

W3	Learning Area	PHYSICAL EDUCATION	Grade Level	8
	Quarter	4	Date	
I. LESSON TITLE		REGIONAL AND NATIONAL DANCES WITH ASIAN INFLUENCE		
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)		<ul style="list-style-type: none"> • Undertakes Physical Activity and physical fitness assessments • Review goals based on assessment results. • Describe the nature and background of the dance. • Executes the skills involved in the dance. • Exerts best effort to achieve positive feelings about self and others 		
III. CONTENT/CORE CONTENT		PHILIPPINE FOLK DANCES WITH ASIAN INFLUENCE (SUA-KU-SUA)		

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: Day 1)

COMPONENTS OF HEALTH-RELATED FITNESS

Health-related fitness activities are provided for you to have a better grasp on the lesson at hand, and they will equip you with various choices in selecting the most appropriate exercises or activities.

Fitness is defined as a condition in which an individual has enough energy to avoid fatigue and enjoy life.

Physical fitness is the ability of our body to respond to the many demands of life with extra energy for leisure and recreational activities. It is divided into four health- and six skill-related components.

Health-related fitness is the ability to become and stay physically healthy.

FOUR COMPONENTS OF HEALTH-RELATED FITNESS

- **Cardiovascular fitness** is the ability of the heart (cardio) and circulatory system (vascular) to supply oxygen to muscles for an extended period of time.
- **Muscular strength and endurance** is the muscle's ability to produce effort or perform work.
- **Muscular endurance** refers to the ability of the muscle to work over an extended period of time without fatigue.
- **Muscular strength** refers to the maximum amount of force a muscle can exert against an opposing force.
- **Flexibility** is the ability to move a body part through a full range of motion (ROM) at a joint. The sit-and-reach is commonly used to determine flexibility.
- **Body composition** is the ratio of body fat to lean body mass (including water, bones, muscles, and connective tissues).

D PHILIPPINE FOLK DANCES

Philippine folk dances speak so much about the heartbeat of our people for they tell about our customs, ideas, beliefs, superstitions, and events of daily living in a certain community.

The following historical background of SUA-KU-SUA and Pangalay would give you a clear picture of the nature and background of these regional and national folk dances. These are the reasons why Philippine folk dances contribute to the very rich culture of the country.

SUA-KU-SUA

Dance Researcher :Ramon A. Obusan

Meaning :My Pomelo Tree

Dance Culture :Lowland Muslim (Coastal)

Place of Origin :Jolo, Sulu

Country of Influence :China, Malaysia and Indonesia

Ethno-linguistic Group :Tausug

Classification :Courtship Dance

Background/Context:

The Tausug of Sulu, Southern Philippines, though known as **fearsome warriors** are also better known as sturdy seafarers and hardy farmers. Extensive orchards are planted with coconuts and pomelos and fields with staples like rice and root crops. At harvest time, pomelo fruits are gathered in big baskets before they are sent away. The Tausugs depend strongly on the income the pomelo bring them and this relationship is romanticized by comparing the sua's gentle leaves, slender branches, attractive fruits and fragrant flowers to the virtues of a lady. Put to music, it is this song that is sang by couples while flapping two white fans

IV. LEARNING PHASES AND LEARNING ACTIVITIES

each resembling leaves rustling in the wind in the Sua-Ku-Sua Dance. Sua-ku-sua performers, some men but especially women come to the festivities with face thickly covered with finely ground rice powder and their eyebrows and sideburns enhanced with soot- all for beauty's sake.

D. **Development** (Time Frame: Day 2)

LEARNING TASK1: "WARM UP!!!"

This activity is related to the Physical Fitness Test discussed on the first quarter.

Direction: Execute the following Physical fitness Test to determine your Fitness level. Write the results on the table below.

SUMMARY OF PHYSICAL FITNESS TEST RESULT			
Exercise	Repetitions	Level of Intensity	Time(in seconds)
EXAMPLE:	3 times	Easy	2 minutes
90-Degree Push-Up			
Curl-Ups			
Sit and Reach			
Zipper Test			
3 Minute Step Test			

Learning Task 2: LET US COMPARE

Directions: Answer the following questions.

- Looking back on the first quarter week one, compare your physical fitness results. Is there a significant difference between the pre-test and post-test result of your physical fitness test?

- Have you observed any improvement or not? Justify your answer.

- What are the things you need to do to improve or maintain your physical health?

IV. LEARNING PHASES AND LEARNING ACTIVITIES

LEARNING TASK 3: "LOOK AT ME"

Directions: Look into the following pictures. Analyze and answer the given questions.



1. What general concept can be derived from the given pictures? Explain.

2. If you were to think of Asian countries that would closely relate to the given pictures, what countries could that be? Justify your answer.

E. Engagement (Time Frame: Day 3)

LEARNING TASK 4: "LET'S WATCH IT!"

Directions: Watch the video of Sua-ku-sua (<https://youtu.be/TGctrB9oiY>). Study the proper way of executing the basic steps of the dance. Be ready to perform the basic steps of the dance and answer the following questions.

1. What life experiences does the dance portray?

2. Do proper expressions affect the dances? Explain.

LEARNING TASK5: "LET'S DEMONSTRATE IT!!!" (Day 3)

Directions: Demonstrate the basic dance steps of the dance Sua-Ku-Sua as shown on the video you have watched on Learning task 4. You can perform with the help of your family members. Take a video of your performance and send it to your teacher. You will be graded according to the criteria given below.

REMEMBER:

To make your performance extra special you can use costumes and instruments that you can find at home. You can use Improve materials like paper fans, blanket or curtains as your costumes.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

Rubrics for Learning Task 5

	Execution and Mastery of Steps	Choreography and Artistic Presentation	Impact of the Performance
5	Performs steps with high level of mastery.	The performance is well choreographed	The performance was done with a very great impact.
4	Performs steps with mastery.	Most part of the performance was choreographed.	The performance was done with good impact.
3	Performs most of the steps with mastery.	The performance is moderately choreographed.	The performance was done with less impact.
2	Performs steps with a little mastery.	Limited choreography is present in the performance.	The performance was done with no impact.

A. Assimilation (Time Frame: Day 4)

LEARNING TASK 6: "Check It Up"

Directions: Put a check mark (/) on the space provided on each number that best describes your performance on learning task 5.

- _____ 1. I enjoyed executing the dance steps.
- _____ 2. I danced gracefully.
- _____ 3. I followed the instructions given by the teacher.
- _____ 4. I performed the basic movements correctly.
- _____ 5. I find dancing an effective way of expressing feelings.

V. ASSESSMENT (Time Frame: Day 4)

(Learning Activity Sheets for Enrichment, Remediation, or Assessment to be given on Weeks 3 and 6)

Learning Task 7: "VALUING"

Directions: Answer the question.

What is the importance of Philippine folk dance in your life as a Filipino?

VI. REFLECTION (Time Frame: Day 4)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.

✓ - I was able to do/perform the task. It was quite challenging, but it still helped me in understanding the target content/lesson.

? - I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Learning Task	LP	Learning Task	LP	Learning Task	LP	Learning Task	LP
Number 1		Number 3		Number 5		Number 7	
Number 2		Number 4		Number 6		Number 8	

VII. REFERENCES

Grade 8 Physical Education and Health Learners Module; Youtube; Google

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W4	Learning Area	PHYSICAL EDUCATION	Grade Level	8
	Quarter	4	Date	

I. LESSON TITLE	REGIONAL AND NATIONAL DANCES WITH ASIAN INFLUENCE
II. MOST ESSENTIAL LEARNING COMPETENCIES (MELCs)	<ul style="list-style-type: none"> Describe the nature and background of the dance. Executes the skills involved in the dance. Exerts best effort to achieve positive feelings about self and others.
III. CONTENT/CORE CONTENT	PHILIPPINE FOLK DANCES WITH ASIAN INFLUENCE (BASIC STEPS IN FOLK DANCING / BINISLAKAN & SAKUTING)

IV. LEARNING PHASES AND LEARNING ACTIVITIES

I. Introduction (Time Frame: Day 1)

Folk dance is a popular dance, considered as part of the tradition or custom of a particular people.

The following dance terms and dance steps are basically used in Binislakan, Sakuting, Sua-Ku-Sua, and Pangalay. You are to master all these dance steps which will be used later in your performance test. Study them carefully and demonstrate the dance step with one of your family member.

- **Padyak**- To stamp or tap with one foot and the weight of the body is on the other foot
- **Saludo**- It means bow
- **Set**- a dance formation of two or more couples
- **Bend**- to move the body or part of the body around wide axis
- **Leap**- to spring one foot and land on the other foot
- **Skip**- A combination of step and hop in one count
- **Gallop**- A combination of step and a cut in one count. To cut is to displace the weight-bearing foot with the other
- **Step**- This is the basis of all locomotor movements. It is defined as transfer of weight from one foot to the other.
- **Slide**- glide over the floor with one foot leading. It may be performed alternately by your right and left foot.

Study and Analyze the Rhythmic Dance Steps table.

DANCE STEP	MUSIC USED	NUMBER OF COUNTS OR M PER STEP	STEP PATTERN
BLEKING	2/4 or 3/4	1, 2, or 3 cts	Heel place, close
GALLOP	2/4 or 6/8	1 ct	Step and cut
MINCING	2/4 or 3/4	As many as required	Step, step and so on
PARALLEL TORTILLIER	2/4, 3/4 or 4/4	As many as required	Pivot and turn Heels, pivot and turn toes
PIVOT TURN	2/4	2M or 4M	Step, ball turn, Step, ball and turn And so on
CHANGE STEP	2/4 or 3/4	1M	Step close step
WALTZ TURN	2/4 or 3/4	2M	Execute 2 waltz steps to make a turn
WALTZ STEP	2/4 or 3/4	2M	Step R, step L Close to R in rear Step R
STAMPING	2/4 or 3/4	1M	Stamp (R)(L) and close to supporting foot (L) (R)

IV. LEARNING PHASES AND LEARNING ACTIVITIES

Philippine folk dances speak so much about the heartbeat of our people for they tell about our customs, ideas, beliefs, superstitions, and events of daily living in a certain community.

The following historical background of Binislakan and Sakuting would give you a clear picture of the nature and background of these regional and national folk dances.

BINISLAKAN (Lingayen)

Dance Researcher :Francisca Reyes

Meaning :With the use of sticks

Dance Culture :Christian Lowland

Place of Origin :Pangasinan

Country of Influence :China

Ethno-linguistic Group :Pangasinense

Classification :Social Dance

Background:

Lingayen in Pangasinan means having to look backward and upward. It was derived from “**Li-King-Tung**”, a Chinese word given to the name Lingayen, the capital of Pangasinan, by the Chinese settlers of this place a long time ago. The barrio folks who lived at Almazan, a small place between barrio Pangasinan (Pulong) and Maniboc danced this to commemorate the stay of Limahong, a Chinese pirate who built his kingdom here. The dancers look backward or upward in some of the movements; hence, the name **Lingayen**. They also use **two sticks** to produce rhythms imitating the chopsticks used by the Chinese in eating, so the dance is also called **Binislakan**, which in Pangasinan means, with the use of sticks.

SAKUTING

Dance Researcher :Francisca Reyes Aquino

Meaning:Refers to rhythmic sticks producing the accompaniment for the dance.

Place of Origin:Abra and Ilocos Norte

Country of Influence:China

Classification:Recreational and Social Dance

Background/Context:

This is a dance of the ethnic people living in the western side of the Cordilleras way back before the coming of the Americans to our country. During the Christmas, young boys and girls accompanied by their elders would go to the lowlands, especially in Abra and Ilocos Norte to dance in front of the houses and ask for gifts. These young children hold sticks, one on each hand and strike them together to make their dance livelier. The people would give them money, homemade delicacies and other things. These dancing groups later reached as far as the coastal towns of Ilocos region as years went by. The rhythmic sounds produced by the stick attracted children and adults so, they also learned the dance. “**Sakuting**”isan ethnic term which refers to the rhythmic sticks producing the accompaniment for the dance.

D. Development (Time Frame: Day 2)

LEARNING TASK 1: IDENTIFY ME!

Directions: Identify what is describe in the statement.

- _____ 1. To spring on one foot and land on the other foot.
- _____ 2. To glide over the floor with one foot leading.
- _____ 3. A combination of step and hop in one count,
- _____ 4. It means bow.
- _____ 5.To moves the body or part of the body around wide axis.

LEARNING TASK 2 : “FILL ME UP”

Directions: Complete the table below by filling out the information needed.

IV. LEARNING PHASES AND LEARNING ACTIVITIES

NAME OF DANCE	LITERAL MEANING OF THE NAME OF THE DANCE	PLACE OF ORIGIN	DANCE CLASSIFICATION	INFLUENCED BY WHAT ASIAN COUNTRY
BINISLAKAN				
SAKUTING				

E. Engagement (Time Frame: Day 3)

LEARNING TASK 4 : "WATCH AND LEARN "

Directions: Watch the video of Binislakan(https://youtu.be/9clxwGEd_uc) and Sakuting (<https://youtu.be/b8VCCsGS-sA>). Study the proper way of executing the basic steps of the dance. Be ready to perform the basic steps of the dance.

LEARNING TASK5: "LET'S DEMONSTRATE IT!!!"

Directions: Demonstrate at least 5 basic steps that is present in the dance Sakuting. You can perform with the help of your family members. Take a video of your performance and send it to your teacher. You will be graded according to the criteria given below.

	Execution and Mastery of Steps	Choreography and Artistic Presentation	Impact of the Performance
5	Performs steps with high level of mastery.	The performance is well choreographed	The performance was done with a very great impact.
4	Performs steps with mastery.	Most part of the performance I was choreographed.	The performance was done with good impact.
3	Performs most of the steps with mastery.	.The performance is moderately choreographed.	The performance was done with less impact.
2	Performs steps with a little mastery.	Limited choreography is present in the performance.	The performance was done with no impact.

A. Assimilation (Time Frame: Day 4)

LEARNING TASK6: "Answer Me"

Directions: Answer the following questions.

1. What is the significant value of proper expressions in folk dancing?

IV. LEARNING PHASES AND LEARNING ACTIVITIES

2. How do the movements of the dance Binisiakan and Sakuting reflect the culture of the people in that place?

3. What are the similarities and differences of Binislakan and Sakuting dance?

V. ASSESSMENT (Time Frame: Day 4)

(Learning Activity Sheets for Enrichment, Remediation, or Assessment to be given on Weeks 3 and 6)

Learning Task 7: I CAN EXPLAIN

Direction: Explain the effects of acculturation in the country based on the kind of dances that have been discussed.

VI. REFLECTION (Time Frame: Day 4)

- Communicate your personal assessment as indicated in the Learner's Assessment Card.

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below:

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