Core Subject Title: Physical and Personal Development in the Arts

Core Subject Description: Students will be given a comprehensive discussion and practical studies on the proper care of their bodies--as the instrument for their art--through proper exercise, good hygiene and proper industry practices.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>CONTENT STANDARD</th>
<th>PERFORMANCE STANDARD</th>
<th>LEARNING COMPETENCIES</th>
<th>CODE</th>
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</thead>
</table>
| **Quarter I** | The learner: demonstrates an understanding of how the body functions in the creative work environment | The learner:  
1. displays a knowledge of: movements and habits that help prevent industry-related injuries; and  
2. the maintenance of physical and personal well-being | The learner:  
1. identifies the parts of the body involved in the creation/performance of different art forms  
2. identifies possible industry-related injuries and their causes  
3. identifies hazardous materials used in art production  
4. develops proper personal hygiene  
5. practices first-aid measures | AD_PPD12-Ia-c-1  
AD_PPD12-Id-e-2  
AD_PPD12-If-g-3  
AD_PPD12-Ih-4  
AD_PPD12-Ii-j-5 |

A. The Artists’ Anatomy: the body as the instrument  
1. The Skeletal System (posture and the spine)  
2. The Tissues of the body (the joints and muscles)  
3. The Integumentary System (the skin)  
4. The Organs  
B. Health in the Arts  
1. The body structure and possible problems  
2. Injuries related to the arts  
3. Hazards in the arts  
4. Research on the causes and prevention of industry-related injuries (e.g. carpal tunnel syndrome, stress, burnt skin)  
5. Personal and industrial hygiene  
6. Healthy diet  
7. First aid and emergency response procedures
### Quarter II

#### A. Body condition exercises in the creative work environment
1. Body warm-ups
2. Vocal warm-ups
3. Exercises that prevent injuries in the performing and visual arts
4. Creative mental exercises for the artist

#### B. The Professional
1. Basic profile (e.g. weight, height, hair color, eye color, age)
2. Resume writing
3. Skills inventory (e.g. dancing, acting, painting, etc)
4. Market research (where to find work, e.g. children’s theater, museums, parks)

#### C. The Professional Working Environment
1. Physical factors in the working environment
2. Risk assessment in work activities
3. Workspace safety and hazard control

### Performance Standard
- Consciously applies safety and professional practices in the work environment
- Demonstrates an understanding of the professional tools and a good working environment
- Demonstrates different warm-ups and exercises for the performing arts
- Designs a hypothetical creative workplace that is hygienic and free of hazardous materials
- Produces a working resume draft that contains his/her basic profile and skills
- Researches and writes a report on the local and international market conditions related to a specific art form
- Assesses the safety and security of a particular creative work environment

### Learning Competencies
1. Demonstrates different warm-ups and exercises for the performing arts
2. Demonstrates exercises that are used to prevent injury and encourage professional longevity
3. Produces a working resume draft that contains his/her basic profile and skills
4. Researches and writes a report on the local and international market conditions related to a specific art form
5. Assesses the safety and security of a particular creative work environment
6. Designs a hypothetical creative workplace that is hygienic and free of hazardous materials
**Code Book Legend**

Sample: **AD_PPD12-Ia-c-1**

<table>
<thead>
<tr>
<th><strong>LEGEND</strong></th>
<th><strong>SAMPLE</strong></th>
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<tbody>
<tr>
<td><strong>First Entry</strong></td>
<td>Learning Area and Strand/ Subject or Specialization</td>
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<tr>
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<td>Arts and Design</td>
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<td>Grade Level</td>
<td>Grade 12</td>
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<td><strong>Uppercase Letter/s</strong></td>
<td>Domain/Content/ Component/ Topic</td>
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<td>Physical and Personal Development in the Arts</td>
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<tr>
<td><strong>Roman Numeral</strong></td>
<td>Quarter</td>
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<td>*Zero if no specific quarter</td>
<td>First Quarter</td>
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<tr>
<td><strong>Lowercase Letter/s</strong></td>
<td>Week</td>
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<td>*Put a hyphen (-) in between letters to indicate more than a specific week</td>
<td>Week ones to three</td>
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<td><strong>Arabic Number</strong></td>
<td>Competency</td>
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<td>identifies the parts of the body involved in the creation/performance of different art forms</td>
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