

**K to 12 BASIC EDUCATION CURRICULUM**  
**JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK**  
**INFORMATION AND COMMUNICATIONS TECHNOLOGY–ANIMATION**

These are the list of specializations and their pre-requisites.

	<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
1.	Animal Production (NC II)	480 hours	
2.	Aquaculture (NC II)	320 hours	
3.	Artificial Insemination (Ruminants) (NC II)	160 hours	Animal Production
4.	Artificial Insemination (Swine) (NC II)	160 hours	Animal Production
5.	Crop Production (NC I)	320 hours	
6.	Fish Nursery Operation (NC II)	160 hours	
7.	Fish or Shrimp Grow Out Operation (Non NC)	160 hours	Aquaculture
8.	Fish Wharf Operation (NC I)	160 hours	Fish or Shrimp Grow Out Operation
9.	Food (Fish) Processing (NC II)	640 hours	
10.	Horticulture (NC II)	640 hours	
11.	Landscape Installation and Maintenance (NC II)	320 hours	Crop Production
12.	Organic Agriculture (NC II)	320 hours	Crop Production
13.	Pest Management (NC II)	320 hours	Crop Production
14.	Rice Machinery Operation (NC II)	320 hours	Crop Production
15.	Slaughtering Operation (NC II)	160 hours	Animal Production
1.	Beauty/Nail Care (NC II)	160 hours	40 hours of the subject during exploratory Grade 7/8
2.	Attractions and Theme Parks (NC II)	160 hours	
3.	Bread and Pastry Production (NC II)	160 hours	
4.	Caregiving (NC II)	640 hours	40 hours of the subject during exploratory Grade 7/8
5.	Cookery (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
6.	Dressmaking (NC II)	320 hours	
7.	Food and Beverage Services (NC II)	160 hours	
8.	Front Office Services (NC II)	160 hours	40 hours of the subject during exploratory Grade 7/8
9.	Hairdressing (NC II)	320 hours	
10.	Handicraft (Basketry, Macrame) (Non-NC)	160 hours	
11.	Handicraft (Fashion Accessories, Paper Craft) (Non-NC)	160 hours	
12.	Handicraft (Needlecraft) (Non-NC)	160 hours	
13.	Handicraft (Woodcraft, Leathercraft) (Non-NC)	160 hours	
14.	Household Services (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
15.	Housekeeping (NC II)	160 hours	
16.	Tailoring (NC II)	320 hours	40 hours of the subject during exploratory Grade 7/8
17.	Tour Guiding Services (NC II)	160 hours	
18.	Tourism Promotion Services (NC II)	160 hours	
19.	Travel Services (NC II)	160 hours	
20.	Wellness Massage (NC II)	160 hours	

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		<b>Specialization</b>	<b>Number of Hours</b>	<b>Pre-requisite</b>
1.	<b>ICT</b>	Computer Hardware Servicing (NC II)	320 hours	
2.		Animation (NC II)	320 hours	
3.		Computer Programming (NC IV)	320 hours	
4.		Contact Center Services (NC II)	320 hours	
5.		Illustration (NC II)	320 hours	
6.		Medical Transcription (NC II)	320 hours	
7.		Technical Drafting (NC II)	320 hours	
1.	<b>INDUSTRIAL ARTS</b>	Automotive Servicing (NC I)	640 hours	
2.		Carpentry (NC II)	640 hours	
3.		Consumer Electronics Servicing (NC II)	640 hours	
4.		Electrical Installation and Maintenance (NC II)	640 hours	
5.		Masonry (NC II)	320 hours	
6.		Plumbing (NC I)	320 hours	
7.		Plumbing (NC II)	320 hours	Plumbing (NC I)
8.		Refrigeration and Airconditioning Servicing (NC II)	640 hours	
9.		Shielded Metal Arc Welding (NC I)	320 hours	
10.		Shielded Metal Arc Welding (NC II)	320 hours	Shielded Metal Arc Welding (NC I)
11.		Tile Setting (NC II)	320 hours	

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(160 hours)

**Course Description:**

This is an introductory and specialization course which leads to an **Animation** National Certificate Level II (NC II). It covers Personal Entrepreneurial Competencies (PECs); Environment and Market; five **(5)** Common Competencies; and one **(1)** Core Competency that a high school student ought to possess to produce clean-up and in-between drawings

The preliminaries of this specialization course include the following: 1) discussion on the relevance of the course; 2) explanation of key concepts of common competencies; 3) explanation of core competencies relative to the course; and 4) exploration of career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Introduction</b> 1. Relevance of the course 2. Key concepts and common competencies 3. Core competency in animation 4. Career opportunities	The learner demonstrates an understanding of the core competency, key concepts, underlying principles in animation.	The learner independently creates/provides quality and marketable products and/or services for the animation industry as prescribed by TESDA Training Regulations.	1. Discuss the relevance of the course 2. Explain the key concepts of common competencies 3. Explain the core competency in Animation 4. Explore job opportunities in animation.	
<b>LESSON 1: PERSONAL ENTREPRENEURIAL COMPETENCIES (PECS)</b>				
1. Assessment of Personal Competencies and Skills (PECs) vis-à-vis a practicing entrepreneur/ employee in locality/town 1.1 Characteristics 1.2 Attributes 1.3 Lifestyle 1.4 Skills 1.5 Traits 2. Analysis of PECs in relation to a practitioner's 3. Align, strengthen and one's PECs based on the results	The learner demonstrates an understanding of one's PECs for animation.	The learner recognizes his/her PECs and prepares an activity plan that aligns with that of a practitioner/entrepreneur's in animation.	<b>LO 1. Recognize PECs needed in Animation</b> 1.1 Assess one's PECs: characteristics, attributes, lifestyle, skills and traits 1.2 Assess practitioner's PECs: characteristics, attributes, lifestyle, skills and traits 1.3 Compare one's PECs with that of a practitioner /entrepreneur's 1.4 Align one's PECs with that of a practitioner/entrepreneur's	<b>TLE_PECs9-12-Ia-1</b>
<b>LESSON 2: ENVIRONMENT AND MARKET (EM)</b>				
1. Market (locality/town) 2. Key concepts of Market 3. Players in the market (Competitors) 4. Products and services	The learner demonstrates understanding of "environment and market" in the animation field in one's locality/town.	The learner independently creates a business vicinity map reflective of the potential animation market within the locality/town.	<b>LO 1. Recognize and understand the market in Animation</b> 1.1 Identify the players/ competitors within the town	<b>TLE_EM9-12-Ia-1</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
available in the market			1.2 Identify the different products/services available in the market	
5. Market (Customer) 6. Key concepts in identifying and understanding the consumer 7. Consumer Analysis through: 7.1 Observation 7.2 Interviews 7.3 Focus Group Discussion (FGD) 7.5 Survey			<b>LO 2. Recognize the potential customer/market in Animation</b> 2.1 Identify the profile of potential customers 2.2 Identify the customer's needs and wants through consumer analysis 2.3 Conduct consumer/market analysis	<b>TLE_EM9-12-Ia-2</b>
<b>LESSON 3: USE OF HAND TOOLS AND EQUIPMENT (UT)</b>				
1. Hand tools for animation 2. Equipment for animation	The learner demonstrates an understanding of the hand tools and equipment used in animation.	The learner independently uses hand tools and equipment for animation.	<b>LO 1. Prepare hand tools and equipment in animation</b> 1.1 Use hand tools and equipment according to function and task requirement	<b>TLE_ICTAN9-12UT-Ib-1</b>
3. Procedure in accomplishing forms: 3.1 Job order slips 3.2 Tools and materials requisition slips 3.3 Borrower's slip 4. Requisition procedures			<b>LO 2. Inspect hand tools and equipment received in animation</b> 1.1 Check the list of tools and equipment to be requested per job requirement 1.2 Inspect the requested tools and equipment 1.3 Assess the condition of all hand tools and equipment for proper operation and safety	<b>TLE_ICTAN9-12UT-Ic-2</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>LESSON 4: MAINTAIN HAND TOOLS, EQUIPMENT AND PARAPHERNALIA (MT)</b>				
<ol style="list-style-type: none"> <li>1. Safety procedures in using hand tools and equipment</li> <li>2. Procedures in cleaning, tightening and simple repairs of hand tools, equipment and paraphernalia</li> <li>3. Common malfunction in hand tools, equipment and paraphernalia</li> <li>4. Reporting to property custodian</li> </ol>	The learner demonstrates an understanding of the concepts and underlying principles of maintaining hand tools, equipment and paraphernalia.	The learner independently performs maintenance of hand tools, equipment and paraphernalia.	<b>LO 1. Use and maintain hand tools, equipment and paraphernalia</b> <ol style="list-style-type: none"> <li>1.1 Perform safety procedures in using hand tools, equipment and paraphernalia</li> <li>1.2 Follow procedures in cleaning, tightening and simple repair of hand tools, equipment and paraphernalia</li> <li>1.3 Identify common malfunction (unplanned or unusual events) when using hand tools, equipment and paraphernalia</li> <li>1.4 Follow procedures in preparing a report to property custodian</li> </ol>	<b>TLE_ICTAN9-12MT-Id-1</b>
<b>LESSON 5: PERFORM MENSURATION AND CALCULATION (MC)</b>				
<ol style="list-style-type: none"> <li>1. Types of components and objects to be measured:               <ol style="list-style-type: none"> <li>1.1 Memory</li> <li>1.2 Data storage capacity</li> <li>1.3 Processor</li> <li>1.4 Video card</li> </ol> </li> <li>2. Correct specifications of the relevant sources</li> </ol>	The learner demonstrates an understanding of the concepts and underlying principles of performing measurements and calculation.	The learner independently performs accurate measurements and calculation based on a given tasks.	<b>LO 1. Perform basic mensuration</b> <ol style="list-style-type: none"> <li>1.1 Identify object/s to be measured</li> <li>1.2 Use the correct specifications as specified in the job requirements</li> </ol>	<b>TLE_ICTAN9-12MC-Ie-1</b>
<ol style="list-style-type: none"> <li>3. Conversion and calculation               <ol style="list-style-type: none"> <li>3.1 Capacity and speed</li> <li>3.2 Memory</li> <li>3.3 Data storage</li> <li>3.4 Processor</li> <li>3.5 Video card</li> </ol> </li> </ol>			<b>LO 2. Carry out mensuration and calculation</b> <ol style="list-style-type: none"> <li>2.1 Perform calculation needed to complete task using the four mathematical fundamental operation (addition, subtraction, multiplication and division)</li> <li>2.2 Employ different techniques in checking accuracy of the computation</li> </ol>	<b>TLE_ICTAN9-12MC-If-2</b>

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<b>LESSON 6: PREPARE AND INTERPRET TECHNICAL DRAWING (ID)</b>				
1. Basic symbols 2. Basic elements 2.1 Schematic diagram 2.2 Charts 2.3 Block diagrams 2.4 Layout plans 2.5 Loop diagram	The learner demonstrates an understanding of the concepts and underlying principles of preparing and interpreting technical drawings in animation.	The learner independently and accurately prepares and interprets technical drawing.	<b>LO 1. Identify different kinds of technical drawings</b> 1.1 Identify basic symbols used in technical drawing 1.2 Select technical drawing in accordance with the job requirement	<b>TLE_ICTAN9-12ID-Ig-1</b>
3. Flowchart interpretation 3.1 Types of flowchart			<b>LO 2. Interpret technical drawing</b> 2.1 Identify the basic symbols used in flow charting 2.2 Interpret the symbols used in flow charting 2.3 Create a flowchart that depicts a simple scenario	<b>TLE_ICTAN9-12ID-Ih-2</b>
<b>LESSON 7: PRACTICE OCCUPATIONAL HEALTH AND SAFETY (OHS) PROCEDURES (OS)</b>				
1. Hazards and risks control 2. Safety regulations 3. Indicators of hazard and risks 4. Contingency measures	The learner demonstrates an understanding of the concepts and underlying principles of Occupational Health and Safety (OHS) procedures in relation to hazards and risks in the workplace.	The learner consistently observes and practices OHS procedures in the workplace.	<b>LO 1. Identify hazards and risks</b> 1.1 Explain hazards and risks in the workplace 1.2 Identify hazards and risks indicators in the workplace 1.3 Apply contingency measures in accordance with the OHS procedures	<b>TLE_ICTAN9-12OS-Ii-1</b>
5. Evaluation of hazards and risks 6. Effects of hazards and risks in the work place			<b>LO 2. Evaluate hazards and risks</b> 2.1 Determine the effects of hazards and risks 2.2 Classify the types of hazards and risks in the workplace	<b>TLE_ICTAN9-12OS-Ij-2</b>

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7. Hazards and risks control 7.1 Safety regulation			<b>LO 3. Control hazards and risks</b> 3.1 Follow OHS procedures for controlling hazards and risks 3.2 Use Personal Protective Equipment (PPE) 3.3 Follow and observe organizational protocol when providing emergency assistance	<b>TLE_ICTAN9-12OS-Ij-3</b>
<b>LESSON 8: PRODUCING CLEANED-UP AND IN-BETWEENED DRAWINGS (CI)</b>				
1. Clean-up requirements for drawing (cartoon-simple) 2. Types of model sheets 3. Key drawings and animation breakdowns 4. Clean-up drawing preparations (cartoon-simple) 5. Animation workflow 6. Drawing animals and props 7. Principles and concept of animation 8. Materials and equipment for animation	The learner demonstrates an understanding of the concepts and underlying principles of producing clean-up and in-between drawings.	The learner independently produces clean-up and in-between drawings as prescribed in the TESDA Training Regulations.	<b>LO 1. Identify requirements for cleaned-up drawings in actual scene folders (cartoon-simple)</b> 1.1 Identify all relevant cleaned - up requirements from the appropriate source material 1.2 Identify model sheets for reference 1.3 Collect all relevant model sheets for ready reference 1.4 Check key drawings and refer to appropriate personnel if there are problems/errors encountered 1.5 Compare/check animation breakdowns against x-sheet 1.6 Identify all necessary materials and equipment according to the task undertaken 1.7 Prepare all necessary materials and equipment	<b>TLE_ICTAN9-12CI-IIa-j-1</b>
9. Production of clean-up drawings (cartoon –simple) 10. Animator keys 11. Familiarization with			<b>LO 2. Produce clean-up drawings for actual scene folders (cartoon, simple)</b> 2.1 Produce clean-up drawings	<b>TLE_ICTAN9-12CI-IIIa-j-2</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
Line-Test hardware and software 12. Clean-up procedures 13. Procedures and policies in records keeping 14. Application of software animation 15. Concept of line quality 16. Model sheets 17. Procedures for cartoon drawing construction 18. Drawing proportions 19. Company procedure and policies in recording clean-up drawings			which are consistent with the requirements 2.2 Match clean-up drawings to animators' keys 2.3 Model clean-up drawings based on animator's keys 2.4 Number all animation breakdowns onto a clean-up drawing 2.5 Copy animation breakdowns onto a clean-up drawing 2.6 Identify line-test hardware and software 2.7 Perform clean-up procedures 2.8 Apply software animation on clean-up drawings 2.9 Apply the procedures and policies in records keeping 2.10 Make appropriate referral to personnel the revised or corrections on clean-up drawings 2.9-12 Observe the principles of line quality in producing a clean-up drawing 2.12 Follow procedures and policies in keeping records 2.13 Implement the necessary corrections/revisions after referral has been made 2.14 Create model sheets 2.15 Follow the procedures in cartoon drawing construction 2.16 Observe drawing proportions 2.17 Record clean-up drawings in accordance with company's specified procedures and policies	



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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			2.18 Store clean-up drawings in accordance with company's specified procedures and policies	
20. Requirements for in-between (cartoon-regular) 21. Model sheets (cartoon-regular) 22. Cleaned-up key drawings for (cartoon - regular ) 23. Animation breakdowns and x-sheets 24. Materials and equipment (cartoon –regular) 25. Concept of in-betweening 26. Procedures for character posing 27. Techniques for refining line quality 28. Concepts of character design 29. Do's and don'ts of in-betweening			<b>LO 3. Identify requirements for in-between drawings in actual scene folders (cartoon, regular)</b> 3.1 Identify all requirements for in-betweened from source materials 3.2 Identify model sheets for reference 3.3 Collect model sheets for reference 3.4 Check all clean-up key drawings for errors 3.5 Check against x-sheet for errors all animation breakdowns 3.6 Identify materials and equipment for in-between drawings 3.7 Prepare materials and equipment for in-between drawings 3.8 Apply concepts of in-betweening based on specifications 3.9 Follow procedures for character posing 3.10 Apply techniques in refining line quality 3.11 Apply concepts used of character designing 3.12 Observe the do's and don'ts of in-betweening	<b>TLE_ICTAN9-12CI-IVa-j-3</b>

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(160 hours)

**Course Description:**

This is a specialization course which leads to an **Animation** National Certificate Level II (NC II). It covers Personal Entrepreneurial Competencies (PECs); Environment and Market (EM); and one (1) Core Competency that a high school student ought to possess to produce clean-up and in-between drawings.

The preliminaries of this specialization course include the following: 1) discussion on the relevance of the course; 2) explanation of the core competencies relative to the course; and 3) exploration of career opportunities.

CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
<b>Introduction</b> 1. Relevance of the course 2. Core competency In animation 3. Career opportunities	The learner demonstrates an understanding of the concepts, underlying principles and the core competency in animation.	The learner independently creates/provides quality and marketable products and/or services for the animation industrt as prescribed in the TESDA Training Regulations.	1. Discuss the relevance of the course 2. Explain the core competency in animation 3. Explore job opportunities in animation	
<b>LESSON 1: PERSONAL ENTREPRENEURIAL COMPETENCIES - PECs (PC)</b>				
1. Assessment of Personal Competencies and Skills vis-à-vis a practicing entrepreneur/employee in a province 1.1 Characteristics 1.2 Attributes 1.3 Lifestyle 1.4 Skills 1.5 Traits 2. Analysis of PECs in relation to a practitioner's 3. Application of PECs to the chosen business/career	The learner demonstrates an understanding of one's PECs for animation.	The learner independently creates a plan of action that strengthens/ further develops one's PECs for animation.	<b>LO 1. Develop and strengthen PECs needed in Animation</b> 1.1 Identify areas for improvement, development and growth 1.2 Align one's PECs according to his/her business/career choice 1.3 Create a plan of action that ensures success of his/her business/career choice	<b>TLE_PECs9-12-Ia-1</b>
<b>LESSON 2: ENVIRONMENT AND MARKET (EM)</b>				
1. Product Development 2. Key concepts of developing a product 3. Finding value 4. Innovation 4.1 Unique Selling Proposition (USP)	The learner demonstrates understanding of environment and market in the animation field in one's province.	The learner independently creates a business vicinity map reflective of the potential market in animation in a province.	<b>LO 1. Develop a product/ service in Animation</b> 4.1 Identify what is of "value" to the customer 4.2 Identify the customer to sell to 4.3 Explain what makes a product unique and competitive 4.4 Apply creativity and Innovative	<b>TLE_EM9-12-Ia-1</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
			techniques to develop marketable product 4.5 Employ a USP to the product/service	
5. Selecting business idea 6. Key concepts of selecting a business Idea 6.1 Criteria 6.2 Techniques			<b>LO 2. Select a business idea based on the criteria and techniques set</b> 2.1 Enumerate various criteria and steps in selecting a business idea 2.2 Apply the criteria/steps in selecting a viable business idea 2.3 Determine a business idea based on the criteria/ techniques set	<b>TLE_EM9-12-Ia-2</b>
7. Branding			<b>LO 3. Develop a brand for the product</b> 3.1 Identify the benefits of having a good brand 3.2 Enumerate recognizable brands in the town/province 3.3 Enumerate the criteria for developing a brand 3.4 Generate a clear appealing product brand	<b>TLE_EM9-12-Ib-3</b>
<b>LESSON 3: PRODUCING CLEANED-UP AND IN-BETWEENED DRAWINGS (CI)</b>				
1. Requirements for in-betweening (cartoon–regular) 2. Procedures for pegging and un-pegging 3. Design standards 4. Similarities and differences of clean-up and in-between drawings 5. Guidelines in the production of in-between drawings	The learner demonstrates an understanding of the concepts and underlying principles in producing clean-up and in-between drawings.	The learner independently produces clean-up and in-between drawings as prescribed by TESDA Training Regulations.	<b>LO 1. Produce in-betweened drawings for actual scene folders (cartoon, regular)</b> 1.1 Prepare the requirements for in-between drawings (cartoon-regular) 1.2 Follow the procedures for pegging and unpegging 1.3 Apply design standards in producing in-between drawing (cartoon – regular)	<b>TLE_ICTAN9-12CI-Ic-j-1</b>

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6. Production constraints 7. Details of exposure sheets based on: 7.1 camera movement 7.2 lip-sync 7.3 single/double frame 7.4 chart 8. Different special effects for producing drawing			1.4 Determine the similarities and differences between the clean-up and in-between drawings (cartoon-regular) 1.5 Produce in-between drawings (cartoon-regular) based on the guidelines 1.6 Create drawings following the details of exposure sheets 1.7 Use the different special effects in producing drawing	<b>TLE_ICTAN9-12CI-IIa-j-1</b>
9. Requirements for clean-up drawings (realistic) 10. Materials and equipment for clean-up drawings (realistic) 11. Model sheets for clean-up drawings (realistic) 12. Key drawings (realistic) 13. Animation breakdowns and x-sheets for drawings (realistic)			<b>LO 2. Identify requirements for cleaned-up drawings in actual scene folders (realistic)</b> 2.1 Identify all relevant requirements for clean-up drawings (realistic) 2.2 Prepare materials and equipment for clean-up drawings (realistic) 2.3 Create model sheets for drawing (realistic) 2.4 Identify key drawings for clean-up 2.5 List all animation breakdowns and x-sheets for drawings (realistic)	<b>TLE_ICTAN9-12CI-IIa-j-2</b>

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CONTENT	CONTENT STANDARD	PERFORMANCE STANDARD	LEARNING COMPETENCIES	CODE
14. Requirements for producing clean-up drawings(realistic) 15. Animator keys for clean-up drawings (realistic) 16. Models for clean-up drawings 17. Animation breakdown for clean-up drawings 18. Procedures and policies in records keeping			<b>LO 3. Produce cleaned-up drawings for actual scene folders (realistic)</b> 3.1 Create clean-up drawings (realistic) based on the requirements 3.2 Use the animator keys for clean-up drawings (realistic) 3.3 Produce clean-up drawings (realistic) based on the models 3.4 Arrange the animation breakdown for clean-up drawings (realistic) 3.5 Follow the procedures and policies in records keeping	<b>TLE_ICTAN9-12CI-IVa-j-3</b>

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**GLOSSARY**

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**Code Book Legend**

**Sample: TLE\_ICTAN9-12CI-IIIa-j-2**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Technology and Livelihood Education_ Information and Communications Technology Animation	<b>TLE_ICT AN 9-12</b>
	Grade Level	Grade 9/10/11/12	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Producing cleaned-up and in-betweened drawings	<b>CI</b>
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Third Quarter	<b>III</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week One to Ten	<b>a-j</b>
			-
<b>Arabic Number</b>	Competency	Identify requirements for cleaned-up drawings in actual scene folders (realistic)	<b>16</b>

DOMAIN/ COMPONENT	CODE
Personal Entrepreneurial Competencies	PECS
Environment and Market	EM
Use of Hand Tools and Equipment	UT
Maintain Hand Tools, Equipment, and Paraphernalia	MT
Perform Mensuration and Calculation	MC
Prepare and Interpret Technical Drawing	ID
Practice Occupational Health and Safety Procedures	OS
Producing Cleaned-Up and In-Betweened Drawings	CI

Technology-Livelihood Education and Technical-Vocational Track specializations may be taken between Grades 9 to 12.

Schools may offer specializations from the four strands as long as the minimum number of hours for each specialization is met.

Please refer to the sample Curriculum Map on the next page for the number of semesters per ICT specialization and those that have pre-requisites. Curriculum Maps may be modified according to specializations offered by a school.

**K to 12 BASIC EDUCATION CURRICULUM  
JUNIOR HIGH SCHOOL TECHNICAL LIVELIHOOD EDUCATION AND SENIOR HIGH SCHOOL - TECHNICAL-VOCATIONAL-LIVELIHOOD TRACK  
INFORMATION AND COMMUNICATIONS TECHNOLOGY-ANIMATION**

## SAMPLE ICT CURRICULUM MAP

No.	Grade 7/8	Grade 9	Grade 10	Grade 11	Grade 12
1	<b>EXPLORATORY</b>	Computer Hardware Servicing (NC II)	4 sems		
2		Illustration (NC II)	4 sems		
3		Technical Drafting (NC II)	4 sems		
4		Contact Center Services (NC II)	4 sems		
5				Animation (NC II)	4 sems
6				Medical Transcription (NC II)	4 sems
7	4 sems			Computer Programming (NC IV)	4 sems