does not exist in a vacuum, and each one can – and does – influence the greatness of the others.

## **Reflection**

Reflect on the image you drew in Activity 1 and answer the following:

1. Is the image considered art or not? Why or why not?
2. Would you consider your work art or artistic? Why or why not?
3. What kind of artist do you describe yourself as?
4. What are your strengths, weaknesses, interests, and inspirations as an artist?

## **Application**

### **Activity 2: Art Around Us**

Trace, identify, or replicate an existing piece of art created by a Filipino artist. Find a sample or samples of artworks made by Filipinos; you may search newspapers, magazines, books, or the internet.

Choose at least two different artworks from two different disciplines (e.g. Dance + Film, Visual Arts + Music, etc.)

Answer the following:

1. Describe the artwork in 3-5 sentences
2. Why did you choose this artwork instead of so many others?
3. What emotions, thoughts, images, or ideas do you think the artist wanted to convey or communicate in the artwork?
4. What emotions, thoughts, images, or ideas do you feel when you look at or observe this artwork?



## LESSON 2: ART IN THE PHILIPPINES



*Figure b Gini Cruz Santos, Filipina animator working at Pixar. She was the Supervising Animator for Coco. Photos from [Rappler.com](https://www.rappler.com), Pixar Animation.*

Did You Know that Head and Supervising Animator for the hit Hollywood film *Coco* is a Filipina? Gini Cruz Santos was born in the Philippines and her family moved to Guam when she was 3; she came back to the Philippines to study Advertising Arts at the University of Santo Tomas. Since moving to Pixar she has worked on some of their biggest films including *Toy Story*, *Finding Nemo*, *The Incredibles*, *Up*, and *Ratatouille*<sup>3</sup>. That's Filipino artistry and talent on the world stage!

Have you watched any of her films? Which one is your favorite?

According to the 1996 Internet World's Fair ([www.park.org](http://www.park.org)) "*The Philippines has a larger and more vigorous artistic community than any other Southeast Asian nations because it has four cultural heritages - Asian, European, Mexican, and American. In Manila alone, the arts and culture capital, there are many art galleries showcasing the works of talented local painters, sculptors, muralists, and folk artists. Theatrical and orchestral performances are also very popular.*"<sup>4</sup>

While the claim seems exaggerated, there is some truth to it: Filipino Arts are alive and well around the country!

But what exactly are these arts and how do they differ from each other? Who are some of the notable artists in the Philippines?

### **Activity 3: The Art Journal**

For these next lessons we are going to build your very own ART JOURNAL! As we learn about the different kinds of art forms and become introduced to some of our country's greatest artists, you will build a small compilation of writings, images, and thoughts to help you build a greater understanding and appreciation of art and yourself as an artist.

You may use:

- A new or fresh notebook or journal
- A blog or vlog site
- Electronic format like Word document or PowerPoint
- Other mediums like cut outs, collages, or illustrations
- You may use newspapers, magazines, or even the internet

So let's begin, as your first entry, answer this question:

When you hear the term "Filipino Art" or "Filipino Artists" what comes to mind? List it down, show us, us words, pictures, drawings, whatever you want! Get creative! This is your journal!!!

## **Architecture**



Architecture is the art and science of designing buildings, spaces, and other physical structures<sup>5</sup>. It is also the profession of designing communities and other artificial constructions and elements; as an art discipline, architecture also includes interior design, the design of furniture and decorations, restorations, and the design of landscapes and outdoor spaces. Fashion design can also be considered architectural in nature because designing clothing requires measurements, understanding materials, and building structures.

Notable Filipino artists in architecture include:



*Figure c Leandro Locsin, National Artist for Architecture, and the Cultural Center of the Philippines Main Theatre in Manila. From <https://historyofarchitecture.weebly.com/leandro-v-locsin.html>*

**LEANDRO V. LOCSIN** (August 15, 1928 – November 15, 1994) – Conferred National Artist for Architecture in 1990. Locsin reshaped the urban landscape with a distinctive architecture reflective of Philippine Art and Culture. He believes that the true Philippine Architecture is “the product of two great streams of culture, the oriental and the occidental... to produce a new object of profound harmony.”<sup>6</sup>

His most notable works are the Cultural Center of the Philippines in Manila, the Ninoy Aquino International Airport Terminal 1, and the Istana Nurul Imam Palace, the official residence of the Sultan of Brunei.



*Figure d Ildefonso P. Santos, National Artist for Architecture (left) and the Mt. Malarayat Golf and Country Club in Lipa, Batangas. Photos from [Rappler.com](http://Rappler.com) and [Booking.com](http://Booking.com)*

**ILDEFONSO P. SANTOS, JR.** (September 5, 1929 – January 29, 2014) – Conferred National Artist for Architecture in 2006. I.P. Santos distinguished himself by pioneering the practice of landscape architecture—an allied field of architecture—in the Philippines and then producing four decades of exemplary and engaging work that has included

hundreds of parks, plazas, gardens, and a wide range of outdoor settings that have enhanced contemporary Filipino life<sup>7</sup>. He has been called the Father of Philippine Landscape Architecture.

His most notable works are the Asian Institute of Management, Mt. Malarayat Golf and Country Club, and the Bantayog ng Mga Bayani.



*Figure e Ramon Valera, National Artist for Fashion Design. Valera gowns on display at an exhibit at the De La Salle-College of St. Benilde in Manila (center), and an image of a 1960s Valera gown at an international auction site. Photos from [DLSAA.com](http://DLSAA.com), [philstar.com](http://philstar.com), and [kerrytayloyauctions.com](http://kerrytayloyauctions.com) (via Pinterest)*

**RAMON VALERA** (August 31, 1912 – May 25, 1972) – Conferred National Artist for Fashion Design in 2006. Valera is said to have given the country its visual icon to the world via the terno. Valera constructed the terno's butterfly sleeves, giving them a solid, built-in but hidden support. To the world, the butterfly sleeves became the terno's defining feature.

Valera's gowns have been worn by the country's elite and most glamorous celebrities including Gloria Romero, Barbara Perez, Gretchen Cojuangco, and Imelda Marcos. Valera Gowns are considered timeless and family heirlooms, are highly valued by collectors around the world.

### **Activity 3A: Architecture Journal Entry**

For your Architecture Entry, do this: do a “virtual exploration” of your choice of a city, town, or province in the Philippines. You can explore your hometown or a place you’ve never been to!

Using pictures, drawings, words, or any medium you wish, take us (your audience) on a tour... show us notable buildings (e.g. town hall, historical house, museum, etc.), spaces (e.g. parks, plazas, ports or markets, etc.), and features (e.g. monuments, arches, fancy lamp posts, etc.)

Remember, get creative! This is your journal!

## **Cinema**



Cinema, or motion picture, is the art of moving images; a visual medium that tells stories and exposes reality<sup>8</sup>. Cinema is a highly collaborative art form and one of the costliest to produce; it is also the “youngest” of the seven arts being developed in the late 19th Century. Cinematic Art is a merging of many disciplines and crafts to create a powerful emotional experience<sup>9</sup>.

Cinema is much more than the fiction films we are most familiar with; Cinema includes documentaries and non-fiction, art films, broadcast and digital media, and animations.

Notable Filipino artists in Cinema include:



*Figure f Gerry de Leon, National Artist for Cinema, the poster of El Filibusterismo, and a scene from Noli Me Tangere. Photos by [tempo.com.ph](http://tempo.com.ph), [moviepostershop.com](http://moviepostershop.com), [video48.blogspot.com](http://video48.blogspot.com)*

**GERARDO DE LEON** (September 12, 1913 – July 25, 1981) – Conferred National Artist for Cinema in 1982. Gerry De Leon’s first job — while in still in high school —

was as a piano player at Cine Moderno in Quiapo playing the musical accompaniment to the silent films that were being shown at that time. The silent movies served as De Leon's training ground because the pictures told the story. In the 50s and 60s, he produced many films that are now considered classics including "Daigdig ng Mga Api," "Noli Me Tangere," "El Filibusterismo," and "Sisa." Among a long list of films are "Sawa sa Lumang Simboryo," "Dyesebel," "The Gold Bikini," and "Banaue,". He also produced and directed numerous "drive-in movies" for the United States including the cult hit "The Brides of Blood Island."<sup>10</sup>

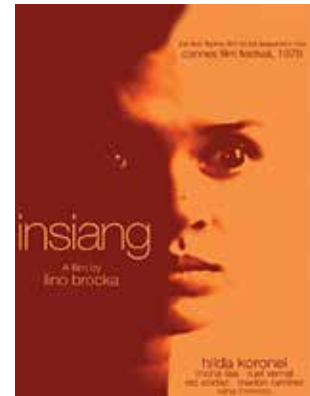


Figure g Lino Brocka, National Artist for Film. A scene from *Maynila: Sa Kuko ng Liwanag*. Poster of *Insiang*. Photos from [IMDB.com](https://www.imdb.com), [pilipinaspopcorn.com](https://www.pilipinaspopcorn.com), [Amazon.com](https://www.amazon.com)

**LINO BROCKA** (April 3, 1939 – May 22, 1991) – Conferred National Artist for Film and Broadcast Arts in 1997. Brocka espoused the term “freedom of expression” in the Philippine Constitution. Brocka took his social activist spirit to the screen leaving behind 66 films which breathed life and hope for the marginalized sectors of society — slum-dwellers, prostitutes, construction workers, etc<sup>11</sup>. He was the first Filipino to have a film featured at the prestigious Cannes International Film Festival in 1978.

Some of his notable works include “Santiago” (1970), “Wanted: Perfect Mother” (1970), “Tubog sa Ginto” (1971), “Stardoom” (1971), “Tinimbang Ka Ngunit Kulang” (1974), “Maynila: Sa Kuko ng Liwanag” (1975), and “Insiang” (1976).

**KIDLAT TAHIMIK** (born: October 3, 1942) – Conferred National Artist for Film in 2018. Kidlat Tahimik's debut film, *Mababangong Bangungot* (1977), was praised by critics and filmmakers from Europe, North America, Asia, and Africa and is still considered by many as a pioneering postcolonial essay film. Tahimik's intense independence as an artist and, at the same time, the film itself called for Filipinos to actively live out their independence and not allow their culture to be imperialized by the west. His films, even

those that lament injustice and violence, are premised on the hope of possible, though yet unrealized, triumph.<sup>12</sup>

Kidlat's notable works include: *Mababangong Bangungot/Perfumed Nightmare* (1977), *Turumba* (1983), *Japanese Summers of a Filipino Fundoshi* (1996), and *Balikbayan #1: Memories of Overdevelopment Redux* (2015).



*Figure h Kidlat Tahimik, National Artist for Cinema and his bamboo camera, scene from Mababangong Bangungot. Photo from [www.princeclausfund.org](http://www.princeclausfund.org), [bworldonline.com](http://bworldonline.com)*

### **Activity 3B Cinema Journal Entry**

For your Cinema Entry, do this: pretend you are a film critic!

Using pictures, drawings, words, or any medium you wish, tell us about a film you like (or hate!), and why you like (or hate) it. Show us your favorite characters, what the poster looks like, some important scenes. And then, if you were an award-giving body, what award(s) would you give this film?

Remember, get creative! This is your journal!

## **Dance**



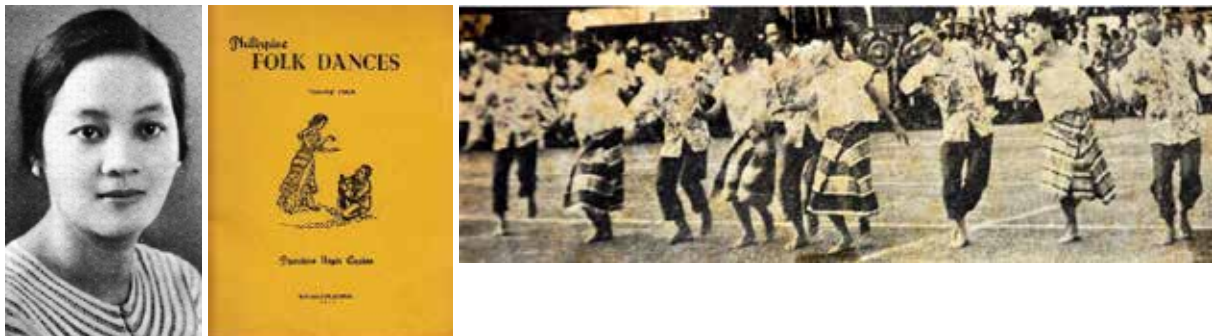
Dance is a performing art form consisting of selected sequences of human movement. Dance comes from a human desire for personal expression and social connection. Dance may be found in popular entertainment forms such as classical, ballroom, and hip-hop. It may also form part of ritual and traditional celebration where the dance is an integral part of the culture and context of the event, rather than something done for enjoyment or entertainment.

Ballet is usually referred to as “classical dance” and is the backbone of all modern dance forms. “Contemporary Dance” usually refers to more modern and evolving dance forms

such as jazz and modern dance. Tap Dancers utilize special shoes with metal plates that make a sound when doing steps, and hip-hop is an evolution of American urban dance styles that include krumping, popping, locking, and break dancing. Ballroom Dancing is a social dance between partners and includes styles such as waltz, cha-cha, rumba, foxtrot, and the jive.<sup>13</sup> Folk dances are dance forms developed by a group of people that reflects the traditional life of a certain country or region; popular folk dances of the Philippines include tinikling, pandango sa ilaw, and maglalatik.

Some notable Filipino dancers include:

**FRANCISCA REYES AQUINO** (March 9, 1899 – November 21, 1983) – Conferred National Artist for Dance in 1973. Francisca Reyes Aquino is acknowledged as the Folk Dance Pioneer. She began her research on folk dances in the 1920s making trips to remote barrios in Central and Northern Luzon. Her research on the unrecorded forms of local celebration, ritual, and sport resulted into a 1926 thesis titled “Philippine Folk Dances and Games,” and arranged specifically for use by teachers and playground instructors in public and private schools.



*Figure 1 Francisca Reyes-Aquino, National Artist for Dance and her books Philippine Folk Dances that were used in Filipino schools. Mixed dance classes teaching Filipino folk dances in the 1940s. Photos from [socalfolkdance.com](http://socalfolkdance.com), [nolisoli.ph](http://nolisoli.ph), [philippinebaranggay.com](http://philippinebaranggay.com)*

In the 1940s the Bureau of Education distributed her work and adapted the teaching of folk dancing as a medium of making young Filipinos aware of their cultural heritage. In 1954, she received the Republic Award of Merit given by the late Pres. Ramon Magsaysay for “outstanding contribution toward the advancement of Filipino culture.”<sup>14</sup>

**RAMON OBUSAN** (June 16, 1938 – December 21, 2006) – Conferred National Artist for Dance in 2006. Ramon Obusan was a dancer, choreographer, stage designer, and artistic director. He achieved phenomenal success in Philippine dance and cultural work. He was also acknowledged as a researcher, archivist and documentary filmmaker who broadened

and deepened the Filipino understanding of his own cultural life and expressions. He is the founder of the world-renowned and multi-awarded Ramon Obusan Folkloric Group.<sup>15</sup>



*Figure j Ramon Obusan (seated, center), National Artist for Dance. A traditional dance from Mindanao performed by the Ramon Obusan Folkloric Group. Photos from [ncca.gov.ph](http://ncca.gov.ph), [rofg.ph](http://rofg.ph)*

**ALICE REYES** (born October 14, 1942) – Conferred National Artist for Dance in 2014. Alice Reyes' dance legacy is evident in the dance companies, teachers, choreographers and the exciting Filipino modern dance repertoire of our country today. Perhaps the biggest contribution of Alice Reyes to Philippine dance is the development of a distinctly Filipino modern dance idiom. Utilizing inherently Filipino materials and subject matters expressed through a combination of movements and styles from Philippine indigenous dance, modern dance, and classical ballet she has successfully created a contemporary dance language that is uniquely Filipino. By introducing the first modern dance concert at the CCP Main Theater in February 1970 and by promoting it successfully to a wide audience, she initiated the popularization of modern dance in the country. Alice Reyes is one of the founders Ballet Philippines.



*Figure k Alice Reyes, National Artist for Dance, publicity photo for Itim Asu, performing in Rama Hari with renowned Filipino dancer Nonoy Froilan in 1980. Photos by [philstar.com](http://philstar.com), [manilaforkids.com](http://manilaforkids.com), [rama-hari-blog.tumblr.com](http://rama-hari-blog.tumblr.com)*

### **Activity 3C: Dance Journal Entry**

For your Dance Entry, do this: dance for us! How?

Using pictures, drawings, words, or any medium you wish, show us (your audience) how you dance, what you dance, or how you would want to dance. You choose the style, you choose the music, but let your body do the “talking”.

Remember, get creative! This is your journal!

## **Dramatic Arts**



The dramatic arts are a form of narrative performed on a stage or performance area, and in front of an audience. As a performing art, the artists use their bodies, voices, and objects to convey a story, emotion, or artistic expression. The two oldest genres are “tragedy” and “comedy”, although their meanings back in ancient times were different from what we are familiar with today. In simplest terms, **tragedy** involves a story where the protagonist or hero fails or dies. A **comedy** is a story or drama that has a happy ending and the protagonist wins. Sometimes these are funny stories, but in classical theater, these terms just related to the positive or negative outcome of the story.<sup>16</sup> “Theatre” and “Drama” are also used synonymously, but in simple terms, “theatre” refers to the staging or the physical performance, setting, costumes, and acting, while “drama” refers to the play or script or the story being dramatized.

The Dramatic Arts also include other forms besides the traditional stage play. Puppetry, Performance Art, Musical Theatre, Street Theatre, Mime, Stand-Up Comedy, Komedy, and Balagtas are also part of what we call the Dramatic Arts.

Some notable figures in Philippine Theatre include:

**DAISY H. AVELLANA** (January 26, 1917 – May 12, 2013) – Conferred National Artist for Theatre in 1999. Daisy H. Avellana, is an actor, director, and writer. She elevated legitimate theater and dramatic arts to a new level of excellence by staging and performing in breakthrough productions of classic Filipino and foreign plays and by encouraging the establishment of performing groups and the professionalization of Filipino theater. Together with her husband, National Artist Lamberto Avellana and

other artists, she co-founded the Barangay Theatre Guild in 1939 which paved the way for the popularization of theatre and dramatic arts in the country, utilizing radio and television.



*Figure l Daisy Avellana, National Artist for Theatre, Daisy (left) became widely known in Portrait of the Artist as Filipino playing the role of Candida, Daisy directing a highly-dramatic scene of “Walang Sugat” in 1971. Photos from [alchetron.com](http://alchetron.com), [spot.ph](http://spot.ph), and [walangsugatzarzuela.blogspot.com](http://walangsugatzarzuela.blogspot.com)*

She is best remembered for her portrayal of Candida Marasigan in the stage and film versions of Nick Joaquin’s Portrait of the Artist as Filipino. Her directorial credits include Diego Silang (1968), and Walang Sugat (1971). Among her screenplays were Sakay (1939) and Portrait of the Artist as Filipino (1955).

**SALVADOR F. BERNAL** (January 7, 1945 – October 26, 2011) – Conferred National Artist for Theater Design in 2003. Badong Bernal designed more than 300 productions distinguished for their originality. Sensitive to the budget limitations of local productions, he harnessed the design potential of inexpensive local materials, pioneering or maximizing the use of bamboo, raw abaca, and abaca fiber, hemp twine, rattan chain links and gauze kacha. As the acknowledged master of contemporary Filipino theater design, Bernal shared his skills with younger designers through his classes at the University of the Philippines and the Ateneo de Manila University, and through the programs he created for the CCP Production Design Center which he himself conceptualized and organized.



*Figure m Salvador Bernal, National Artist for Theatre Design, the set of the musical “Lapu-lapu” (center) and “Realizing Rama” (right) Photos by [wordsofwalter.blogspot.com](http://wordsofwalter.blogspot.com), [cnnphilippines.com](http://cnnphilippines.com)*

To promote and professionalize theater design, he organized the PATDAT (Philippine Association of Theatre Designers and Technicians) in 1995 and by way of Philippine Center of OISTAT (Organization Internationale des Scenographes, Techniciens et Architectes du Theatre), he introduced Philippine theater design to the world.<sup>17</sup>



Figure n Amelia Bonifacio, National Artist for Theatre, poster of the puppet play “Pabulayan” and Bonifacio with her puppets . photo from Philippine Daily Inquirer; [juanalily.wordpress.com](http://juanalily.wordpress.com), [proletartist.com](http://proletartist.com)

**AMELIA LAPEÑA-BONIFACIO** (born 4 April 1930) – Conferred National Artist for Theater in 2018. “Tita Amel” as she is fondly called is known as the Grand Dame of Southeast Asian children’s theatre, she is the founder and playwright-director of the Teatrong Mulat ng Pilipinas, which has placed the Philippines on the artistic map of world theater.

It was during her studies and research that she became convinced of the need of a theatre for young audiences using Asian and Filipino folktales and utilizing puppets inspired by Japanese Bunraku and Indonesian wayang (rod puppets and shadow theatre styles).<sup>18</sup> She has since been involved in the production and design of puppets aside from puppet-based theatrical productions. What has achieved is an indigenous fusion of puppetry, children’s literature, folklore, and theater.<sup>19</sup>

### **Activity 3D: Dramatic Arts Journal Entry**

For your Drama Entry, do this: recreate a famous dramatic scene (it can be from TV or a movie)

Using pictures, drawings, words, or any medium you wish, show us (your audience) your acting skills! You can play with “costumes”, have “actors”, you can even use music and sound effects.

Remember, get creative! This is your journal!

## Literary Arts



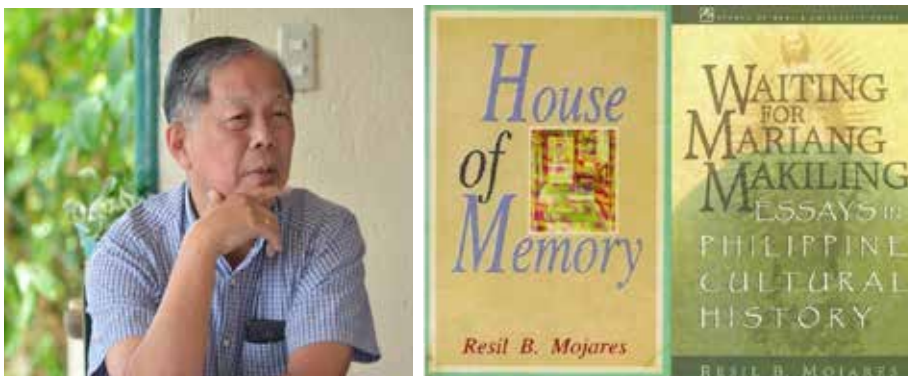
The Literary Arts relate to the written word and include writing, editing, critiquing, teaching, reviewing, and other activities related to written communication. It is also the collection of works of a language, period, or culture.

It is also synonymous with “Literature” (pronounced LIT-ri-chur) and refers to writing that is considered an art or creative form. It may also refer to writing that has artistic or intellectual value, and sometimes uses language in ways that differ from ordinary usage.

The literary arts are usually classified as being fiction or non-fiction and being identified as poetry or prose. Poetry uses rhythmic language and verse, and techniques such as rhyme, metre, and symbolism to express itself; poetry also includes song, sonnets, and epics. Prose, on the other hand, follows a more natural flow of language; it does not use verse like poetry does. Literary works in prose include short stories, novels, newspaper and magazine articles, and essays.

Some notable figures in Filipino literary arts include:

**RESIL B. MOJARES** (born: 4 September 1943) – Conferred National Artist for Literature in 2018. A teacher and scholar, essayist and fictionist, and cultural and literary historian, Resil Mojares is acknowledged as a leading figure in the promotion of regional literature and history. As founding director of the Cebuano Studies Center, he pioneered Cebuano and national identity formation. As a leading figure in cultural and literary history, he networked actively in many organizations. For over 50 years, Mojares has published in diverse forms (fiction, essay, journalism, scholarly articles, and books) across a wide range of discipline (literature, history, biography, cultural studies, and others). To date, he has 17 published books (3 more in the press) and edited, co-edited, or co-authored



*Figure o Resil Mojares, National Artist for Literature, some of Mojares' works. Photos from Silliman University, [abs-cbn.com](http://abs-cbn.com)*

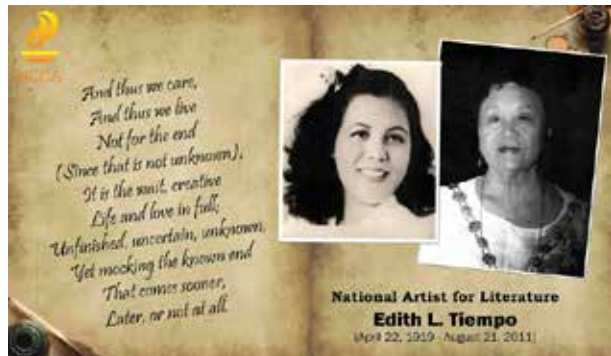
as Filipino, Manila, My Manila: A History for the Young, The Ballad of the Five Battles, Rizal in Saga, Almanac for Manileños, Cave and Shadows.

**EDITH L. TIEMPO** (April 22, 1919 – August 21, 2011) – Conferred National Artist for Literature in 1999. A poet, fictionist, teacher and literary critic, Edith

### **Bonsai**

*Edith Tiempo*

All that I love  
I fold over once  
And once again  
And keep in a box  
Or a slit in a hollow post  
Or in my shoe.  
All that I love?  
Why, yes, but for the moment-  
And for all time, both.  
Something that folds and keeps easy,  
Son's note or Dad's one gaudy tie,  
A roto picture of a queen,  
A blue Indian shawl, even  
A money bill.  
It's utter sublimation,  
A feat, this heart's control  
Moment to moment  
To scale all love down  
To a cupped hand's size  
Till seashells are broken pieces  
From God's own bright teeth,  
And life and love are real  
Things you can run and  
Breathless hand over  
To the merest child.



*Figure 9 National Artist for Literature Edith Tiempo in her youth and after conferment of the National Artist Award, Bonsai by Edith Tiempo. Photos by [ncca.gov.ph](http://ncca.gov.ph). Bonsai reproduced from [readalittlepoetry.wordpress.com](http://readalittlepoetry.wordpress.com)*

L. Tiempo's works are characterized by a remarkable fusion of style and substance, of craftsmanship and insight. Her poems are intricate verbal transfigurations of significant experiences as revealed, in two of her much-anthologized pieces, "The Little Marmoset" and "Bonsai".

Together with her late husband, Edilberto K. Tiempo, she founded and directed the Silliman National Writers Workshop in Dumaguete City, which has produced some of the country's best writers. <sup>21</sup>


### **Activity 3E: Literary Arts Journal Entry**

For your Literary Arts Entry, do this: write a poem

Using pictures, drawings, words, or any medium you wish, write a poem about any subject you want. It can be about family, or friends, or school, or even about staying at home during the pandemic. Feel free to add color or pictures or style to your writing.

Remember, get creative! This is your journal!

## Music

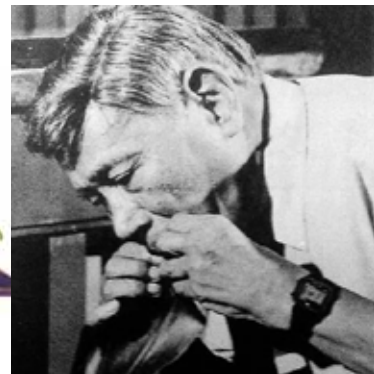
 Music is an art form and cultural activity based on sound. While sounds exist around us in nature, sometimes sounds are put together in ways to create a specific effect or to express ideas or emotions. These organized sounds are called music.

Music is a collection of coordinated sound or sounds. Making music is the process of putting sounds and tones in an order, often combining them to create a unified composition. People who make music creatively organize sounds for a desired result, like a symphony or a pop song. Music is made of sounds, vibrations, and silent moments, but music does not always have to be “pretty” or “sound good”. Music can be used to convey a whole range of experiences, environments, and emotions, or used to tell stories and narrate events.

Music comes in many forms, popular music such as jazz, pop, rock, and alternative are meant for entertainment and radio play. Rap and hip-hop play a lot with rhythm and words. Choral music are pieces performed by choirs and groups of singers, while orchestral or symphonic music is performed by groups of instruments. Folk and indigenous music is also a type of music, and these are songs, chants, instruments, and instrumental performances associated with the rituals and traditions of a culture or society.

Filipinos are known worldwide for their amazing musical talent, not just in song, but with instruments and composition as well; some notable Filipino musical artists include:

**LEVI CELERIO** (April 30, 1910 – April 2, 2002) – conferred National Artist for Music and Literature in 1997. Levi Celerio was a prolific lyricist and composer for decades.



*Figure 1 Levi Celerio, National Artist for Music and Literature, Levi playing music on a leaf from an ordinary house plant, in 2018 Google celebrated Celerio's 108th birthday with his own Google Doodle image. Photo from [flickr.com](https://www.flickr.com/photos/leviscelerio/), [ncca.gov.ph](http://ncca.gov.ph), [google.com](https://www.google.com)*

He effortlessly translated or wrote anew the lyrics to traditional melodies: “O Maliwanag Na Buwan” (Iloko), “Ako ay May Singsing” (Pampango), “Alibangbang” (Visaya) among others. He made it to the Guinness Book of World Records as the only person able to make music using just a leaf.

A great number of his songs have been written for the local movies, which earned for him the Lifetime Achievement Award from the Film Academy of the Philippines. Levi Celerio, more importantly, has enriched the Philippine music with a treasury of more than 4,000 songs<sup>22</sup> many of which are dedicated to his wife and children. Among the OPM songs he composed are “Ikaw”, “Kahit Konting Pagtingin”, “Saan Ka Man Naroroon?”, the lullabye Sa Ugoy ng Duyan, folk songs including “Ako ay May Singsing”, “Ang Pipit”, “Dungawin Mo Hirang”, “Itik-Itik”, “Pitong Gatang”, and “Waray-Waray”, and the famous Christmas song “Ang Pasko ay Sumapit”.<sup>23</sup>



*Figure s Lucrecia Kasilag, National Artist for Music photo from [bworldonline.com](http://bworldonline.com), [ateneobluesound.wixsite.com](http://ateneobluesound.wixsite.com)*

**LUCRECIA R. KASILAG** (31 August 1918 – 16 August 2008) – Conferred National Artist for Music in 1989. An educator, composer, performing artist, administrator and cultural entrepreneur of national and international caliber, “Tita King”, as she was fondly called, involved herself wholly in sharpening the Filipino audience’s appreciation of music. Kasilag’s pioneering task to discover the Filipino roots through ethnic music and fusing it with Western influences has led many Filipino composers to experiment with such an approach. She dared to incorporate indigenous Filipino instruments in orchestral productions, such as the prize-winning “Toccatà for Percussions and Winds, Divertissement and Concertante,” and the scores of the Filiasiana, Misang Pilipino, and De Profundis. She worked closely as music director with colleagues Lucrecia Reyes-Urtula, Isabel Santos, Jose Lardizabal and Dr. Leticia P. de Guzman and made Bayanihan Philippine Dance Company one of the premier artistic and cultural groups in the country.

Her orchestral music includes Love Songs, Legend of the Sarimanok, Ang Pamana, Philippine Scenes, Her Son, Jose, Sisa and chamber music like Awit ng mga Awit Psalms, Fantaisie on a 4-Note Theme, and East Meets Jazz Ethnika.<sup>24</sup>



*Figure t Ryan Cayabyab, National Artist for Music. Photos from bworldonline, Philippine Tatler*

**RYAN CAYABYAB** (born: 4 May 1954) – Conferred National Artist for Music in 2018. “The Maestro” or Mr. C, as he is commonly known, is the most accomplished composer, arranger, and musical director in the Philippine music industry since the 1970s. He has a learned, skillful, and versatile musical style that spans a wide range of genres: from conservatory or art compositions such as concert, religious music, symphonic work, art song, opera, and concerto to mainstream popular forms in the music industry and in live contemporary multimedia shows (musical theater, dance, and film).

Being very visible in the national media (once a TV host of a long-running arts and culture series and recently a judge in reality TV singing competitions), Cayabyab is a household name. His compositions reflect a perspective of music that extols the exuberance of life and human happiness, thus capturing the very essence of our Filipino soul.

Among his hit compositions are Da Coconut Nut, Kay Ganda Ng Ating Musika, Nais Ko, Paraiso, Kahit Ika’y Panaginip Lang, Kailan, Tuwing Umuulan at Kapiling Ka.

### **Activity 3F: Music Journal Entry**

For your Music Entry, do this: turn your poem into a song!

Using whatever “instruments” you have at home, turn the poem in Activity 3E into a song or musical piece. Bang the pots and pans, clap together spoons, sing your heart out, music, after all, is in the heart.

Remember, get creative! This is your journal!

## Visual Arts



The visual arts are art forms that create works that are primarily visual in nature or are meant to be “seen”, these include ceramics, drawings, paintings, sculptures, printmaking, design, and crafts. Also included within the visual arts are the applied arts such as industrial design, graphic design, fashion design, interior design, and decorative art.<sup>25</sup>

Modern technology has also changed the traditional way of defining “visual arts” as well, more and more artists today create what is called “computer art” or “e-art” where the work is primarily made or relies on computer technologies to create. Some forms of compute art even us programs, sounds, and algorithms to create unique artworks. The visual arts also include installations – or art that is created on a specific site or space and is meant to change the way we see or feel that space.

Some notable Filipino visual artists include:



Figure u Fernando Amorsolo, National Artist for Painting, Amorsolo’s *Dalagang Bukid* (center) and *Afternoon Meal of the Rice Workers* (right). photo from [fernandoamorsolo.com](http://fernandoamorsolo.com), [flickr.com](https://www.flickr.com/photos/fernandoamorsolo/), [flowertwobees.wordpress.com](http://flowertwobees.wordpress.com)

**FERNANDO AMORSOLO** (May 30, 1892 – April 24, 1972) – The official title “Grand Old Man of Philippine Art” was bestowed on Amorsolo when the Manila Hilton inaugurated its art center on January 23, 1969, with an exhibit of a selection of his works. Returning from his studies abroad in the 1920s, Amorsolo developed the backlighting technique that became his trademark were figures, a cluster of leaves, a spill of hair, the swell of breast, are seen aglow on canvas. This light, Nick Joaquin opines, is the rapture of a sensualist utterly in love with the earth, with the Philippine sun, and is an accurate expression of Amorsolo’s own exuberance. His citation underscores all his years of creative activity which have “defined and perpetuated a distinct element of the nation’s artistic and cultural heritage”.

Among others, his major works include the following: Maiden in a Stream(1921)-GSIS collection; El Ciego (1928)-Central Bank of the Philippines collection; Dalagang Bukid (1936) – Club Filipino collection; The Mestiza (1943) – National Museum of the Philippines collection; Planting Rice (1946)-UCPB collection; Sunday Morning Going to Town (1958)-Ayala Museum Collection.<sup>26</sup>



*Figure v Napoleon Abueva, National Artist for Sculpture, Nine Muses of the Arts in UP Diliman, and the Mt. Samat cross and WWII memorial in Bataan. photo from [abs-cbn.com](http://abs-cbn.com), [wescover.com](http://wescover.com), [gophilippines.com](http://gophilippines.com)*

**NAPOLEON ABUEVA** (January 26, 1930 – February 16, 2018) – Conferred National Artist for Sculpture in 1976. At 46 Abueva was the youngest National Artist awardee of the time. Considered as the Father of Modern Philippine Sculpture, Abueva helped shape the local sculpture scene to what it is now. He was a master of both academic representational style and modern abstract, he has utilized almost all kinds of materials from hardwood (molave, acacia, langka wood, ipil, kamagong, palm wood and bamboo) to adobe, metal, stainless steel, cement, marble, bronze, iron, alabaster, coral and brass. Among his early innovations, Abueva introduced in 1951 was what he referred to as “buoyant sculpture” — sculpture meant to be appreciated from the surface of a calm pond or pool of water. His works have been installed in different museums here and abroad, such as The Sculpture at the United Nations headquarters in New York City.

Some of his major works include Kaganapan (1953), Kiss of Judas (1955), Thirty Pieces of Silver, The Transfiguration (1979), Eternal Garden Memorial Park, UP Gateway (1967), Nine Muses (1994), UP Faculty Center, Sunburst (1994)-Peninsula Manila Hotel, the bronze figure of Teodoro M. Kalaw in front of National Library, and murals in marble at the National Heroes Shrine, Mt. Samat, Bataan.

**ABDULMARI ASIA IMAO** (January 14, 1936 – December 16, 2014) – Conferred National Artist for Visual Arts in 2006. A native of Sulu, Abdulmari Asia Imao is a sculptor, painter, photographer, ceramist, documentary filmmaker, cultural researcher, writer, and articulator of Philippine Muslim art and culture. Through his works, the indigenous ukkil, sarimanok, and naga motifs have been popularized and instilled in the consciousness of the Filipino nation and other peoples as original Filipino creations. He studied at the U.P. College of Fine Arts which introduced him to Filipino masters like Guillermo Tolentino and Napoleon Abueva, who were among his mentors. With his large-scale sculptures and monuments of Muslim and regional heroes and leaders gracing selected sites from Batanes to Tawi-tawi, Imao has helped develop among cultural groups trust and confidence necessary for the building of a more just and humane society.

Some of his most notable works include the Industry Brass Mural in San Fernando, La Union, Mural Relief on Filmmaking, Manila City Hall, and the Sulu Warriors (statues of Panglima Unaid and Captain Abdurahim Imao) at the Sulu Provincial Capitol.<sup>27</sup>



Figure W. Abdulmari Imao, National Artist for Visual Arts, untitled sarimanok sculpture, a stained glass masterpiece at the Provincial Capitol in Jolo, Sulu. Photos from [ncca.gov.ph](http://ncca.gov.ph), [salcedoauctions.com](http://salcedoauctions.com), [baktincorporation.com](http://baktincorporation.com)

### **Activity 3F: Visual Arts Journal Entry**

For your Arts Entry, do this: make “art”

Using pictures, drawings, words, or any medium you wish, come up with a visual art piece that captures how you feel today or how you see the world through your window. It can be 2D (painting/ illustration), 3D (sculpture, assemblage, installation), or even electronic art (graphics, word cloud, CGI)

Remember, get creative! This is your journal!



### LESSON 3: INTEGRATED NATURE OF FILIPINO ARTS



*Figure x Chants sung during planting and harvests are part of the Ifugao Hudhud chants, inscribed in UNESCO's list of Intangible Cultural Heritage of Humanity. Photo by J. Uñalivia from <https://ich.unesco.org/en/RL/hudhud-chants-of-the-ifugao-00015>*

Art and artistic creation does not exist in a vacuum. Art can influence or inspire other arts. Integrated arts practice refers to inter-disciplinary art, art research, development, production, presentation, or artistic creation of work that fully uses two or more art disciplines to create a work for a specific audience.

While new media is more computer-centric, integrated media (integrated arts) often involves computers plus some other discipline. An example of integrated art that involves new media might be a musical performance done on a computerized interactive multimedia sculpture.

In 2011, the National Commission for Culture and the Arts published an article written by Professor Felipe de Leon<sup>1</sup> about the nature of art in the Philippines. Prof. de Leon's idea is that "art" for a people like the Filipinos, is conceptually different from the traditional definition of "art". Western art, for instance, differentiates between aesthetic art (fine arts, decorative arts), and "design" (or utilitarian art/ objects). In traditional Filipino culture, art and design are part of the same whole, where traditional Filipino artworks are not necessarily removed from their usefulness as an object or tool.

In the Western definition, for example, an expressive song is considered an artwork, but a tribal chant is not (by definition) an "artwork". In Filipino culture, on the other hand, the Hudhud – a collection of chants by the Ifugao people – were not created simply for "artistic sake", the Hudhud chants for planting seeds, for instance, have a rhythm that help the planters maintain an efficient pace in planting rice.

Prof. de Leon describes Filipino art as "integral" or "integrated" and lists the attributes of integral art in the context of Philippine art and artistry. The following is lifted from his article In Focus: Philippine Arts in Context available from: <http://gwhs-stg02.i.gov.ph/~s2govnccaph/about-culture-and-arts/in-focus/philippine-arts-in-context/>

- 1. Integration of the arts with other values and functions.** they are not valued for their own sakes. The aesthetic is not divorced from utilitarian, religious, moral, spiritual, social, and ecological concerns. This ensures a balanced cultivation and development of human faculties – physical skills as well as inner potentials.
- 2. Unity of the arts.** Consistent with the integration of faculties is the integration of artistic sensibilities. No one sensory mode and aesthetic intelligence is to be cultivated at the expense of the others. Although one may be given emphasis – literary, visual, spatial, musical, kineesthetic, gustatory, and olfactory senses must be harnessed and promoted together for maximum aesthetic well-being.
- 3. Art is integrated with everyday life and not regarded as a separate activity;** it does not become a specialism (specialization that is narrow or at the expense of everything else, according to Jacques Barzun). It is not for the specialist alone but for everyone. This implies that there will be no special venues or spaces for art because it virtually exists wherever and whenever there is human activity.

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<sup>1</sup> In Focus: Philippine Arts in Context available from: <http://gwhs-stg02.i.gov.ph/~s2govnccaph/about-culture-and-arts/in-focus/philippine-arts-in-context/>


4. **Equality of opportunity for participation in the artistic, creative process;** there are relatively no superstars, for the source of power is not the individual, who is only a channel of divine inspiration or creativity. Thus, the author or creator is often anonymous.
5. **The artist is not separate from his audience or society, communal participation is the norm.** Unlike in the West, there is no dichotomy of artist and society because art is not the specialists's concern alone. Everybody is expected to be an artist and participate in creative, expressive activities.
6. **Flexibility of material, technical, and formal requirements.** No rigid or fixed standards dictate the choice of materials, techniques, and forms for artistic creation and expression, e.g. there is nothing like an arbitrary, fixed system of tuning as in the European equal-tempered system though definite principles underlie the tuning of musical instruments such as lutes, flutes and gongs. Such flexibility ensures a wider participation of people in artistic activity.
7. **Use of available resources for artistic creation.** Art is not synonymous with big production costs because what matters is artistic excellence or the creative idea as well as making art part of everyday life. Thus, the least expensive mediums, e.g. paper for kites is regarded highly and not considered inferior to the costlier ones. And even the most practical objects like a coconut grater, container, knife handle, tree stump, mat, or hat can become a medium for the finest art.
8. **Emphasis on the creative process rather than the finished product,** endowing extemporaneous, improvisatory, or spontaneous expressions of creativity a higher value than deliberate, often solitary, conceptualization and composition of forms. This valuing of process rather than product nurtures creative health and can inhibit mere idolizing of masterpieces and obsession with permanence
9. **Simultaneity of conception and realization.** Affirmation of the creative imagination through the tradition of instant mirroring or biofeedback, which, together with emphasis on the creative process, provides an excellent condition for communal participation.

**Activity 4: Contemporary Filipino Art**


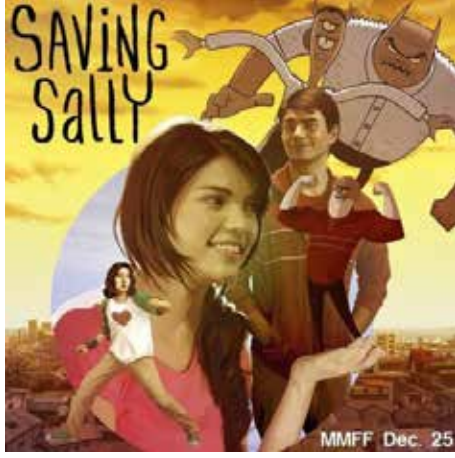

Today’s artworks come in many shapes and sizes. Most works today are combination or are influenced by other art forms and disciplines. In this activity, you will seek to identify how other disciplines are integrated into what we call “art” today.

Directions: given an artwork, identify the other integrated art disciplines that made the artwork possible, list down the forms or aspects of the art discipline integrated into the artwork.

Sample:

Artwork	Integrated Art Disciplines
	<ol style="list-style-type: none"> <li>1. visual arts – “painting” style, picture frame, use of color and patterns</li> <li>2. theatre – “stage” or set, props, costume</li> <li>3. architecture – frame, trellis, use of curtains to create walls</li> <li>4. cinema – using the camera/ photography</li> </ol>
<p><i>Figure y The Heap/Viva La Vida (Portrait of A Female Artist at 40, Self- Portrait, Wawi Navarroza) Image by Silverlens Gallery, from <a href="https://www.preview.ph/culture/wawi-navarroza-exhibition-tropical-gothic-a00268-20190911-lfrm">https://www.preview.ph/culture/wawi-navarroza-exhibition-tropical-gothic-a00268-20190911-lfrm</a></i></p>	

Analyze the following artworks:

Artwork	Integrated Art Disciplines
 <p data-bbox="236 763 821 875"><i>Figure z Scene from Mabining Mandirigma - a musical play on Apolinario Mabini staged at the Cultural Center of the Philippines. Photo by ERManuel from <a href="https://ph.asiatatler.com/life/mabining-mandirigma">https://ph.asiatatler.com/life/mabining-mandirigma</a></i></p>	<p data-bbox="847 398 1029 640">Visual Arts Architecture Dance Dramatic Arts Literary Arts</p>
 <p data-bbox="236 1375 813 1487"><i>Figure aa Saving Sally (Liongoren, 2016) a Filipino mixed live and animated film that premiered at the 2016 Metro Manila Film Festival. Photo from <a href="https://www.bbc.com/news/world-asia-38486968">https://www.bbc.com/news/world-asia-38486968</a></i></p>	<p data-bbox="847 891 1029 1077">Visual Arts Cinema Dramatic Arts Literary Arts</p>
 <p data-bbox="236 1816 817 1953"><i>Figure bb Our Islands (Atienza, 2018) a video art installation depicting a traditional Filipino religious procession but done underwater. Photo from <a href="https://www.gmanetwork.com/news/lifestyle/artandculture/644833/free-to-view-our-islands-by-artist-martha-atienza-i">https://www.gmanetwork.com/news/lifestyle/artandculture/644833/free-to-view-our-islands-by-artist-martha-atienza-i</a></i></p>	<p data-bbox="847 1503 1010 1637">Visual Arts Cinema Architecture</p>



## LESSON 4: PRINCIPLES & ELEMENTS OF ART & DESIGN



*Figure cc The colorful Alkaff Bridge in Singapore was painted by Pacita Abad, an internationally-renown painter and a native of Batanes. Photo from [playart.org](http://playart.org) and [pacitaabad.com](http://pacitaabad.com).*

Did you know that the Alkaff Bridge in Singapore was painted by Batanes Artist Pacita Abad? The bridge is covered in 2,350 circles of different sizes, and the artist chose 55 different colors with which to paint the bridge. The 55 meter bridge is shaped like a *tongkang* (a light boat used commonly in the early days to carry goods along rivers), and is situated near the former Alkaff Quay. Sadly, Pacita Abad was suffering from cancer at the time, and passed away a few months after completing her masterpiece.

So now let's talk about how art is made and how art is evaluated by scholars and simple viewers alike. Art is often examined through the interaction of the principles and elements. The principles of art include movement, unity, harmony, variety, balance, contrast, proportion, and pattern. The elements of art include texture, form, space, shape, color, value, and line.

It is how these various principles and elements of art interact with each other that helps artists to organize and create a pleasing work of art, likewise it also gives you a way in which to view them and to analyze and to discuss their aesthetic ideas.

Now let's look at the individual principles and elements and see how they work:

## Principles of Art and Design

The principles of visual art are the rules, tools and/or guidelines that artists use to organize the elements of art in an artwork. When successfully combined with the elements of art they aid in creating an aesthetically pleasing or interesting work of art. Some principles of art that have been identified are movement, unity, harmony, variety, balance, rhythm, emphasis, contrast, proportion, and pattern. This list may vary, but encompasses the generally accepted principles.

### Movement



Movement shows actions, or alternatively, the path the viewer's eye follows throughout an artwork. Movement is caused by using elements to give the feeling of motion; in movement an art should flow, because the artist can control the viewer's eye. The artists control what the viewers see and how they see it, like a path leading across the page to the item

the artist wants the viewer's attention focused on.

Techniques such as scale and proportion can be used to create an effect of movement in a visual artwork. For instance, an element that is further into the background is smaller in scale and lighter in value. The same element repeated in different places within the same image can also demonstrate the passing of time or movement.

### Harmony

Harmony is achieved in a body of work by using similar elements throughout the work and gives an uncomplicated look to a piece of artwork or sculpture. In harmony you do not necessarily have to use or repeat the same subject or objects, but everything in the frame or work must "work together". Color harmony



*Figure dd Harmony (Left), Variety (Right). Photo by Jec Catacutan, Jag Garcia*

or color theory is also considered a principle through the application of the design element of color.

## Variety

Variety is the quality or state of having different forms or types, notable use of contrast, emphasis, difference in size and color. You can still have harmony in variety. Variety is about having “a lot of choices”, so having differences among things that still “work together” is very possible.

## Balance



*Figure ee Symmetrical Balance (left). Assymetrical Balance (Center). Radial Balance (Right). Photos by Jec Catacutan, Jec Catacutan, Arian Alhamed from [pixabay.com](http://pixabay.com).*

Balance is arranging elements so that no one part of a work overpowers or seems heavier than any other part.

The three different kinds of balance are symmetrical, asymmetrical, and radial. Symmetrical (or formal) balance is when both sides of an artwork on either side of the picture are exactly (or nearly exactly) the same; this is the most stable in a visual sense.

Asymmetrical balance is when one side is larger or “heavier” or has “more” than the other side.

Radial balance is when the “weight” or the objects move away from the center; radial balances can be a little symmetrical in the sense that the movement or weight that we perceive feels like it is moving in all directions equally.

## Proportion



*Figure ff Colored chalk in different sizes show proportion, triangular patter on the side of a building. Photos by Jec Catacutan and A. Olichon from [pexel.com](https://www.pexels.com)*

Proportion is a measurement of the size and quantity of elements within a composition. Grouping related items can give them importance at a smaller size, for instance, because there is a group instead of being a single object.

Proportion works best when everything is properly scaled; this means that it's easier to show what is bigger or smaller when everything else that we see are their correct sizes.

## Pattern

Pattern is an underlying structure that organizes surfaces or structures in a consistent, regular manner. Pattern can be described as a repeating unit of shape or form, but it can also be thought of as the “skeleton” that organizes the parts of a composition.

## Rhythm

Rhythm can be described as timed movement through space; an easy, connected path along which the eye follows a regular arrangement of motifs. The presence of rhythm creates predictability and order in a composition. Visual rhythm may be best understood by relating it to rhythm in sound. Rhythm depends largely upon the elements of pattern and



*Figure gg There is a visual rhythm to the series of bamboo poles. Photo by Jec Catacutan*

movement to achieve its effects. The parallels between rhythm in sound/ music are very exact to the idea of rhythm in a visual composition. The difference is that the timed “beat” is sensed by the eyes rather than the ears.

## Elements of Art and Design<sup>28</sup>

### Line

A line is a distance between two points and can be straight or curved. In art, lines don't only need to be made with marks and outlines, they can also be implied or abstract (e.g. in dance, the movement of dancers from one side of the stage to another is a line). Lines can also be 2-dimensional or

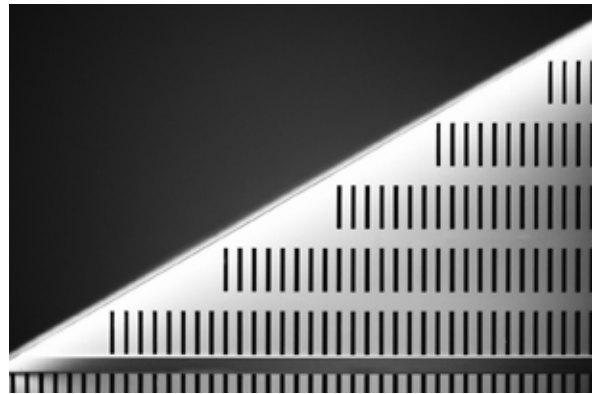


Figure hh Lines. Photo Micah Boerma from [pexels.com](https://www.pexels.com)



Figure II. Colors make art magical.  
Photo from [pixabay.com](https://www.pixabay.com)

3-dimensional and can be used to create shape and form, as well as give a sense of depth and structure. Lines are the foundation of drawing and by using different kinds of lines—continuous, broken, vertical, jagged, horizontal—you can change the how a work can impact the viewer greatly.

### Color

There's nothing that changes an artwork's emotional impact more than color. Masters like Van Gogh, Monet, and Toulouse-Lautrec all expertly manipulated color in their art to provoke different feelings. Color can be used symbolically or to create a pattern. It can be selected for contrast or to set a specific mood. A deep understanding of color theory helps any artist make better use of the colors they have at their disposal.

### Shape

Shapes come from making closed lines, shapes are two-dimensional, flat, and only have height and width. Geometric shapes like circles and squares are mathematical and precise, while organic shapes take cues from nature and tend to be curved and abstract. Shapes can be used to control how we see a composition or artwork. For



Figure jj Shapes. Photo by Jec Catacutan

instance, triangles can help draw the eye to a specific point, while circles represent fluidity and motion.

## Form

When a flat shape has depth and becomes three-dimensional, then it takes on form. Cylinders, pyramids, and spheres are some of the more common forms, but they can also be amorphous (irregular objects but with width, height, and depth). In sculpture, form is the most important element; form is also seen in dance, theatre, architecture, and even cinema.



*Figure kk Form is made when lines make a shape in three dimensions (Left). High and low color values (lightness/ darkness) enhance the mood of an artwork (right). Photo by Jec Catacutan and [pixabay.com](http://pixabay.com)*

## Value

Value is the lightness and darkness of a color. The lightest value is white and the darkest value is black, with the difference between them defined as the contrast. Playing with value can not only change certain forms, but also influence the mood of the artwork. Darker areas can feel sadder or scarier and more mysterious, while lighter areas can feel lighter, happier, or safer.



## Space

The element of art can be manipulated, created, or controlled based on how the artist places lines, shapes, forms, and color. Space can be either positive or

*Figure ll The subject here (the house) occupies positive space, the garden, lake, and flowers occupy negative space. Photo by Jec Catacutan*

negative. Positive space is an area occupied by an object or form, while negative space is an area that happens in-between, through, around, or within objects.

Artists sometimes also look at the foreground, middle ground, and background of their artwork, and place shapes and lines throughout the space to achieve the perfect composition. A sense of deep space in two-dimensional works (like a painting) is often achieved by perspective, which itself can rely on lines or colors.

## Texture



*Figure mm Texture. Photo by Jec Catacutan*

Texture in art is defined as a description of the way something feels or looks like it would feel if we could touch it. Texture is the element of art that really is about our sense of touch. Sometimes we're speaking about an actual texture that can be felt, such as a sculptor using rough stone or smoothing out wood. Other times, the texture is an illusion created by the artist, like in a photograph where an object looks

wet and cold, or in rock music where guitars have a rough, crashing sound. Smooth, rough, hard, soft, furry, fluffy, and bumpy are just some different textures that bring about different responses in the viewer.

## Application

### **Activity 5: The Journal Revisited**

Go back to your journal entries for Activity 3, review and reflect on them based on what you have learned this whole quarter. Have you changed your perception of art? Have you changed your perception of yourself as an artist? Are you now, or are you still, an artist? Why? Why not?

Now, using an electronic medium (Powerpoint, video, Word document, digital pictures, or other medium), create an art piece that represents what Filipino art is to you. What makes art Filipino? What makes you a Filipino artist?

You may use photos, clippings and cut-outs, illustrations and drawings, video, audio, animations, graphics, or any other creative tool you wish. Make it creative, make it artistic!

## **SUMMARY**

“Art” can be both easy and difficult to define. Easy in the sense that thousands of years of history have allowed us to quickly say what art can be: a painting, a sculpture, a song, or a dance. Art scholars have given us principles and elements to use when evaluating art; scholars have also given us the tools and measures with which to define an art form: scene, shot, metre, verse, structure, floor area, and so many more.

But what is “art”? does art have to be good? Does it have to be beautiful? If an artwork is not appealing to you, then is it art? If it offends or bothers people, is it still art? If it is made by a machine, or made by an animal, is it still art? If it was something you did over and over and over again, is it artistic?

These questions make it difficult to define “art”. One man’s art can be another man’s garbage; and one man’s garbage can be another man’s art.

One thing is for certain. Art is personal. It comes from within the artist and he or she creates something to represent himself, his emotions, or the world around him. Anybody can become an artist; everyone is an artist. Art today has no boundaries; anything and everything can be art or artistic if the creator uses his or her tools and craft to create something that affects another person in the mind, in the heart, or in the soul.

## NOTES TO THE USER

In addition to the activities listed above, you may want to consider these to gain a greater and deeper understanding of art and the integrated nature of art in the Philippines.

### Additional Activities

#### Read

- Understanding Art 101 <https://bit.ly/2OFs6Ac>
- Three simple steps to understand art: look, see, think <https://bit.ly/30mmUGZ>
- Art in the Philippines <https://bit.ly/3fIDl6T>
- 9 Things You Should Give Up to Be a Successful Artist <https://bit.ly/3fJH0l1>
- It's Never Too Late to Become an Artist | Here's Inspiration to Get Started <https://bit.ly/2DPDnvK>
- The Principles of Design and Their Importance <https://bit.ly/3hcjkWJ>

#### Watch

- TUKLAS: Sining Saysay - Philippine History in Art <https://bit.ly/2CKm9zp>
- What's The Big Idea? Mid-century modern art and the Philippine Art Gallery <https://bit.ly/3jhj9LS>
- Exploring Manila: National Museum of Fine Arts <https://bit.ly/32v5Xgg>
- The Story of the Filipino: Visual Storytellers <https://bit.ly/30rdMRI>
- Exploring DECOR, ART & ARCHITECTURE in the Philippines <https://bit.ly/32vxdv7>

### Some YouTube videos of works by our National Artists:

- Levi Celerio <https://bit.ly/3eSc94p>
- Kidlat Tahimik <https://bit.ly/39pozza>
- Lino Brocka <https://bit.ly/3fX17ML>
- Ishmael Bernal <https://bit.ly/32S2kRY>
- Alice Reyes directing The Nutcracker <https://bit.ly/2E6MYyn>
- Ramon Obusan <https://bit.ly/3juGXf8>
- Resil Mojares <https://bit.ly/3jyCLel>
- A discussion of Edit Tiempo's Bonsai <https://bit.ly/2ZUBLJF>
- A short tour of the Cultural Center of the Philippines <https://bit.ly/2WNSAEg>
- Napoleon Abueva <https://www.youtube.com/watch?v=VGVOVJWTItY>

## Rubrics for Evaluation

### Rubric for Activity 2

	Excellent 94-100	Very Good 87-93	Acceptable 79-86	For Improvement 70-78
<p><b>Choice of Subject</b></p> <p>Degree to which the learner chooses the quality and complexity of the work/s he/she will study and evaluate</p>	The choice is unexpected for a learner of this age; the artworks are complex and carry multiple deep meanings. The work may also be by an obscure or little-known artist	The choice has a degree of complexity and carries deeper meanings. The work may also be from a less popular or independent artist.	The choice is typical and something that is part of the general or "mainstream" consciousness and has deeper meaning. The work is something done by a mainstream or currently "in" artist	The choice was not given much thought; the work was something that is easily visible in the mainstream and currently "in" and does not have much in terms of deeper or complex meaning.
<p><b>Insight</b></p> <p>Degree to which the learner sees, extracts, or perceives deeper and complex meanings in an artwork</p>	The learner makes surprising insights. He/she sees or perceives meanings that indicate his/ her deeper reading and appreciation of the works analyzed	The learner makes very good insights as far as meanings and messages in the artwork. He/ she shows an ability to perceive more than what is physically visible in an artwork	The learner can interpret art and make inferences on possible meanings from the work. He/ she can perceive some deeper meanings, but most insights are shallow and superficial.	The learner makes shallow, superficial, or silly interpretations. There is no significant evidence of an attempt to derive or perceive meanings from the artworks analyzed
<p><b>Reflexivity</b></p> <p>Degree to which the learner is able to reflect within his or her experience and to articulate this in the context of analyzing artworks</p>	The learner makes perceptive or wise inferences about his or herself in the context of the artwork. The learner expands his or her reflection beyond the context of the artwork to make a statement on the human condition.	The learner makes perceptive or wise inferences about his or herself in the context of the artwork. The learner attempts to expand his or her reflection beyond the context of the artwork to make a statement on the human condition.	The learner makes shallow or expected inferences about his or herself in the context of the artwork. There is no statement or comment made about these inferences in the context of the human condition.	The learner makes shallow inferences about how a work affects him or her. No attempt is made to reflect beyond the self.

### Rubric for Activity 4

	Excellent 94-100	Very Good 87-93	Acceptable 79-86	For Improvement 70-78
<p><b>Keeness of Eye</b></p> <p>Degree to which the learner is able to dissect and identify how different art disciplines exist in an integrated artform</p>	The learner was able to identify more than 40 individual instances of how an art discipline was a component of an integrated artwork	The learner was able to identify more than 30 individual instances of how an art discipline was a component of an integrated artwork	The learner was able to identify more than 20 individual instances of how an art discipline was a component of an integrated artwork	The learner was able to identify less than 12 individual instances of how an art discipline was a component of an integrated artwork

### Rubric for Activity 3 (including 3A-3G), and Activity 5

	Excellent 94-100	Very Good 87-93	Acceptable 79-86	For Improvement 70-78
<p><b>Exploration</b></p> <p>Degree to which the learner "reaches out" and tries to experience and create art within his/ her surroundings</p>	<p>The learner showed that art and the production of art can have no limits; the learner found ways to create, experience, perceive, or see art in unexpected places or from unexpected sources.</p> <p>The learner he/she is not limited by "what I have" but rather thinks "what else can I do?"</p>	<p>The learner showed that art and the production of art can have no limits; the learner found ways to create, experience, perceive, or see art in unexpected places or from unexpected sources.</p> <p>There was some evidence of "thinking out of the box"</p>	<p>The learner showed that art and the production of art can happen but that limitations will hinder the results.</p> <p>The learner produces the required outputs but does not find new or novel ways to execute the works.</p>	<p>The learner is hindered greatly by what he/she perceives as limitations. The works produced are ordinary, cliché, and poorly-thought.</p> <p>The learner does not find new or novel ways to execute the works and barely produces the required outputs</p>
<p><b>Creativity</b></p> <p>Degree to which the learner used available materials and resources to achieve the project requirements; this criterion is not about "beauty" but about the ability to find beauty and potential in the ordinary things around them</p>	<p>The learner took something ordinary and made it uniquely their own. The work shows a keen sense of wonder and perceptiveness that allows the learner to go beyond tools and materials and create "art"</p>	<p>The learner took something ordinary and brought the project to life. The work shows a sense of wonder and openness that allows the learner to go beyond tools and materials and create "art"</p>	<p>The learner is able to produce a creative work. The work shows fairly commonplace ideas and the resulting works are what one must expect from a learner of this age and life experience</p>	<p>The learner is barely able to produce a creative work. The work shows cliché or poorly developed ideas and the resulting works are less than what one must expect from a learner of this age and life experience</p>
<p><b>Enthusiasm</b></p> <p>Degree to which the learner applies him or herself into the production of the projects; this also reflects an innate interest in the creative arts as a whole</p>	<p>The learner showed great enthusiasm and joy in producing the whole project. There is an obvious sense of enjoyment and happiness emanating from the individual works and the whole portfolio.</p>	<p>The learner showed enthusiasm and joy in producing the project. There is an obvious sense of enjoyment emanating from most of the individual pieces and the whole portfolio.</p>	<p>The learner showed some enthusiasm in producing the project. There is some sense of enjoyment emanating from individual pieces from the whole portfolio.</p>	<p>The learner showed little enthusiasm and joy in producing the project. The works give a sense of simply fulfilling a class requirement.</p>

## Answer Key

### Activity 0: You and Art (pre-test)

1. Answers may vary.
2. Answers may vary.
3. Answers may vary. If they have created something through a medium (any medium), a learner may consider himself/herself an “artist”. Being an “artist” does not require expensive equipment or “professional” work, anyone can be, and everyone is an artist.

### Activity 1: Art

1. Answers may vary.
2. Answers may vary. Look for answers that relate to “originality”, “creativity”, “own interpretation/ perspective/ point of view”, or “represent life/ reality/ society”

### Activity 2: Art Around Us

1. Answers may vary. Answers must capture the essence or the physical appearance of the artwork in no more than 5 sentences.
2. Answers may vary. Answers relating to physical, emotional, intellectual, or spiritual effects are accepted
3. Answers may vary. Look for answers that explore meaning through symbols and use of technique.
4. Answers may vary. Look for answers that explore meaning and effects on the viewer.




### Activity 3. 3A-3G

Act. 3 Journal: the learner may choose from a simple notebook to creating an online/ electronic record (e.g. blog, vlog, or social media album). This is encouraged to promote creative thinking. The journal will be used throughout Activity 3 and Activity 5.

Act 3A-3G: answers may vary. Encourage learner to explore and experiment in interpreting the instruction and executing it (see rubric). The value of these activities is found in its creativity.

Activity 4: Contemporary Filipino Art

The answers may include, but are not limited to:

Artwork	Integrated Art Disciplines
	<p>Visual Arts: background design, paint style on set, color scheme</p> <p>Architecture: set construction, stage/ platform</p> <p>Dance: movement/ choreography, use of music, use of song</p> <p>Dramatic Arts: dramatic style, acting, lighting design, directing</p> <p>Literary Arts: script, lyrics of song, stylized/ poetic reading of lines</p>
	<p>Visual Arts: drawing/ illustration, color scheme</p> <p>Cinema: fiction film format, use of film medium, screenplay</p> <p>Dramatic Arts: acting, blocking, directing</p> <p>Literary Arts: use of language, metaphor</p>
	<p>Visual Arts: art installation, use of text/ graphics, use of color</p> <p>Cinema: video art, use of movie camera, use of shots, costumes</p> <p>Architecture: special screen/ dual screen, non-theatre venue</p>

Activity 5: The Journal Revisited (Final Assessment)

Answers may vary. Refer to rubric.

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