

4

# Lesson Exemplar for English

Quarter 1

Week

7

## Lesson Exemplar for English 4 Grade 4 Quarter 1: Week 7

This material is intended exclusively for the use of teachers in the implementation of the MATATAG K to 10 Curriculum. It aims to assist in delivering the curriculum content, standards, and lesson competencies.

**The Intellectual Property Code of the Philippines** states that “No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.”

Borrowed materials (e.g., texts, illustrations, musical notations, photos, and other copyrightable, patentable contents) included in this learning resource are owned by their respective copyright and intellectual property right holders. Where applicable, DepEd has sought permission from these owners specifically for the development and printing of this learning resource. As such, using these materials in any form other than agreed framework requires another permission and/or licensing.

No part of this material, including its original and borrowed contents, may be reproduced in any form without written permission from the Department of Education.

Every care has been taken to ensure the accuracy of the information provided in this material. For inquiries or feedback, please call the Department of Education - Regional Office via telephone number (02) 85229412 or send an email to [ncr@deped.gov.ph](mailto:ncr@deped.gov.ph).

Published by the Department of Education

Secretary: Sara Z. Duterte

Undersecretary: Gina O. Gonong

### Development Team



<b>Writer:</b>	Johnson P. Sunga
<b>Content Reviewers:</b>	Johnson P. Sunga, Marilou Roldan, Rafael John Sotto
<b>External Content Validators:</b>	Rafael John Sotto, Babelyn Espiritu
<b>External Content Validator</b>	John Paolo Sandicho
<b>Illustrator:</b>	Rodel R. Rimando
<b>Layout Artist:</b>	Evelyn B. Morante
<b>Enhanced by:</b>	Lyn Maria M. Tarrayo

### Management Team

**JOYCE DR ANDAYA** *CESO III*, Regional Director  
**CRISTITO A. ECO** *CESO III*, Assistant Regional Director  
**MICAH G. PACHECO**, Chief Education Program Supervisor  
**DENNIS M. MENDOZA**, Regional LR Education Program Supervisor  
**ARNOLD C. GATUS**, English Regional Education Program Supervisor  
**WILMA Q. DEL ROSARIO**, LR Education Program Supervisor

<b>MATATAG K to 10 Curriculum Weekly Lesson Log</b>	School	Grade Level	4
	Name of Teacher	Learning Area	English
	Teaching Dates and Time	Quarter	1 – Week 7

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
<b>I. CURRICULUM CONTENT, STANDARDS, AND LESSON COMPETENCIES</b>					
<i>A. Content Standards</i>	The learners demonstrate their expanding vocabulary knowledge and grammatical awareness, comprehension of literary and informational texts, and composing and creating processes; and their receptive and productive skills in order to produce age-appropriate and gender-responsive texts based on one's purpose, context and target audience.				
<i>B. Performance Standards</i>	The learners apply comprehension of literary and informational texts and produce narrative and expository texts based on their purpose, context, and target audience using simple, compound, and complex sentences, and age-appropriate and gender-sensitive language.				
<i>C. Learning Competencies</i>	<b>EN4VR-1-1</b> Identify visual elements.	<b>EN4VR-1-1</b> Identify visual elements.	<b>EN4VR1-2</b> Derive meaning based on the visual elements.	<b>EN4VR1-2</b> Derive meaning based on the visual elements.	<b>EN4VR1-2</b> Derive meaning based on the visual elements.
<i>D. Learning Objectives</i>	Identify lines (vertical, horizontal, left diagonal, right diagonal and zigzag, thin lines, thick lines, broken lines, and dotted lines).	Determine lines, shapes, and colors used to convey meaning.	Interpret images/ ideas that are explicitly used to influence viewers (symbolism).	Interpret images/ ideas that are explicitly used to influence viewers (symbolism).	Infer the purpose of the visual text.
<i>E. Instructional Design framework feature (s)</i>	Collaborative and integrative.	Collaborative and integrative.	Collaborative and integrative.	Collaborative and integrative.	Collaborative and integrative.
<i>F. 21<sup>st</sup> Century Skills</i>	Development of global citizenship skills; creativity; critical thinking; and	Development of global citizenship skills; creativity; critical thinking; and	Development of global citizenship skills; creativity; critical thinking; and	Development of global citizenship skills; creativity; critical thinking; and	Development of global citizenship skills; creativity; critical thinking; and

	collaboration among learners.	and collaboration among learners.	collaboration among learners.	collaboration among learners.	collaboration among learners.
<b>II. CONTENT</b>	Lines (vertical, horizontal, left diagonal, right diagonal and zigzag, thin lines, thick lines, broken lines, and dotted).	Lines, shapes, and colors used to convey meaning.	Steps in interpreting images/ ideas that are explicitly used to influence viewers (symbolism).	Steps in interpreting images/ ideas that are explicitly used to influence viewers (symbolism).	Steps in identifying the purpose of the visual text.
<b>III. LEARNING RESOURCES</b>					
<i>A. References</i>	DepEd Learning Resource Portal	DepEd Learning Resource Portal	DepEd Learning Resource Portal	DepEd Learning Resource Portal	DepEd Learning Resource Portal
<i>B. Other Learning Resources</i>	<a href="https://www.slideshare.net/gwfreeman/the-elements-of-art-8074235">https://www.slideshare.net/gwfreeman/the-elements-of-art-8074235</a>	<a href="https://www.slideshare.net/gwfreeman/the-elements-of-art-8074235">https://www.slideshare.net/gwfreeman/the-elements-of-art-8074235</a>  <a href="https://www.rcampus.com/rubricshowc.cfm?code=GXA9X48&amp;sp=yes&amp;">https://www.rcampus.com/rubricshowc.cfm?code=GXA9X48&amp;sp=yes&amp;</a>	<a href="https://www.slideshare.net/slideshow/symbolism-presentation/780674">https://www.slideshare.net/slideshow/symbolism-presentation/780674</a>	<a href="https://www.slideshare.net/slideshow/symbolism-presentation/780674">https://www.slideshare.net/slideshow/symbolism-presentation/780674</a>	<a href="https://www.slideshare.net/slideshow/what-are-visual-texts-1e3/46615232">https://www.slideshare.net/slideshow/what-are-visual-texts-1e3/46615232</a>
<b>IV. TEACHING AND LEARNING PROCEDURES</b>					
<b>Before/Pre-Lesson Proper</b>					
<i>Activating Prior Knowledge</i>	<p>Show a video clip or a series of images highlighting different types of lines, both in art and in everyday life.</p> <p>Then, initiate a class discussion: "What do you know about lines? Where do you usually see these types of lines?"</p>	<p>Begin with a mysterious tale: "Once, in a quaint village, there lived an artist known for creating magical paintings. One day, he painted a single, delicate line on a canvas. Strangely, some viewers saw a tearful expression, while others sensed a glimmer of hope."</p>	<p>Present an image where the meaning isn't immediately clear. Encourage learners to share their interpretations.</p> <p>Ex.</p> 	<p>Teacher will present these images and ask the corresponding questions:</p>  <p>What is the message of both images? Who is the target audience?</p>	<p>Show an intriguing visual text on the board. It could be a captivating book cover, an eye-catching advertisement, or an amusing comic strip.</p> <p>Alternative: Show the book cover of "The Secret Garden" by Frances Hodgson</p>

		<p>Spark curiosity: "How do you think a single line managed to convey both sadness and hope? What could this artist's secret be?"</p>	<p>Reveal the intended symbolism and prompt reflection: "How would you compare your initial interpretation to the actual symbolism?"</p> <p>Engage learners in a conversation about images they have encountered that sparked emotions or influenced their choices. Explore how visuals have affected their decisions.</p>	<p>Write down how the image helps to guide you to the message.</p>	<p>Burnett. Engage students in a discussion about the visual elements of the cover: colors, illustrations, and typography.</p> <p>Ask learners to describe how the visuals on the cover might reflect the story's themes of growth, transformation, and the power of nature.</p> <p>Ask learners to take a few moments to observe the visual texts and jot down what might be the purpose of the visual text.</p> <p>Share a brief personal anecdote involving a memorable visual, such as a thought-provoking poster or a captivating movie poster:</p>
--	--	---	--	--	--

					<p>"Once, I stumbled upon a captivating poster while walking through a park. The poster had vibrant colors and showed children planting trees and cleaning up their surroundings. At first glance, I was drawn to the poster's cheerful design, but as I looked closer, I realized it was promoting an upcoming community clean-up event."</p> <p>Invite learners to share their own experiences with visual texts that left an impression on them.</p>
<p><i>Lesson Purpose/Intention</i></p>	<p>Share the lesson objective with the learners: "Today, we will explore and identify the various types of lines that</p>	<p>Ignite curiosity by saying: "Today, we will journey into the captivating world of visual language, where lines, shapes, and colors transform into storytellers, each</p>	<p>Establish the purpose: "Today, we embark on a captivating exploration of symbolism—a secret language artists use to weave</p>	<p>Establish the purpose of today's lesson. "Today, we will delve into the target audience of the visual texts; its message and its purpose."</p>	<p>Set the tone for the lesson: "Today, we're setting off on a fascinating journey to decode the language of visuals. Get ready to unveil the secret</p>

	we see around us."	carrying a unique tale of emotion and meaning.	meaning into images, affecting how we perceive the world."		messages behind pictures and images!"
<i>Lesson Language Practice</i>	<p><b>Matching Variation</b></p> <p>Prepare cards with the vocabulary terms on one set and their corresponding definitions on another set. Shuffle the cards and place them face down. Each student takes turns in flipping over one term card and one definition card. If the term matches the correct definition, the student keeps the pair of cards. If not, the cards are placed back face down, and it's the next student's turn. The game continues until all matches are found.</p>	<p>Present images that use color to symbolize emotions, such as red for anger or blue for calmness.</p> <p>Prompt learners with questions: "What feelings do these colors evoke? Can you think of real-life situations where these colors may be associated with emotions?"</p>	<p><b>Vivid Vocabulary Hunt:</b></p> <p>Provide learners with a list of key terms related to symbolism, such as "symbol," "interpretation," "convey," "subtle," and "perception."</p> <p>In pairs or small groups, engage learners to brainstorm meanings, associations, and real-life examples of each term.</p> <p>Encourage them to think creatively and share their findings.</p> <p><b>Visual Vocabulary Connection:</b></p> <p>Display a set of captivating images on the screen, each rich with symbolism.</p> <p>Ask learners to individually choose a key vocabulary</p>	<p><b>Setting Up the Game:</b></p> <p>To set up the game, do the following:</p> <ol style="list-style-type: none"> <li>1. Break the room into teams.</li> <li>2. Give each student materials to draw with. Dry-erase boards and markers work best, but pencils and paper will suffice.</li> <li>3. Create a slideshow with a word on each slide. Some ideas include hard work, strength, quickness, knowledge, anger, and relaxation.</li> </ol> <p><b>PLAY THE GAME:</b></p> <p>To start, show one of the slides. Once the word is shown, have students work together in their groups for 3-5 minutes to come up with a symbolic image to represent that word. When the group comes to a conclusion, all students should draw the agreed upon symbol. After the time is up, one person from each group should help up their board or paper to</p>	<p>Arrange the class into teams of 4-5 learners each. Prepare vocabulary cards with words on one side and their meanings on the other.</p> <p>Place the vocabulary cards face down in a row at the front of the room, with the meanings facing up.</p> <p>The first student from each team comes forward and reads a vocabulary word, then races to find its matching meaning card.</p> <p>After finding the match, the student returns to their team and is then followed in by the next student. The</p>

	<p><b>Vertical:</b> A line that goes straight up and down, like the side of a bookshelf.</p> <p><b>Horizontal:</b> A line that goes straight across, like the horizon where the sky meets the land.</p> <p><b>Diagonal:</b> A line that slants or slopes, neither vertical nor horizontal.</p> <p><b>Zigzag:</b> A line with a series of sharp turns in alternating directions, like the path of a lightning bolt.</p> <p><b>Thin:</b> A line that has a small width or is not very wide.</p> <p><b>Thick:</b> A line that has a greater width, being wider than a thin line.</p> <p><b>Broken:</b> A line that is interrupted by gaps or spaces, not continuous.</p>		<p>term and link it to a specific symbol or element in one of the images. They should explain how the term relates to the symbol's meaning.</p> <p>Encourage learners to share their connections, fostering a dynamic exchange of ideas.</p>	<p>show the symbolic representation.</p> <p>Give one point if a team comes up with a symbolic image.</p> <p>Give two points to any teams that have unique images not replicated by other groups.</p> <p>For example, let's say the first word of the game is "school." Groups 1,2 and 3 show apples, groups 4 and 5 show pencils, and group 6 shows a book. Group 6 would earn two points for having a unique symbol, while all other groups would earn one.</p>	<p>relay continues until all words are matched.</p> <p><b>Visual Text:</b> A picture or image that tries to communicate a message or idea.</p> <p><b>Purpose:</b> The reason why something is made or done.</p> <p><b>Inform:</b> To give information or facts to someone.</p> <p><b>Entertain:</b> To amuse or interest someone.</p> <p><b>Persuade:</b> To try to convince someone to do or believe something.</p> <p><b>Express Emotions:</b> To show feelings or moods through words, actions, or images.</p>
--	---	--	--	--	---



	<b>Dotted:</b> A line that is made up of a series of dots placed closely together.				
--	--	--	--	--	--

**During/Lesson Proper**

<p><i>Reading the Key Idea/Stem</i></p>	<p>Prepare a dynamic and visually engaging interactive line showcase. This could involve a large poster board or digital presentation with images, animations, and real-world examples of various types of lines.</p> <p>Make it interactive by inviting learners to come up to the board (or use a touch screen) to draw and experiment with lines. Incorporate engaging questions like, "What kind of line</p>	<p>Showcase a spectrum of lines, from sharp and jagged to smooth and curvy, and ask: "Imagine these lines are describing emotions. Which lines would represent excitement? Which would depict serenity?"</p> <p>Present shapes like circles, squares, and triangles. Guide a discussion: "How might a circle represent unity? Can you think of an event where these shapes could be used to express their meanings?"</p>	<p><b>Visual Key Idea Exploration:</b> Show a captivating and enigmatic image that encapsulates the essence of symbolism. This image should prompt curiosity and intrigue among learners.</p> <p>Allow a moment of silent observation, and then inquire: "What do you think this image is trying to communicate? How do you feel when you look at it?"</p> <p><b>Articulating the Key Idea:</b> Transition to the core message by displaying the key idea/stem: "Embark on a journey into the realm of symbolism, where images and</p>	<p>Take time to think about how the images and words work together in the visual texts.</p> <div data-bbox="1460 534 1771 874" data-label="Image"> </div> <ol style="list-style-type: none"> <li>1. Who are "they"?</li> <li>2. What is this image about?</li> <li>3. What are these images trying to tell us?</li> <li>4. Why do you think the heading/headline is located below?</li> </ol> <p>Note: Take time to think about the font size of the words. Why are some texts in larger fonts while some are written in smaller fonts?</p>	<p>Say: "Let's begin by looking at this visual text on the screen. Now, listen carefully to our key idea: "Get ready to explore the world of visual texts, where images and pictures come to life to convey messages, tell stories, and share emotions.""</p>
---	--	--	--	---	---

	<p>would you use to represent a tree trunk?" or "Can you draw a zigzag line that represents a bolt of lightning?"</p> <p>Encourage learners to share their thoughts and hypotheses about how lines can be used creatively.</p>		<p>ideas become intricate tools of influence, shaping how we perceive and respond to the world."</p> <p><b>Interactive Thought Spark:</b> Ignite anticipation by asking a reflective question: "Can you recall a time when an image or symbol left a lasting impact on you? Share a brief experience."</p>	<p>The teacher may use another visual text.</p>	
<p><i>Developing Understanding of the Key Idea/Stem</i></p>	<p>Set up different exploration stations around the classroom, each focusing on a specific type of line.</p> <p><b>Station Ideas:</b></p> <ul style="list-style-type: none"> <li>• <b>Vertical Adventure:</b> Learners use colored pencils or markers to draw a tall building with vertical lines representing</li> </ul>	<p><b>In-Depth Exploration Activity: "The Line of Emotion":</b> Build on the engaging story of the artist's mysterious painting.</p> <p>Distribute drawing paper or sketchbooks and drawing materials to learners.</p> <p>Instruct each student to draw a single line that portrays a specific emotion, such as happiness, sadness, excitement, or curiosity.</p>	<p><b>Decoding Symbolic Language:</b></p> <p>Display images with strong symbolism, such as a broken chain representing freedom or a clock symbolizing the passage of time.</p> <p>Facilitate a discussion: "What thoughts and emotions do these symbols evoke? How might they sway viewers' thoughts or emotions?"</p>	<p><b>Visual Metaphor Pictionary</b> Once your students have mastered symbolic images, it's time to dig deeper. This is because symbolic images and visual metaphors can be different. For example, a cake in an art piece can be a symbol for an inner struggle with food addiction or a condition such as diabetes. However, an artist could also use a cake as a metaphor for themselves. In that case, it would most likely mean that the artist believes that he or she is sweet, liked by many, or can really make the party.</p>	<p><b>Activity 1:</b> Lead a class brainstorming session about the different purposes of visual texts. Write down student responses on the board as they share: inform, entertain, persuade, express emotions.</p> <p><b>Activity 2:</b> Display a series of visual texts representing each purpose: an informative poster, a funny comic strip,</p>

	<p>windows and doors.</p> <ul style="list-style-type: none"> <li>• <b>Horizontal Highway:</b> Learners create a landscape drawing with a wide road and horizontal lines for lanes.</li> <li>• <b>Zigzag Artistry:</b> Provide a template of a lightning bolt shape. Learners fill it with creative zigzag patterns.</li> <li>• <b>Diagonal Designs:</b> Learners design a playful staircase, using diagonal lines to connect the steps.</li> </ul> <p>Learners will go around each station, allowing them to explore and experience each type of line.</p>	<p>Encourage them to focus on the form, direction, and energy of the line to evoke the chosen emotion.</p> <p>After drawing, ask learners to share their lines and their intended emotions with a partner.</p> <p><b>Group Discussion: Decoding Emotion Through Lines</b></p> <p>Facilitate a class discussion by posing questions: "How did you choose the direction and form of your line to convey the emotion? Did your partner interpret the emotion as you intended?"</p> <p>Guide learners to reflect on how lines, seemingly simple elements, can carry nuanced feelings based on their composition and arrangement.</p>	<p><b>Exploring Masterpieces of Symbolism:</b> Introduce an iconic painting rife with symbolism, like Salvador Dalí's "The Persistence of Memory."</p> <p>Guide learners through a multi-layered analysis, uncovering hidden meanings behind symbols and their impact on the artwork's message.</p>	<p><b>INTRODUCE VISUAL METAPHOR:</b> Start with animals when introducing visual metaphor. Have students choose an animal that they share some sort of a similarity with. One example student easily understands is that of comparing a lazy or tired person to a sloth. When students can compare themselves to an animal because of similar characteristics, they are able to create a metaphor. Then, give students a bit more scaffolding work. Break down a subject into various traits or characteristics in order to make connections. One way to do this is through a series of questions about an image such as:</p> <ul style="list-style-type: none"> <li>• What do you see?</li> <li>• What kind of characteristics does this have?</li> <li>• What is something that has similarities to this?</li> <li>• What can this be a metaphor about?</li> </ul>	<p>an advertisement, and an emotive painting. Discuss each visual text to the class, identify its purpose and how it will be achieved.</p>
--	--	--	---	---	--

		Introduce the concept that lines are not just static marks but can be dynamic conveyors of emotions and meanings.													
<i>Deepening Understanding of the Key Idea/Stem</i>	<p>Gather learners back as a whole class.</p> <p>Facilitate a collaborative reflection session where each group shares what they discovered at their exploration station.</p> <p>Discuss the uniqueness and creativity that different types of lines can bring to artwork and design. Prompt discussion with questions like, "How did using vertical lines in your building drawing make it different from one with horizontal lines?" or "Why might</p>	<p>Distribute visuals or handouts detailing the symbolic meanings of shapes (e.g., circle for unity, triangle for strength).</p> <p>Present a famous painting, such as "Starry Night" by Vincent Van Gogh and delve into how the lines and shapes powerfully convey the message of peace.</p>	<p>Distribute images of contemporary advertisements, political cartoons, or album covers laden with symbolism.</p> <p>Learners collaborate in pairs to dissect the images, decoding their implicit messages and potential influence on opinions or behaviors.</p> <p>Engage in a class discussion: "How does the strategic use of symbolism guide our perceptions and actions?"</p>	<p>Ask students to come up with a word or two that describes their own personal characteristics around their personality, behavior, life at home, and life at school. Then, have them compare those characteristics to something else with a similar characteristic. It can be helpful to give students a category to use for the metaphor. For example, what is a form of transportation that can be used as a metaphor to describe life in school?</p> <table border="1" data-bbox="1460 1029 1816 1369"> <thead> <tr> <th>PERSONAL CHARACTERISTICS</th> <th>VISUAL METAPHOR</th> </tr> </thead> <tbody> <tr> <td>PERSONALITY TRAIT:</td> <td>ANIMAL METAPHOR:</td> </tr> <tr> <td>BEHAVIOR:</td> <td>ANIMAL METAPHOR:</td> </tr> <tr> <td>LIFE AT HOME:</td> <td>HOUSEHOLD ITEM METAPHOR:</td> </tr> <tr> <td>LIFE AT SCHOOL:</td> <td>TRANSPORTATION METAPHOR:</td> </tr> </tbody> </table>	PERSONAL CHARACTERISTICS	VISUAL METAPHOR	PERSONALITY TRAIT:	ANIMAL METAPHOR:	BEHAVIOR:	ANIMAL METAPHOR:	LIFE AT HOME:	HOUSEHOLD ITEM METAPHOR:	LIFE AT SCHOOL:	TRANSPORTATION METAPHOR:	<p>Activity: Divide learners into small groups and provide each group with a set of visual texts.</p> <p>In their groups, learners analyze the visuals and determine their purposes, discussing their reasoning.</p>
PERSONAL CHARACTERISTICS	VISUAL METAPHOR														
PERSONALITY TRAIT:	ANIMAL METAPHOR:														
BEHAVIOR:	ANIMAL METAPHOR:														
LIFE AT HOME:	HOUSEHOLD ITEM METAPHOR:														
LIFE AT SCHOOL:	TRANSPORTATION METAPHOR:														

	an artist choose to use zigzag lines in their artwork?"			Code Name Visual Metaphor:  What are the similarities being compared?	
<b>After/Post-Lesson Proper</b>					
<i>Making Generalizations and Abstractions</i>	Engage the learners in a thought-provoking discussion about the broader significance of the different types of lines they explored.  Ask open-ended questions such as, "What can we infer about the roles of vertical lines in architecture versus the roles of horizontal lines?" or "How might zigzag lines convey excitement in a piece of art?"  Encourage learners to identify patterns or common themes across	<b>Interactive Group Activity: "Shape Symbolism and Color Stories":</b> <ul style="list-style-type: none"> <li>Continue the small groups formed earlier, ensuring each group has a set of shape cards (e.g., circle, triangle, square) and color cards.</li> <li>Instruct each group to share insights on associations and emotions related to the assigned shape and color combinations.</li> <li>Encourage them to consider how these elements</li> </ul>	Engage learners in a reflective dialogue: "What overarching themes emerged from the symbolic artworks? How did the artists' use of symbolism influence your understanding of their messages?"	Engage learners in a deeper discussion on their personal characteristics and the visual metaphor they have written in the given table.	Activity: Engage the learners in a discussion about the purposes they identified for the visual texts.  Teacher: "Now that we've explored different visual texts and their purposes, let's reflect. What did you notice about how visuals can have different reasons for being created?"

	<p>different types of lines and their uses. Guide them in summarizing their insights in a class- generated chart or mind map, showcasing their ability to make connections and abstractions.</p>	<p>could convey overarching themes or concepts.</p> <ul style="list-style-type: none"> <li>Facilitate dynamic discussions within the groups to explore the diverse interpretations.</li> </ul> <p><b>Class wide Reflection and Abstraction:</b></p> <ul style="list-style-type: none"> <li>Regather the groups and invite them to share their associations and emotions related to their assigned shape and color combinations.</li> <li>Lead a class discussion where learners collectively identify patterns and connections across the groups' interpretations. Guide them to abstract</li> </ul>			
--	--	--	--	--	--



		<p>overarching themes that arise from the combination of shapes and colors.</p> <ul style="list-style-type: none"> <li>Encourage learners to make generalizations about how certain shapes and colors together can evoke specific moods, ideas, or cultural meanings.</li> </ul>			
<i>Evaluating Learning</i>	<p>Learners shall design a poster using all eight types of lines to create an engaging visual narrative.</p> <p>Note: The suggested rubrics are found on the last page of this LE.</p>	<p>Organize a "Gallery of Emotions" where learners exhibit their artworks.</p> <p>Assign roles: artists, curators, and visitors.</p> <p>Artists explain their pieces, curators guide discussions, and visitors analyze the emotions elicited by each artwork.</p>	<p>Look at the picture (display a simple artwork with one clear symbol).</p> <p>Find something in the picture that you think might be a special symbol. What do you think this symbol could mean? How does it make you feel when you see it?</p>	<p>Pictionary is a word/sketch game played in teams. Players work in teams and try to get their teammates to guess the secret word by drawing a picture that represents the word, similarly to acting the word out in Charades. The game board includes different categories of words, such as difficult, action, person, object, or all play (any word or expression), and playing cards with all of the same categories. Players roll the die that determine how many spaces they move on the game board and draw a</p>	<p>Ask learners to independently identify and write down the purpose (inform, entertain, persuade, express emotions) of each visual text.</p> <ol style="list-style-type: none"> <li>A poster about fire safety tips.</li> <li>A comic strip showing a humorous interaction between characters.</li> <li>An advertisement for a new video game, showcasing its</li> </ol>

		Note: The suggested rubrics are found on the last page of this LE.	Note: The suggested rubrics are found on the last page of this LE.	card, finding the secret word on the card that matches the category from the game board. One player sketches a picture representing the word to try to get their teammate to guess the word within 1 minute. The team that gets to the end of the board game first wins.	features. 4. An emotional painting depicting a rainy cityscape. 5. A book cover for a thrilling adventure story. 6. A movie poster for a heartwarming family film. 7. A photograph capturing the excitement of a soccer match. 8. An infographic illustrating the benefits of eating fruits and vegetables. 9. A fashion magazine cover featuring stylish clothing and accessories. 10. An illustration of animals in a zoo, accompanied by fun facts.
<i>Additional Activities for Application or Remediation (if applicable)</i>	Identify a small group of learners who may need additional reinforcement.	Encourage learners to explore their surroundings and find real-world examples where lines, shapes, or colors are used to	The teacher may ask the learners to work on the activity sheets.	The teacher may ask the learners to work on the activity sheets.	Choose one visual text from the worksheet. Instruct learners to write a short paragraph



	Offer them an extension activity that involves creating a line-themed scavenger hunt around the school, reinforcing their understanding in a practical context.	express meaning or emotion.			explaining why they believe the visual serves the identified purpose.
<i>Remarks</i>					
<i>Reflection</i>					

## Day 1 – RUBRICS FOR POSTER DESIGN

<b>LINE ART</b>	<b>POOR (1 PT.)</b>	<b>FAIR (2 PTS.)</b>	<b>GOOD (3 PTS.)</b>	<b>EXCELLENT (4 PTS.)</b>
<p><b>LINE VARIETY</b> – variety of lines can be curved, zigzag, bent, straight, interrupted, spiral, wavy, curly, etc.</p>	<p>Use of line types is minimal at best and does not show interest or personal content.</p>	<p>Two different types of lines were used but did not give much personal content to drawing. Offers some visual interest in variation.</p>	<p>At least 8 different types of lines are used, although some may be very similar. Artwork is unique to student and added personal content to the drawing.</p>	<p>At least 8 completely different types of line are used that are unique to student and add personal content to the drawing. Lines offer variation and interest.</p>
<p><b>LINE STYLE &amp; TEXTURE</b> – style of lines can be diagonal, vertical, horizontal, curved, thick, thin, heavy, light, big, small, long, short, in and out of focus, sharp, distinct, blurry, fuzzy, etc. Texture varieties can be: bumpy, smooth, rough, slimy, slick, scaly, spiky, soft, fluffy, furry, gnarled, granular, foggy, hairy, glossy, woolly, lacy, etc.</p>	<p>No care or very little care was given to application of line. Line was sloppy or quickly sketched in.</p>	<p>Line was sometimes drawn with sensitivity and variation but was not consistently interesting or was impatiently applied in some areas.</p>	<p>Variation of line was used to show changes throughout drawing but could have been stronger with more variety of characteristics.</p>	<p>Each line type shows a variety of line characteristics. Variation of line was used to show changes throughout drawing.</p>
<p><b>COMPOSITION/DESIGN</b> – students must show their rough sketch of their picture in their sketch book before starting their good copy. All work to be done in pencil and pencil crayon. Student's drawings demonstrate "value" or shading – from light to dark or dark to light, as taught in class. Crosshatching may also be used.</p>	<p>No thought has been given to the arrangement of objects. The composition is uninteresting and objects do not create interesting space.</p>	<p>Some thought was given to the arrangement of lines but the composition does not achieve sufficient variation.</p>	<p>Thought was given to the arrangement of lines in order to achieve variety.</p>	<p>The student tried unusual combinations and demonstrated outstanding problem-solving skills.</p>
<p><b>CRAFTSMANSHIP/FINISH</b> – work finished to the best of the student's ability, and is neat with few stray marks and no tears/folds.</p>	<p>Media is used incorrectly or without refinement, drawing is unfinished or appears messy and needs attention. Student did not use class time wisely.</p>	<p>Media is used fairly well but could be improved or cleaned up. Some areas of the drawing may need further attention.</p>	<p>Media is used carefully and skillfully and the drawing is completely finished.</p>	<p>Media is used carefully and skillfully. Student used class time to their advantage and took pride in going well beyond the requirements.</p>

## DAY 2 – RUBRICS FOR GALLERY OF EMOTIONS

	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
UNDERSTANDING – Demonstration that instructions and concepts are understood.	The artwork is planned carefully; understanding of most concepts and instructions is shown.	The artwork is planned well; understanding of many concepts and instructions shown.	The artwork shows some of understanding the concepts and instructions.	The artwork shows minimal understanding of the concepts and instructions.
CRAFTSMANSHIP/SKILL – neatness, precision, care.	The artwork shows very good craftsmanship, with strong attention to detail.	The artwork shows good craftsmanship and attention to detail.	The artwork shows adequate craftsmanship and some attention to detail.	The artwork needs more craftsmanship and attention to detail.
CREATIVITY/ORIGINALITY – inventiveness, expression of ideas and imagination.	The artwork demonstrates excellent personal expression and creativity of ideas. An appropriate scene was chosen to demonstrate the emotions.	The artwork demonstrates many forms of personal expression and creativity. The appropriate scene was chosen to demonstrate the emotions.	The artwork demonstrates some personal expression and creativity. The scene adequately demonstrated the emotions chosen.	The artwork needs more personal expression and creativity. A more appropriate scene should have been chosen to match the emotions.
COLOUR/LINES – the composition fills the space of the paper. Colors work well together. Effective use of lines to create emotion.	The student used colors that worked very well together, and they used line effectively to help them express their representation of the emotion chosen.	The student used colors that worked well together; and they used line appropriately to help them express their representation of the emotion chosen.	The student used some colors that worked well together, and they used some lines to help them express their representation of the emotion chosen.	The student used a few colors that worked together, different colors may have worked better. They need to use line to help them express their representation of the emotion chosen.

### Day 3 – RUBRICS for ORAL PRESENTATION

	4 - EXCELLENT	3 - GOOD	2 - FAIR	1- NEEDS IMPROVEMENT
DELIVERY	<ul style="list-style-type: none"> <li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.</li> <li>• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of direct eye contact with audience, but still returns to notes.</li> <li>• Speaks with satisfactory variation of volume and inflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Displays minimal eye contact with audience; while reading mostly from the notes.</li> <li>• Speaks in uneven volume with little or no inflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Holds no eye contact with audience, as entire report is read from notes.</li> <li>• Speaks in low volume and/or monotonous tone, which causes audience to disengage.</li> </ul>
CONTENT/ORGANIZATION	<ul style="list-style-type: none"> <li>• Demonstrates full knowledge by answering all class questions with explanations and elaboration.</li> <li>• Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Is at ease with expected answers to all questions, without elaboration.</li> <li>• Has somewhat clear purpose and subject: some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Is uncomfortable with information and is able to answer only rudimentary questions.</li> <li>• Attempts to define purpose and subject: provides weak examples, facts, and/or statistics, which do not adequately support the subject: includes very thin data or evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not have grasp of information and cannot answer questions about subject.</li> <li>• Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions.</li> </ul>
ENTHUSIASM/AUDIENCE AWARENESS	<ul style="list-style-type: none"> <li>• Demonstrates strong enthusiasm about topic during entire presentation.</li> <li>• Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows some enthusiastic feelings about topic</li> <li>• Raises audience understanding and awareness of most points.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows little or mixed feelings about the topic being presented.</li> <li>• Raises audience understanding and knowledge of some points.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows no interest in topic presented</li> <li>• Fails to increase audience understanding of knowledge of topic.</li> </ul>