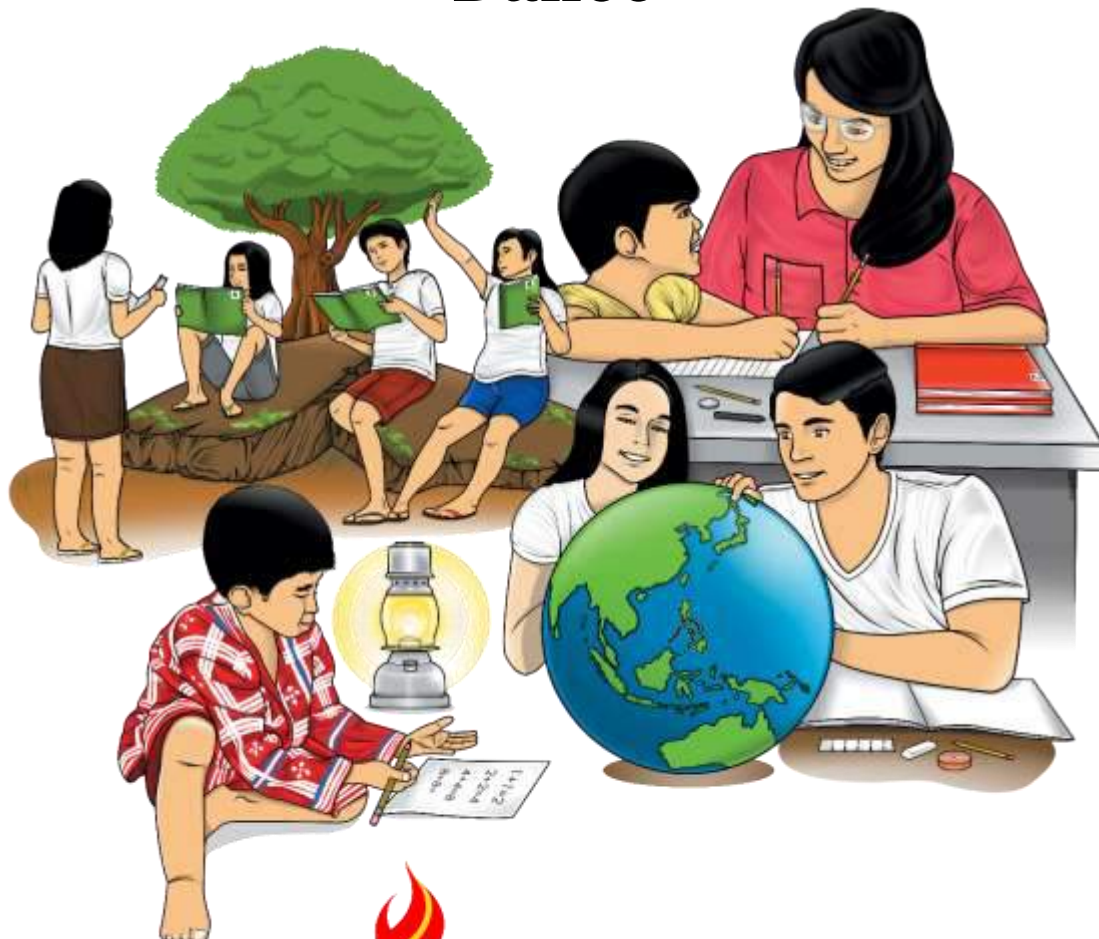


Physical Education

Quarter 3 – Module 1:

Fitness Enhancement Through Folk Dance



Physical Education – Grade 6
Alternative Delivery Mode
Quarter 3 – Module 1: Fitness Enhancement Through Folk Dance
First Edition, 2020

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Physical Education

Quarter 3 – Module 1: Fitness Enhancement Through Folk Dance

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

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Thank you.



What I Need to Know

This module was designed and written for you to know the nature/background of Fitness Enhancement Through Folk Dance and the mechanics on how to perform this folk dance (Maglalatik).

Dancing is a physical activity where your body moves rhythmically usually to music. People dance to perform, celebrate, praise, and compete to enjoy life. People also dance to express their thoughts, feelings, and emotions. It keeps us physically, mentally, and spiritually healthy.

Folk dances in the Philippines differ when it comes to the people who live in different areas, towns, and regions.

Folk dance is one of the instruments through which a nation and its people can be identified as a cultural society. It is a traditional, recreational and a social expression through movements with rhythmic accompaniment which characterizes the community life of an indigenous society or a specific locality.

Philippines is an archipelago that comprises many islands. Folk dances differ when it comes to the people who live in different areas, towns, and regions. It becomes their strong and enduring indigenous expression which depict the customs, traditions, beliefs, and ideals.

After going through this module, you are expected to:

1. assess regularly participation in physical activities based on the Philippines physical activity pyramid **(PE6PF-IIIb-h-18)**



What I Know

Directions: Choose the letter of the correct answer. Write your answer in your activity sheet.

1. Why do we need to follow the suggested activities given in the Philippine Physical Activity Pyramid Guide (PPAP)?
- A. It is designed to help people live in active lifestyle.
 - B. It reduces health risks associated with inactivity.
 - C. It provides the sample activities and how often we do them.
 - D. All of the above.

2. What kind of dance *Itik-Itik* portrayed?



- A. historical
- B. mimetic
- C. courtship
- D. war

3. Which of the following is a skill-related fitness component?

- A. Flexibility
- B. Muscular Endurance
- C. Coordination
- D. Cardiorespiratory Endurance

4. Why do we need to consider and observe the safety of dancers?

- A. To avoid fatal injury or death.
- B. To increase their potentials.
- C. A and B
- D. To make the trainer richer than before.

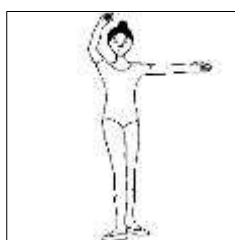
5. What colors symbolizes the Moro and Christian dancers in *Maglalatik*?

- A. red and blue
- B. red and yellow
- C. blue and green
- D. yellow and orange

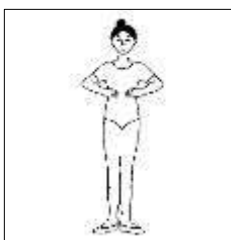
6. What is next to the position shown on the picture below?



A.



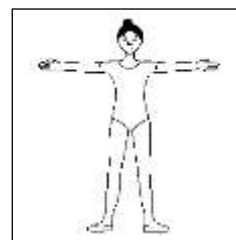
B.



C.



D.



7. It is a mock-war dance from Laguna that demonstrates Moros and the Christians over the high prized coconut meat during the Spanish rule?

- A. *Tinikling*
- B. *Singkil*
- C. *Pandango sa Ilaw*
- D. *Maglalatik*

8. What fundamental position of the arms does the picture shows?



- A. 3rd Position
- B. 1st Position
- C. 4th Position
- D. 2nd Position

9. Which of the following is NOT a by-product of dancing?

- A. physical health
- B. emotional maturation
- C. social awareness
- D. game champ

10. How many coconut shells are used to hung on the vest of *Maglalatik* dancers?

- A. 6 -10
- B. 2 – 4
- C. 4 - 6
- D. 5 – 8

11. After acquiring skills in dance, why is it important to have a self-reflection?

- A. better learning and skill development
- B. better comparison with others
- C. to boast your achievement
- D. no reason at all

12. Which practice can promote oxygenated blood to your muscles as it speeds up your heart rate and breathing?

- A. keep hydrated
- B. proper costume
- C. avoid sugary foods
- D. warm up exercise

13. In *Maglalatik* dance, which of the following steps is performed first?

- A. Quick clap cycles for the battle (8 counts)
- B. Basic clap cycles to get to two rows (8 counts)
- C. Step forward while pounding chest (4 counts)
- D. Quick clap cycles to end (4 counts)

14. Why is it valuable to participate in dance activities?

- A. Make fun and have healthy life.
- B. To be malicious and uncivilized person.
- C. Develop social relationships and self-confidence.
- D. A and C

15. How can they create a music accompaniment for *Maglalatik* dance?

- A. clicking of stones
- B. tapping coconut shells with a fast drumbeat
- C. keyboard and guitar
- D. tapping sticks and bamboo flute

Lesson

1

Physical Fitness through Dancing

Physical Fitness is defined as the body's ability to function efficiently and effectively in work and leisure activities, not only at a set point in time, but at various ages and stages within a person's life cycle. It is a state of being that consists of at least five health-related and 6 skill-related physical fitness components.

According to canada.humankenitics.com., Health-related fitness activities can be integrated into every-day activities that are often characterized as lifetime activities. In contrast, skill-related physical fitness includes health related components, but it also covers components related to physical performance.

Dancing is one of the activities that can help us fit and healthy. You may enjoy performing hip-hop, ballet, tap, folk dance or any forms of dance. As a Filipino, we must appreciate and treasure our folk dances because our dances define our very rich culture and tradition of our country.

Some of our folk dances are religious in nature. Others may show courtship, war, festivities etc. In addition, Filipino folk dances are said to be unique for we are known as a westernized country in the Southeast Asia blended of eastern and western cultures. Our folk dances are beautiful, vibrant and colorful. The music, dresses and movements show our culture and lifestyle that are influenced from colonization.



What's In

Directions: Fill in the columns by writing the components found in the box.

Agility	muscular endurance	Coordination
Balance	speed	Power
Flexibility	Muscular strength	Body composition
Cardiorespiratory endurance		

Skill Related	Health Related
1	1
2	2
3	3
4	4
5	5

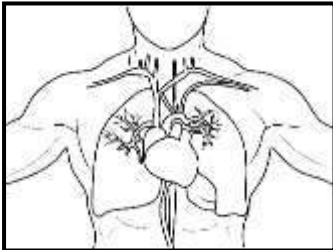


What's New

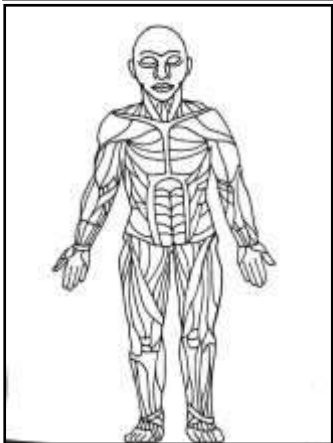
What are the fitness components being developed and the health benefits of dancing?

Activity #1: Health benefits of dancing

Directions: Complete the word or words by adding the missing letters.



1. Improve the condition of the h _ _ r t and l _ n _ s.



2. Increase m _ s c _ l a r strength and endurance.



3. Have a better coor _ _ n _ tion, agi _ _ ty, bal _ nc _ and flex
_ bi _ _ ty.



What is It

Based on the Philippine Physical Activity Pyramid (PPAP), dancing is one of the activities that is encouraged and recommended for everyone to do to stay physically fit. The people can do this kind activity 4-6 times a week.



There are a lot of skills and health related components that are developed in dancing.

- Improved the condition of our heart and lungs.
- Increased muscular strength, endurance, and motor fitness.
- Increased aerobic fitness.
- Improved muscle tone and strength.
- Weight management.
- Stronger bones and reduced risk of osteoporosis.
- Better coordination, balance, agility, and flexibility.



What's More

Activity #2: Try this.

Directions: Match the skill or health related components that are being developed in dancing. Write the letter of the correct answer your answer sheets.

A

- _____ 1. Dancing improves the condition of our heart and lungs.
- _____ 2. Weight can be monitored and managed.
- _____ 3. Improved muscle tone and strength.
- _____ 4. Stretch your muscles and can help your body stay flexible.
- _____ 5. The ability to stay stable and not fall as we move within and beyond our base of support.

B

- A. Muscular strength
- B. Flexibility
- C. Cardiovascular Endurance
- D. Balance
- E. Body composition



What I Have Learned

Directions: Complete the sentences below to check your understanding about the lesson.

- 1. I have learned that _____ can help us fit and healthy.
- 2. The _____ and _____ related components are developed while doing the activity.
- 3. The skill related components are:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____
- 4. The health-related components are:
 - a. _____
 - b. _____
 - c. _____
 - d. _____
 - e. _____



What I Can Do

Activity #3: Try this.

Directions: Enjoy your dancing experience with your family or friends. If you have an internet access, search for an aerobics dance exercise and follow their movements. If you do not have, lead the dance exercise. Do this activity 4 – 6 times a week. Then, fill-out the table below.

Date	Participants	Time Started	Time Finished	Remarks

Activity #4: Try this.

Directions: Draw your dancing experience with family and friends in the box.



Assessment

Directions: Choose the letter of the correct answer. Write your answer in your activity sheet.

1. These are dances developed by people that reflects their way of living or their cultures?
A. Hip hop dance B. Sprinting C. Folk Dance D. Ballet
2. Why do we need to follow the suggested activities given in the Philippine Physical Pyramid Activity Pyramid Guide (PPAP)?
A. It is designed to help people live in active lifestyle.
B. It reduces health risks associated with inactivity.
C. It provides us the sample activities and how often we do them.
D. All choices are correct.
3. Which of the following is a skill-related fitness component?
A. Speed C. Muscular Strength
B. Muscular Endurance D. Cardiorespiratory Endurance
4. It is the ability to stay stable as we move within and beyond our base of support while dancing.
A. Agility B. Balance C. Power D. Speed
5. Which of the following health-related fitness components measure the ability of the heart and lungs to transport and utilize oxygen during physical activity like dancing?
A. Body Composition C. Cardiovascular endurance
B. Balance D. Muscular Endurance

Additional Activities

Directions: Why is it important to be physically active? Write your answer in your activity sheet.



Answer Key

What's more 1. C 2. E 3. A 4. B 5. C	What's New 1. heart, lungs 2. muscular 3. coordination, agility, balance, flexibility	What's In Skill: Agility Balance Power Coordination Speed Cardiovascular endurance Muscular endurance Muscular strength Body composition Flexibility Health:	
		Assessment 1. C 2. D 3. A 4. B 5. C	What I Know 1. D 2. B 3. C 4. C 5. A 6. C 7. D 8. B 9. D

References:

Corbin, Charles B., et.al (2008) Concepts of Fitness and Wellness, 7th ed., New York: McGraw-Hill Companies Inc.

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjM0r7c-JrtAhUQPnAKHegPAXcQFjACegQICRAC&url=https%3A%2F%2Fcanada.humankinetics.com%2Fblogs%2Fphysical-education-and-health%2Fhealth-related-fitness-skill-related-fitness-manipulative-skills%23%3A~%3Atext%3DHealth%252Drelated%2520fitness%2520activities%2520can%2Ccomponents%2520related%2520to%2520physical%2520performance.&usg=AOvVaw2fxyDzV-Cqw9PTi76e9V-V>

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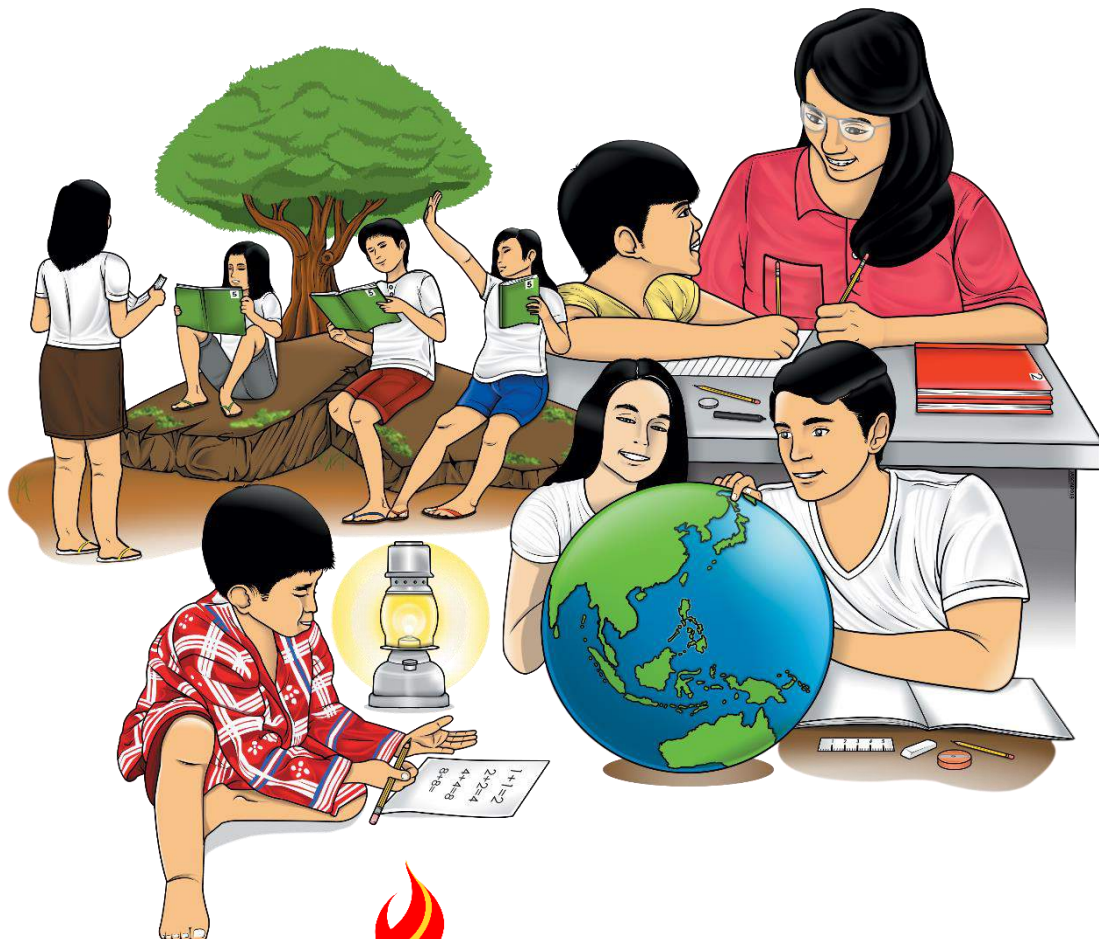
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Physical Education

Quarter 3 – Module 2

Lesson 1: Risk Prevention Tips in Dancing



Physical Education – Grade 6
Alternative Delivery Mode
Quarter 3 – Module 1: Fitness Enhancement Through Folk Dance
First Edition, 2020

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Physical Education

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Folk dances in the Philippines differ when it comes to the people who live in different areas, towns and regions. Folk dance refers to the dances created and performed collectively by the ordinary people. The term usually includes as called “ethnic dances” such as those of the cultural community in the cordillera, in Mindoro, Palawan Sulu, Pangasinan, Tagalog, Bicol, Cebuano, Ilonggo and Waray.

Folk Dances may also have divided into the “regional” which refers to dances particular to one locale or area; and the “national” which refer to those performed all over the country.

The module is divided into two lessons, namely:

- Lesson 1 – Risk Prevention Tips in Dancing
- Lesson 2 - The Fundamental Position of the Feet and Arms

After going through this module, you are expected to:

1. observes safety precautions (**PE6GS-IIIb-h-3**)



What I Know

Directions: Choose the letter of the correct answer. Write your answer in your activity sheet.

1. It helps keep the body from overheating.
A. avoid sugary foods B. warm up exercise
C. well hydrated D. proper costume
2. Taking this time will oxygenate blood to your muscles as it speeds up your heart rate and breathing.
A. workout B. cool down
C. drill D. warm up
3. It can be described as the guidelines or instructions of doing something correctly.
A. rules B. procedure
C. directions D. information
4. Suggested type of clothing to be worn during dance class to be comfortable.
A. heavy B. lightweight
C. stretchy D. two-piece
5. The importance of observing the safety measures of the dancers.
A. To prevent accidents & injuries from happening.
B. For them to exert their full potential
C. To produce productive and quality works.
D. All of the above.

1

Risk Prevention Tips in Dancing

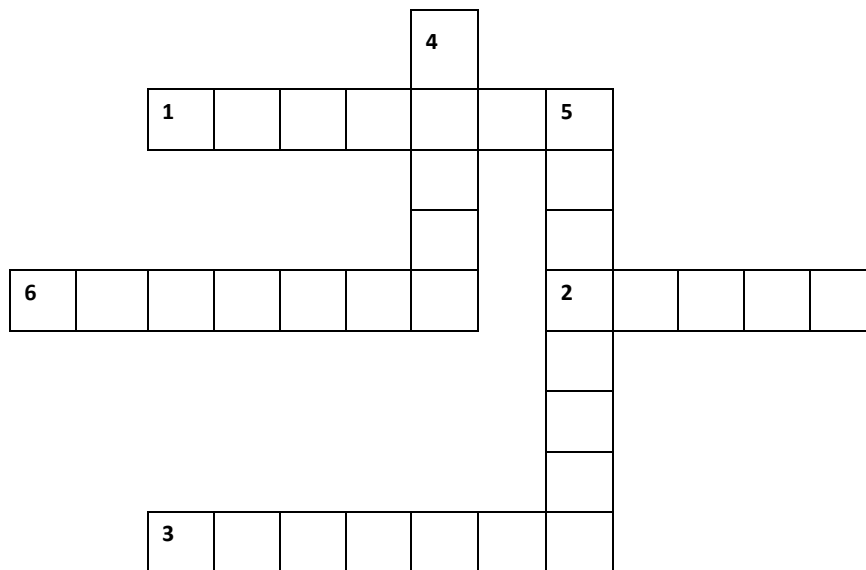
In dancing, the safety of the dancers must be taken into account. Safety measures are necessary, as this will help to prevent any adverse events such as accidents and injuries.

Safety Precautions are set to be followed for the wellbeing and protection of the people. As a result, a safe and healthy dancer increases their potential, effectiveness, and the quality of their performances.



What's In

Directions: Fill in the crossword puzzle with the words missing from the sentences below.



EXERCISE
COSTUME
SINGKIL
HYDRATE
FATAL
RULES

Across:

1. ____ is to add or absorb water.
2. One of a set of explicit or understood regulations is called ____.
3. ____an **outfit** worn to create the appearance characteristic of a particular period, person, place, or thing.
6. ____a folk dance of Maranao which is for royal women to attract potential suitors.

Down:

4. Leading to failure or disaster is ____.
5. ____activity requiring physical effort, carried out to sustain or improve health and fitness



What's New

What are the risks prevention tips in dancing?

Activity #1: Work it out!

Directions: Do the following exercises.

1. Head bending
2. Arm circling
3. Arm stretching
4. Trunk bending
5. Leg stretching
6. Jog in place

Purposely, a warm-up and a cool-down exercise both involve doing exercises at a lower intensity and slower pace, for improving your performance, preventing injuries, and helps with recovery from exercise.

Do the following to cool down.

1. Do a 3-5 minute brisk or easy walking.
2. Do the upper body stretch
3. Get hydrated



What is It

Rules can be described as the guidelines or instructions for performing physical activities properly. It is very important to follow the rules for personal safety and the safety of everybody. Neglecting the participation in safety features could result in unexpected accidents or injuries.

There are certain rules we need to consider particularly in folk dancing:

1. Wear proper clothing.

Dance is about movement. So, wear comfortable, cool and fresh clothing that allows you to move easily. Try not to wear rings, watches or other jewelry that is sharp or large and might catch on or scratch the hands of others.

Considering the dancers/performers, one of the important things is to have a proper costume. The quality and type of materials are important. Lightweight materials such as silk move faster and easier and tend to flow around the body.

Stretchable fabrics such as jersey, silk, chiffon, Georgette, and Lycra are commonly used because they don't restrict movement.

Costumes make dancers and movements more beautiful and artistic. It also supports dancers' better interpretation of dance moves, so that the audience immediately, will clearly describe the dancers in the characters they are portraying.

2. Look for a spacious area where the dancer's body can move freely.

Space is an element of movement and therefore relevant no matter what type of dance we do. It can be used as a tool to explain how to perform steps, proper alignment and execute routines.

3. Do warm up exercise before activity-sessions.

Warming up prevents injuries by loosening your joints and improving blood flow to your muscles. Warming up pumps nutrient-rich, oxygenated blood to your muscles as it speeds up your heart rate and breathing. A good warm-up should last five to 10 minutes and work all major muscle groups.

4. Keep the body hydrated.

One must keep in mind that since dancing is a form of physical activity. Then, it is important to drink plenty of water to stay hydrated. It helps keep the body from overheating. This is important especially for dancers or performers wearing hot costumes and performing under stage lights.

5. Avoid sugary high fat snacks

Sugary high-fat snacks are easy to grab on the go but will make you feel sluggish while dancing and can cause cramping. Avoid candy bars, cookies, potato chips, and French fries. Even some granola bars are full of sugar and provide little nutrition.

6. Do Cool down after activity-sessions.

Cooling down after activities is to allow the heart rate and breathing to return to normal and to promote relaxation that simply release effort and stress – at least for a short while.



What's More

Activity #2: Try this.

Directions: Get a partner and try to perform the movements. Let your partner rate you by checking the corresponding column for his/her observation of your performance where:

4 – very good

3 – good

2 – fair

1 – poor

	BEND	STRETCH	SLIDE/GLIDE	JUMP
1	Knee-Bending Exercise 	Arm, Leg and Torso Stretch 	Glider Slide Lunge 	Jumping Jack 
2	Standing Side Bending 	Ankle-Holding Stretch 	Wall Slide 	Tuck Jump 
3	Sit and Reach 	Foot-Touching Exercise 	Femoral Nerve Glide 	Jump Squat 

MOVEMENTS	Very Good	Good	Fair	Poor
Rating	4	3	2	1
Bend				
1.				
2.				
3.				
Stretch				
4.				
5.				
6.				
Rise				
7.				
8.				
9.				
Slide/Glide				
10.				
11.				
12.				
Jump				
13.				
14.				
15.				
	4 - VG	3 - G	2 - F	1 - P
Number of Performed Movements	()	()	()	()



What I Have Learned

Directions: Answer the review questions below to ~~check~~ assess your understanding about the lesson.

1. What are the possible risks in dancing?
_____.
2. Why is it important to follow the rules?
_____.
3. Give risk prevention tips in dancing.
_____.



What I Can Do

Directions: Put a check on the box that shows proper costume for dancing. Justify your answers.



1.

☐

2.

☐

3.

☐

4.

☐

5.

☐



Assessment

Directions: Choose the letter of the correct answer. Write your answer in your activity sheet.

1. An activity that allows the heart rate and breathing to return to normal and to promote relaxation.
 - A. warm up exercise
 - B. dancing
 - C. cool down
 - D. eating
2. What will be the consequence of neglecting safety precautions?
 - A. Fatal injury or death.
 - B. Increase potentials.
 - C. Produce productive and quality works.
 - D. Prevent any adverse events.
3. Why is it important to drink plenty of water to stay hydrated?
 - A. keep the body from overheating
 - B. maintain blood pressure
 - C. loss fluid will be replaced
 - D. All the above
4. How can we avoid risk in a dancing activity?
 - A. do warm up exercises
 - B. wear proper clothing
 - C. eating sugary foods
 - D. A and B
5. If you are to choose a snack, what will it be?
 - A. granola bars
 - B. crackers
 - C. potato chips
 - D. cookies



Additional Activities

Directions: Follow a dance move on television/Youtube, “tiktok” or “zumba.”
How did you start and end your 10umbaity?

Answer the checklist below by checking (/) the corresponding column of your answer.

	Yes	No
1. Do the warm up exercise		
2. Drink plenty of water		
3. Look for a spacious area		
4. Wear a proper attire/clothing		



Answer Key

What I Know
1. C
2. D
3. A
4. B
5. D

What's New
Do the warm up exercise
What's More
Put a check on the
scoring rubrics

What's In
1. HYDRATE
2. RULES
3. COSTUME
4. FATAL
5. EXERCISE
6. SINGKIL

Assessment
1. C
2. A
3. D
4. D
5. B

References:

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjC0bHBp6DtAhUkxosBHVEUCESQFjAEegQIAxAC&url=https%3A%2F%2Fdownload.atlantis-press.com%2Farticle%2F25837438.pdf&usg=AOvVaw0EkGTUft71AucAt49s26Lf>

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<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwijuKPt2KftAhWbyIsBHcA0BIsQFjAHegQIBhAC&url=https%3A%2F%2Fclaytonchiropracticstl.com%2Fwhat-to-eat-before-and-after-a-dance-class%2F&usg=AOvVaw0x2VLuMwcqYh9jGSfJdvsT>

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjC2pKS26ftAhWPyosBHYfpCYIQFjAEegQIAxAC&url=https%3A%2F%2Fwww.orthopt.org%2Fdownloads%2FPAglossary.pdf&usg=AOvVaw1rhKIw89A78RD6qdYYj68Q>

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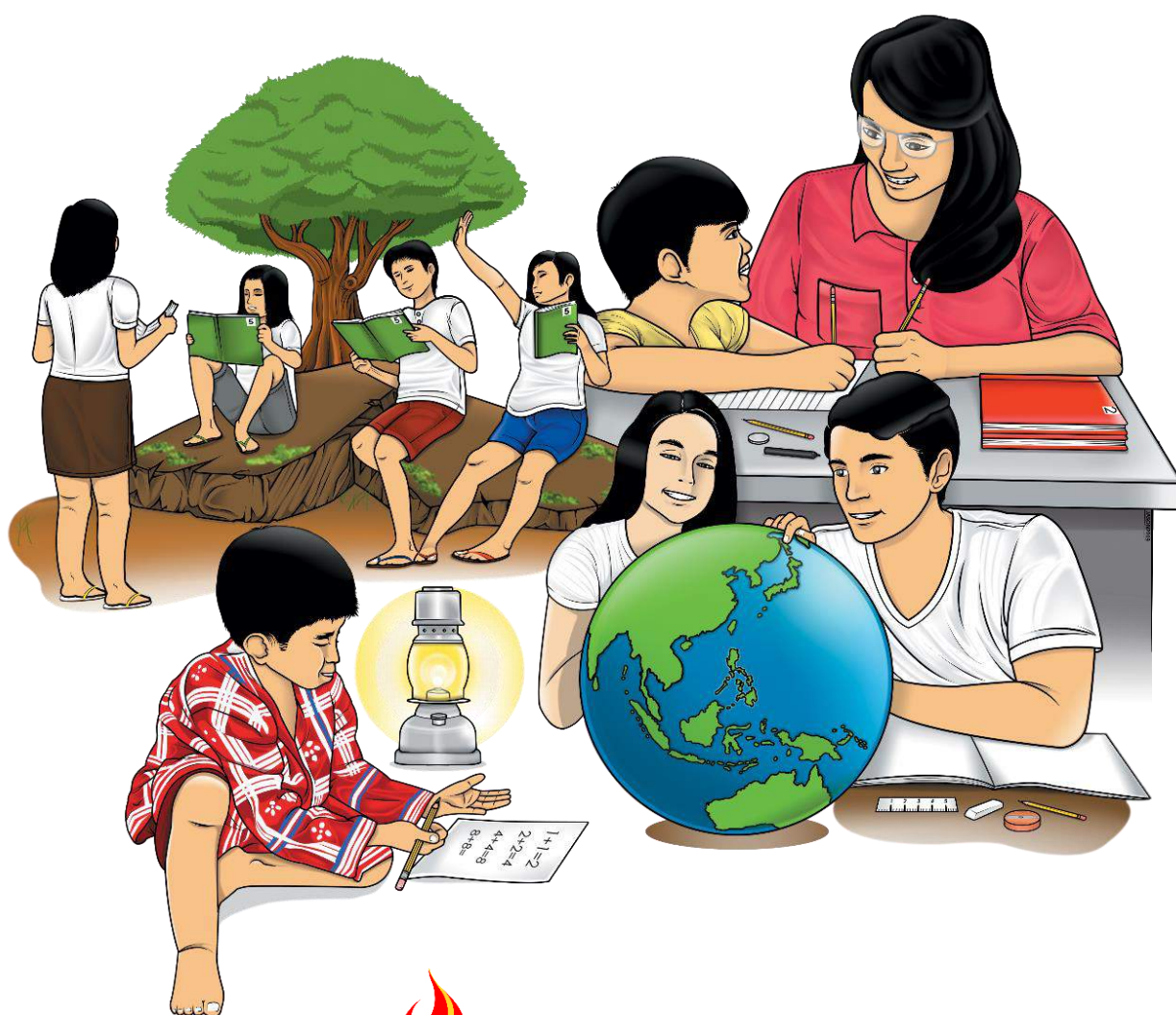
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Physical Education

Quarter 3 – Module 2

Lesson 2: Rudiments of Dance Position



Physical Education – Grade 6
Alternative Delivery Mode
Quarter 3 – Module 2: Lesson 2 Rudiments of Dance Position
First Edition, 2020

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Physical Education

Quarter 3 – Module 2

Lesson 2: Rudiments of Dance Position

Introductory Message

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Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

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Thank you.



What I Need to Know

This module was designed and written for you to know the nature/background of Fitness Enhancement Through Folk Dance and the mechanics on how to perform these folk dances (Maglalatik) where your body move rhythmically usually to music. People dance to perform, celebrate, praise and compete to enjoy life. People also dance to express their thoughts, feelings and emotions. It keeps us physically, mentally and spiritually healthy.

Folk dances in the Philippines differ when it comes to the people who live in different areas, towns and regions. Folk dance refers to the dances created and performed collectively by the ordinary people. The term usually includes as called “ethnic dances” such as those of the cultural community in the cordillera, in Mindoro, Palawan Sulu, Pangasinan, Tagalog, Bicol, Cebuano, Ilonggo and Waray.

Folk Dances may also have divided into the “regional” which refers to dances particular to one locale or area; and the “national” which refer to those performed all over the country.

The module is divided into two lessons, namely:

- Lesson 1 - Risk Prevention Tips in Dancing
- Lesson 2 – Rudiments of Dance Position

After going through this module, you are expected to:

1. observes safety precautions (**PE6GS-IIIb-h-3**)

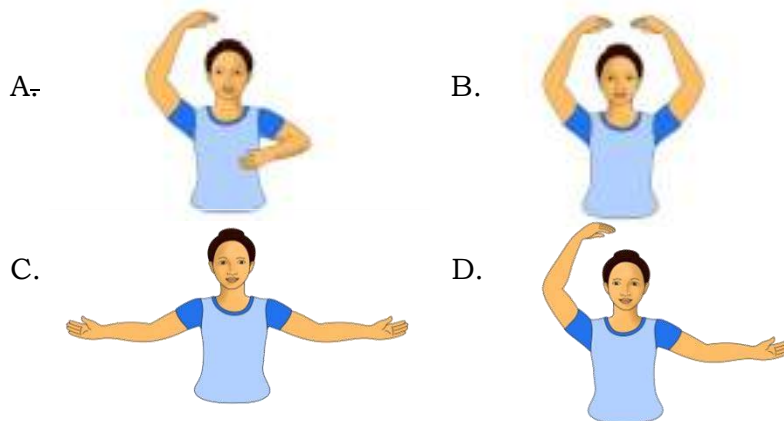


What I Know

Directions: Choose the letter of the correct answer. Write your answer in your activity sheet.

1. What is the commonly used term for the rudimentary steps?
 - A. A, B, C, D, E
 - B. 1ST, 2ND, 3RD, 4TH, 5TH
 - C. 1, 2, 3, 4, 5
 - D. step, close, hop, slide, jump

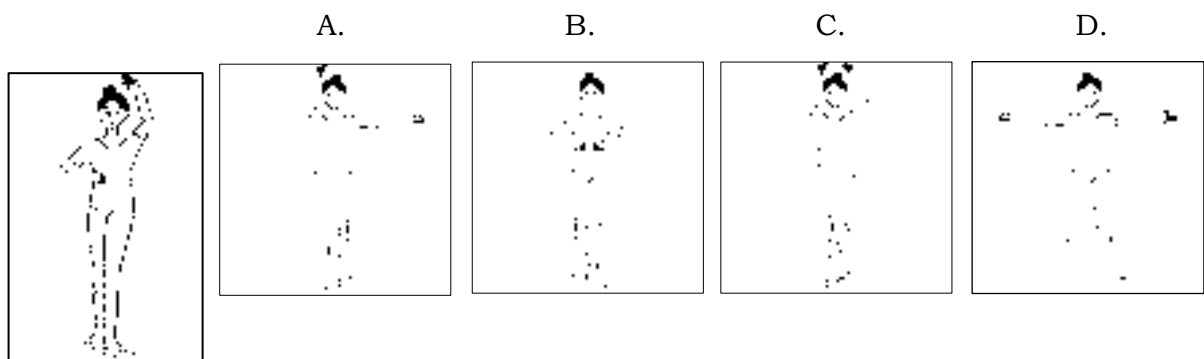
2. Which among the picture is in the 3RD arm position?



3. On what position can we see a heel of front foot is close to big toe of rear foot?
 - A. 4th
 - B. 2nd
 - C. 5th
 - D. 3rd

4. Why do we need to know the rudiments of dance position?
 - A. It is the foundation of the whole picture of the dance.
 - B. It is essential to a child's further development in dance.
 - C. It is used as starting position for the free-handing exercises.
 - D. All of the above

5. What is next to the position shown on the picture below?



Lesson 2

RUDIMENTS OF DANCE POSITION

Dancers should be prepared mentally and physically for a dance performance. Dancers should have proper training before the performance. In addition, following safety precautions should be strictly observed and considered.

Directions: Match the pictures in Column A in Column B. Write the letter of the answer in your activity sheet.

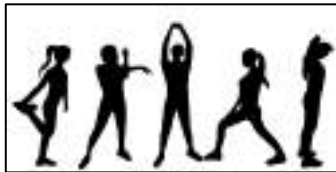


What's In

A

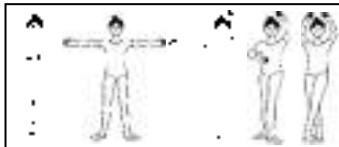
B

1.



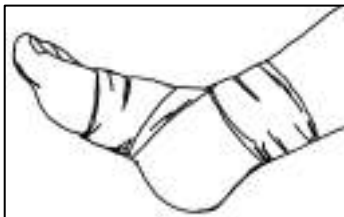
A. arm position

2.



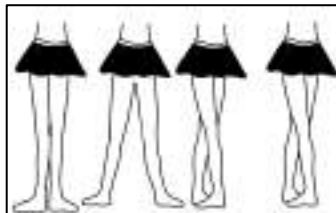
B. injury

3.



C. feet position

4.



D. warm up exercise



What's New

What are the arm and feet positions?

Activity 1: Arrange Me!

A. Directions: Arrange the feet positions by writing letters (A- E) on the boxes.

1. 2. 3. 4. 5.



B. Directions: Arrange the pictures by writing letters (A- E) on the boxes.

1. 2. 3. 4. 5.





What is It

There are five rudimentary steps in feet and arms. They are commonly termed as 1st, 2nd, 3rd, 4th and 5th position.

1ST POSITION

Feet: Heels close together, toes apart with an angle of about 45 degrees.

Arms: Both arms raised in a circle in front of chest with the fingertips almost touching, with the back of the hand facing front.

2nd POSITION

Feet: Feet apart sideways at shoulder width.

Arms: Both are raised sideward with a graceful curve at shoulder level.

3rd POSITION

Feet: Heel of one foot close to in-step of other foot.

Arms: One arm is raised in front as in 2nd position; another arm raised upward.

4TH POSITION

Feet: One foot in front of other foot of a pace distance.

Arms: One arm is raised in front as in 1st position; another arm raised overhead.

5TH POSITION

Feet: Heel of front foot close to big toe of rear foot.

Arms: Both arms raised overhead

Reference: <http://hnupe.weebly.com/pe-2.html>

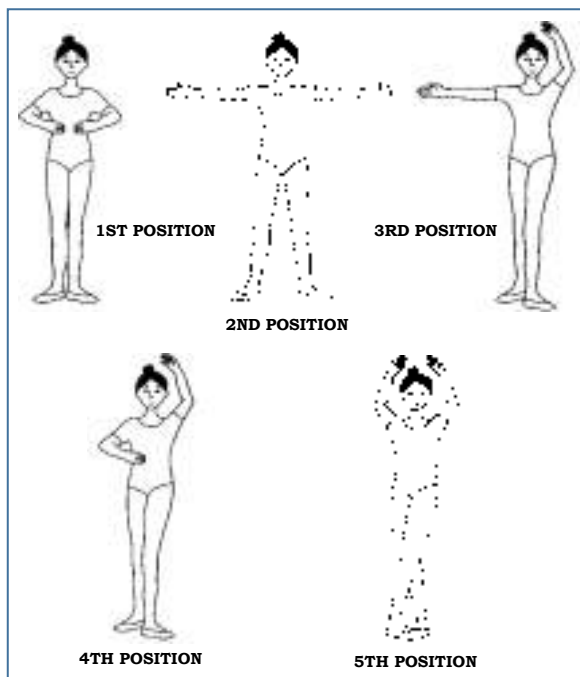


What's More

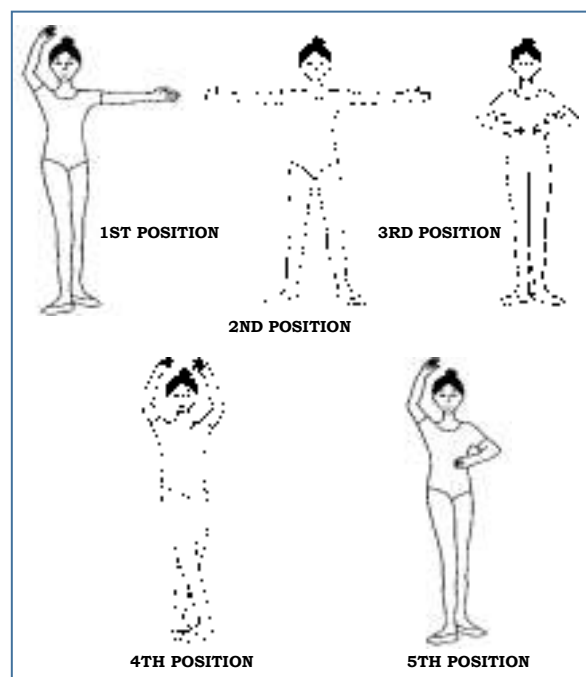
Activity 2: Try this.

Directions: Execute the following arm and feet positions. Put a check (/) corresponding with the column of your performance on the scoring rubrics.

(Using the Left)



(Using the Right)



Scoring Rubrics:

POSITION	POOR (1)	FAIR (2)	GOOD (3)	VERY GOOD (4)
1 ST				
2 ND				
3 RD				
4 TH				
5 TH				
Total Score				



What I Have Learned

Directions: Complete the sentences below to check your understanding about the lesson.

1. I have learned that _____.
2. The rudimentary steps are commonly termed as: _____.



What I Can Do

Directions: Execute the combination of feet and arm positions. (Left or Right)


Scoring Rubrics:


CRITERIA	POOR (1)	FAIR (2)	GOOD (3)	Very Good (4)
Mastery				
Execution (Coordination of feet and arms)				
Enthusiasm and Energy				
Expression and appearance				
Total Score				





1. The position where the heel of the front foot is close to the big toe of the rear foot

A. 4th B. 2nd
C. 5th D. 3rd

A. 

B. 

C. 

D. 



Additional Activities

Directions: Get a partner and try to perform the combination of basic feet and arm positions, both in left and right side. Let your partner rate you by checking (/) the corresponding column for his/her observation of your performance where: 4=very good, 3=good, 2=fair, 1=poor, on the scoring rubrics.

Scoring Rubrics:

CRITERIA	POOR (1)	FAIR (2)	GOOD (3)	VERY GOOD (4)
Mastery				
Execution (Coordination of feet and arms)				
Enthusiasm and Energy				
Expression and appearance				
Total Score				



Answer Key

What I Know 1. B 2. D 3. C 4. D 5. C	What's In 1. D 2. A 3. B 4. C	What's New (A) 1. B 2. D 3. A 4. E 6. C	What's New (B) 1. D 2. E 3. B 4. A 7. C	What's More Put a check on the scoring rubrics What's I can do	Assessment 1. C 2. A 3. B 4. D 5. C
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References:

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiY1NqIxKntAhUOc5QKHcvyAYgQFjABegQIARAC&url=http%3A%2F%2Fdomingo1084.blogspot.com%2F2018%2F12%2Ffundamental-dance-positions-lesson-7.html&usg=AOvVaw20YibtFROgFWbd0ETHhuNE&cshid=1606714027334514>

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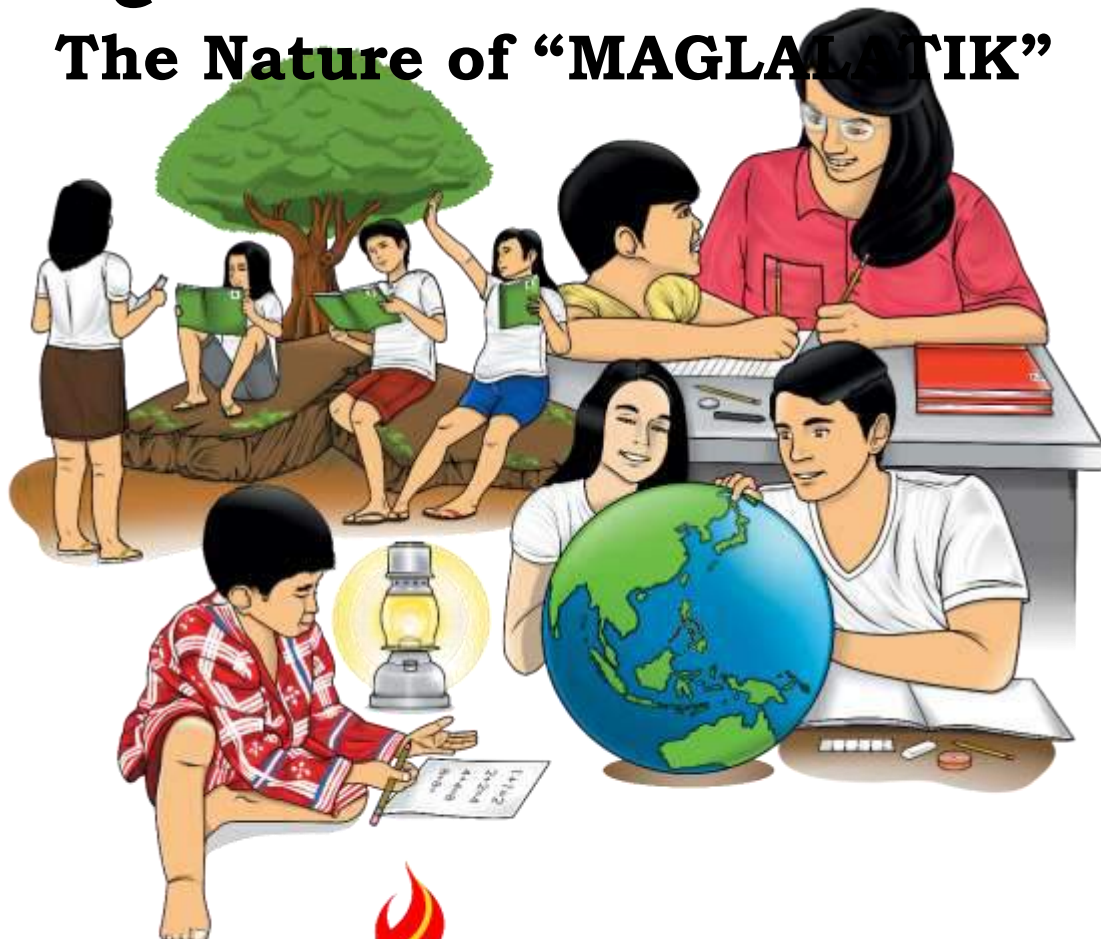
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Physical Education

Quarter 3 – Module 3

The Nature of “MAGLALATIK”



Physical Education – Grade 6
Alternative Delivery Mode
Quarter 3 – Module 3: The Nature of “MAGLALATIK”
First Edition, 2021

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Physical Education

Quarter 3 – Module 3

The Nature of “MAGLALATIK”

Introductory Message

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Thank you.



What I Need to Know

This module was designed and written for you to know the nature/background of Fitness Enhancement Through Folk Dance and the mechanics on how to perform these folk dances (Maglalatik)

Dancing is a physical activity where your body move rhythmically usually to music. People dance to perform, celebrate, praise and compete to enjoy life. People also dance to express their thoughts, feelings and emotions. It keeps us physically, mentally and spiritually healthy.

Folk dances in the Philippines differ when it comes to the people who live in different areas, towns and regions. Folk dance refers to the dances created and performed collectively by the ordinary people. The term usually includes as called “ethnic dances” such as those of the cultural community in the cordillera, in Mindoro, Palawan Sulu, Pangasinan, Tagalog, Bicol, Cebuano, Ilonggo and Waray.

Folk Dances may also have divided into the “regional” which refers to dances particular to one locale or area; and the “national” which refer to those performed all over the country.

The module is divided into two lessons, namely:

- Lesson 1 - The Nature of “Maglalatik”
- Lesson 2 - Let’s Dance: “Maglalatik”

After going through this module, you are expected to:

1. executes the different skills involved in the dance **(PE6GS-IIIc-h-4)**



What I Know

Directions: Read the statements below. Write the letter of the correct answer on your activity sheets.

1. Maglalatik was originated in the Province of _____.
A. Bulacan
B. Laguna
C. Legaspi
D. Negros
2. What color symbolizes the Moro and Christian dancers?
A. red, blue
B. red, yellow
C. blue, green
D. blue, red
3. Why is the dance mainly performed by all-males?
A. It involves ritual of warfare, which necessitate slow and refine movements
B. It involves rituals of warfare, which necessitate fast and tough movements.
C. It is only a choice
D. It's a smooth dance with a slow movement.
4. Who are the performers in the Maglalatik dance?
A. all females
B. children
C. all males
D. male and female
5. How can they create a music accompaniment for the dance?
A. clicking of stones
B. tapping of sticks with violin
C. keyboard and guitar
D. tapping coconut shells with a fast drumbeat

Lesson

1

The Nature of “MAGLALATIK”

There are five classifications of folk dances in the Philippines. Namely: Western Influenced Dances, Cordillera Dances, Muslim Dances, Rural Dances, and Tribal Dances.

Perhaps the best known and closest to the Filipino heart are the dances from the rural areas or a country blessed with so much beauty. To the Filipinos, these dances illustrate the fiesta spirit and demonstrate a love of life.

One of the known rural dances is “**Maglalatik**”.



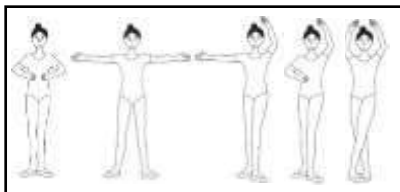
What's In

Match the pictures from Column A to Column B. Write the letter of the answer in your activity sheet.

A

B

1.



A. maglalatik dancers

2.



B. bao

3.



C. fundamental steps

4.



D. warm up exercise



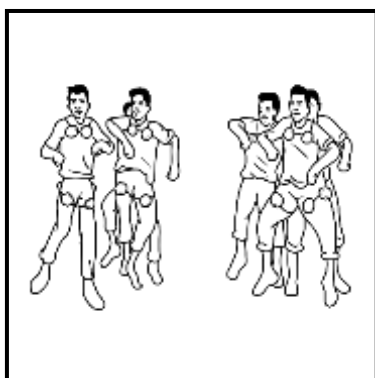
What's New

Directions: Write **True** if the sentence is correct and **False** if not.

- _____ 1. Maglalatik is also called as Magbabao where 'bao' means 'a coconut shell'.
- _____ 2. The Maglalatik dance depicts a war between the Christian and the Moro over the "latik" (residue left after the coconut milk has been boiled).
- _____ 3. This rural dance is said to have originated from the Philippines and is performed mainly by men.
- _____ 4. The rhythmic sounds which accompanied the dance is produced by tapping the coconut shells held by the performers while dancing.
- _____ 5. The dance is performed by hitting the coconut shells held by the hands and against those attached in the body.



What is It



Maglalatik (also known as Magbabao) **originated** in the town of Binan in the Laguna province of the Filipino Islands and is also performed as homage to the town saint, San Isidro de Labrador.

It is an original native dance of the Philippines in which the coconut halves are attached to the torso of the dancer. Coconut shells held by the hands and about 6 coconut shells are hung on the vest of the dancers. The dance is performed by hitting the coconut shells by one another in the hands and against those attached on the body. It comprises a four-part scene. The *palipasan* and *baligtaran* part show intense battle whereas the *paseo* and *escaramusa* parts show the reconciliation. The dance involves simple movements, its repetition and the sound of fast drumbeats.

Music accompanying the Maglalatik dance is created by the tapping of the coconut shells along with the sound of fast drumbeats, which fill the background. Originally, the music for this dance was rhythmic sounds produced by two bamboo

sticks against each other with guitar accompaniment. It was the late Dr. Francisco Santiago who composed the music of the dance.

It is an all-male dance mainly since it involves rituals of warfare, which necessitate fast and tough movements. It is a masculine type of performance where only male dancers participate. However, professional troupes sometimes, include women. Usually, red colored trousers are worn by the Moro dancers whereas blue colored trousers are worn by the Christian dancers. Coconut shells are attached to the chest's hands, back, thighs and hips with the help of a garter.



What's More

Activity 2: Try this.

Directions: Look for 2 halves of coconut shell and clean it.

BEFORE



AFTER



Rubrics:	Points
Clean and Shiny	10
Clean w/ o fibers	8
few husks can still be seen	5



What I Have Learned

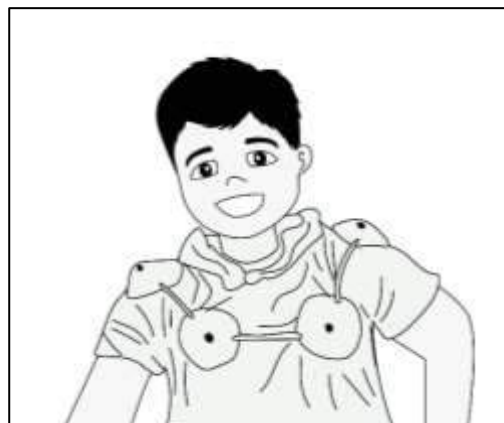
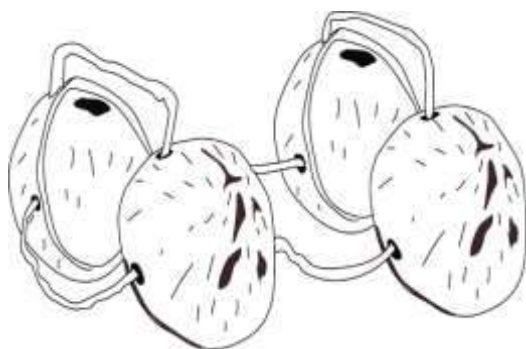
Directions: Complete the sentences below to check your understanding about the lesson.

1. I have learned that Maglalatik is _____.
2. I realize that music can be produced from _____.
3. The dance is originated from _____.



What I Can Do

Directions: Make a coconut shell vest. Bore holes and add strings.





Assessment

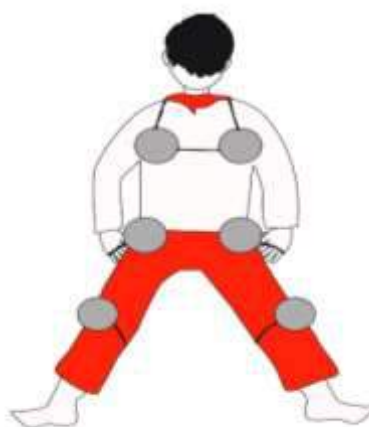
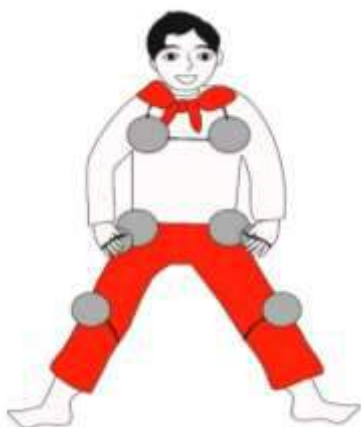
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A. It involves ritual of warfare, which necessitate slow and refine movements
B. It involves rituals of warfare, which necessitate fast and tough movements.
C. It is only a choice
D. It's a smooth dance with a slow movement.



Additional Activities

Directions: Make a vest that hang on the chest and back; waist and knee.





Answer Key

Lesson 1

What I Know 1. B 2. A 3. B 4. C 5. D	What's In 1. C 2. A 3. D 4. B	What's New 1. true 2. true 3. true 4. false 5. true	What's More See rubrics for scoring guide What-can I do	Assessment 1. A 2. A 3. D 4. C 5. B
--	--	---	---	---



What I Know

Directions: Read the statements below. Write the letter of the correct answer on your activity sheets.

1. This rural **dance** is said to have originated from the Philippines and is performed mainly by_____.

- A. children
- B. female
- C. male
- D. male and female

2. Music is divided into ____ parts.

- A. 3
- B. 6
- C. 2
- D. 5

3. How many pairs may compose a set?

- A. 4 - 6
- B. 6 - 10
- C. 2 - 4
- D. 5 - 8

4. Which comes first?

- A. Execute the Step I to Step III.
- B. *Circle dancers* face each other, and *Soloist* continue impro-ving movements.
- C. Partners striking each other's shell and doing a baligtaran stunt.
- D. The Christians enter from left side and the Moros from the right side.

5. How will you perform if you are the soloist?

- A. well prepared
- B. with mastery
- C. focus on the performance
- D. all the above

Lesson

2

Let's Dance: "MAGLALATIK"

Maglalatik comprises a four-part scene. The palipasan and baligtaran part show intense battle whereas the paseo and escaramusa parts show the reconciliation. The dance involves simple movements, its repetition and the sound of fast drumbeats. Music is divided into five parts: Introduction, A, B, C and D. It was composed by the late Dr. Francisco Santiago especially for this dance.

Usually for the costume, red colored trousers are worn by the Moro dancers whereas blue colored trousers are worn by the Christian dancers.



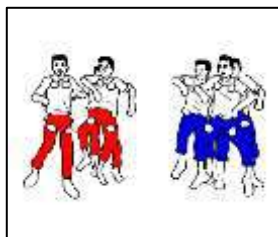
What's In

Directions: Identify statement that tells about the picture. Write the letter of the answer in your activity sheet.

- A. Warm-up exercise is needed before starting a dance.
- B. The dance is divided into Moro and Christian group.
- C. It is used as a vest for the dance.
- D. Maglalatik depicts a mock-war over a coconut meat.



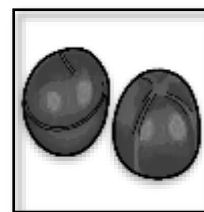
1.



2.



3.



4.



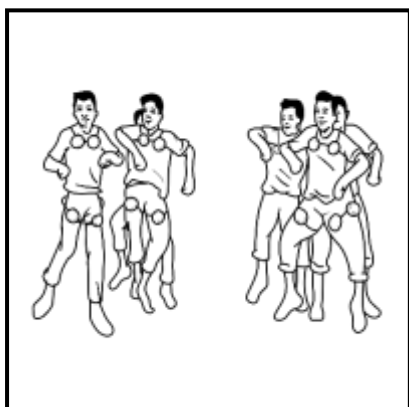
What's New

Directions: Arrange the steps by writing A – E. Write your answer on your answer sheets.

- ____ 1. Execute the Step I to Step III.
- ____ 2. The dancers stand in two columns facing the audience.
- ____ 3. *Circle dancers* face each other, and *Soloist* continue impro-vised movements.
- ____ 4. Partners striking each other's shell and doing a baligtaran stunt.
- ____ 5. The Christians enter from left side and the Moros from the right side.



What is It



Coconut shells are attached to the dancers with the help of a garter: two pieces on front just below the shoulders, two pieces at the back of shoulders and two at the back of the waist, two pieces above the knees and one piece in each hand. The coconut shells at shoulders (front and back) and waist are circular while those above the knees and those held by the hands are triangular in form. They are attached to the dancers. For grown-up boys the torso may be bare, and the trousers rolled up.

The dance is performed by hitting the coconut shells by one another held by the hands and against those attached on the body.

It is an all-male dance mainly since it involves rituals of warfare, which necessitate fast and tough movements. It is a masculine type of performance where only male dancers participate.

COUNTS: 1, and, 2, an or 1,2, to a measure in 2/4 time and 1,2,3 to a in ¾ time.

FORMATION:

The dancers stand in two columns facing the audience, the Christians at the left side and the Moros at the right side. The two columns are six feet apart and the dancers on each side are four feet from each other. From four to six pairs may compose a set. The dancers opposite each other when facing, are partner.

Christians		Moros
X	1	X
X	2	X
X	3	X
X	4	X

- I. Step R foot forward and twist body to left (c.1 or cts.1, *and*) step L in place and face front (ct.2 or cts.2, *and*), step R foot backward and twist body to right (ct.1 or cts.1, *and*), step L in original place and face front (ct.2 or cts.2, *and*). 2 M
- II. Jump forward with feet together or twist the R foot a little bit ahead of the L and twist body to left (ct.1, or cts.1, *and*), step L backward original position and face front (ct.2 or ct.2, *and*), step R backward and twist body to right (ct.1, or cts.1, *and*), step L in original place and face front (ct.2, or cts.2, *and*). 2 M
- III. Jump forward with feet together or with the R foot a little bit ahead of the L and twist the body to the left (ct.1, or ct.1, *and*), step L backward to original place and face front (ct.2, or ct.2, *and*), jump backward with the feet together or with the L foot a little bit ahead of the R and twist the body to the right (ct.1, or ct.1, *and*) step L forward to original position and face front (ct.2, or ct.2, *and*). 2 M

This is the same as Step II but with a jump forward and backward.

Note: 1. In all the above steps, the knees are relaxed and slightly bent.

2. To move forward in Step I the R foot makes a bigger step forward than backward and the L steps forward instead of in place.

3. To move forward in Step II and III, make a bigger jump forward than the backward jump and the L steps forward instead of in place.

Hand Movements:

Note: R (L) hand means the coconut shell held by R (L) hand, R (L) knee means the coconut shell attached above the knees and the same on the shoulders and waist.

Strike R knee with R hand (ct.1), L knee with L hand (ct, *and*), front of L shoulder with R hand (ct.2), front of R shoulder with L hand (ct. *and*), back of waist at R side with R hand (ct.2), back of waist at L side with L hand (ct. *and*)

2 M

ENTRANCE

Music Introduction.

The Christians enter from left side and the Moros from the right side. Starting with R foot, walk or march briskly to places. Strike coconut shells held by the hands against each other, starting with R hand going upward and the L downward first. Continue striking shells on every count of every measure with R (L) and L (R) moving upward and downward alternately until all are in proper places. Dancers from each side cross each other alternately in front and down in rear as their columns cross each other. 16 M

Music Interlude.

- Face front.
- Step L in place (ct.2 of 16th M of introduction). 1ct
 - Execute Step I four times, arms in *hayon-hayon*, R and L in front alternately. Do not click coconut shells. The R hand follows the movements of the R foot, that is, if the R foot is in front the R hand is in front and if the R foot is in rear the R hand is in rear. The L hand does the same, following the movements of the L foot. 8 M

Figure I

Music A.

Face front.

- Execute Step I four times in place. Do the hand movements. 8 M
- Execute Step I four times, casting off, No. 1's on both side leading. Do the same hand movements..... 8 M

At the end of this figure the leaders may be about the middle of the way only (of the former lines.)

Figure II.

Music B. First time

- Execute the Step II four times until No.1's reach the foot of the former formation. Do the same hand movements. 8 M
- Continue Steep II four more times, No.1's turning inward. Do the same hand movements. 8 M

Figure III

Music B. Second time

- Execute Step III four times going to proper places. Do the same hand movements. 8 M
- Partners face each other, repeat (a) in place 8 M

INTERLUDE

Music C. First 8 measure.

Partners face each other.

- Repeat movements in the Interlude. 8 M

Figure IV

Music C. From 9th measure of first time and the whole second time.

Partners face each other.

- Starting with R foot, take four steps forward to meet at center. Arms swinging naturally at side. 2 M
- Strike coconut shell in any part of partner's body four times (4 cts.). 2 M
- Starting with R foot, take four steps forward to partner's place, passing by R shoulders. Arms as in (a) (4 cts.). 2 M
- Turn right about and repeat (a). 2 M
- Repeat (b). 2 M
- Repeat (c). 2 M
- Repeat all (a – f). 12M

Note: Instead of striking each other's shell in (b) and (e) a stunt called *baligtaran* (back-to-back roll) may be performed. Do the *baligtaran* alternately with coconut shell strike.

PAUSE

Music Introduction.

Turn R shoulder toward partner ready for figure V. A good dancer in the group goes to center to be soloist for the next figure. 2 M

Figure V

Music D. First time

Circle Dancers.

- Starting with R foot, take sixteen waltz steps forward moving clockwise. Click own coconut shells on cts. 2, 3 of every measure, sideward right and left alternately. 16M
- Turn right about. Repeat (a), moving counterclockwise. 16M

Soloist

The soloist at center improvises his movements. He performs turns, leg-parting jump, stunts, or any dance steps. At times he waves in and out of the circle dancers. Sometimes he stands at the center to let the circle dancers strike him with their coconut shells. 32M

Figure VI

Music D. Second time

Circle dancers face each other.

- Waltz forward R click coconut shells overhead on acts. 2, 3 (1 M), waltz backward L, arms down at sides (1 M)..... 2 M
- Turn right about and repeat (a). 2 M
- Repeat (a) and (b), seven more times turning right about every two measures. 28M

Soloist

Continue improvising movements. 32M

Note: In figures V and VI, the circle dancers and the soloist are doing their movements simultaneously.

EXIT

Music A.

Execute Step I move forward, Christians turning left and Moros turning to exit. Do the same hand movements. 16M



What's More

Activity 2: Try this.

Directions: Follow the “Maglalatik” dance steps.

(NOTE: teacher can let the pupils watch YouTube video)

	Beginning (D)	Satisfactory (C)	Proficient (B)	Excellent (A)	MARK

Formation	Student is not clear about the dance formation	Student requires scene assistance from teacher while getting into position	Students get into position for the dance with little assistance from the teacher.	Student demonstrates clearly the correct dance formation and helps others with only an occasional hint from the teacher,	
Sequence of Steps	Student seems lost or demonstrates incorrect dance steps.	Student can follow portions of the dance with frequent cues provided by the teacher.	Student can follow most of the dance sequence with some guided help from others.	Student is in a leading role and clearly demonstrates the dance sequence.	
Beat	Movements and the beat of the music are out of step or not synchronize.	Student beat is in-consistent and it fluctuate at times.	Demonstrates the beat most times and can maintain it in the dance.	Student clearly maintains the beat in their dance and consistently maintains it throughout the dance.	
Style	Student demonstrates a mix of styles which do not show progression or theme specific to the dance.	Student is progressing towards the demonstration of “stylistic” moves that are characteristic of the dance.	Student at times will demonstrates “stylistic” moves in keeping with the dance.	Student consistently demonstrates “stylistic” moves in keeping with the dance.	
Work Ethics	Show little or no enthusiasm for dance. Does not focus or follow instructions. Is easily distracted.	Student will participate in the dance. Frequent reminders are needed to maintain their focus on the dance.	Approaches dance with a positive attitude. May need to be brought back to task at times. Can stay focused and follow instruction well.	Student is totally motivated to participate in dance. Is always focused and on task. In fact, encourages others to remain on task.	
COMMENTS:				TOTAL:	



What I Have Learned

Directions: Complete the sentences below to check your understanding about the lesson.

1. I have learned that dancing Maglalatik is _____.
2. I realize that _____.
3. I will _____.



What I Can Do

Directions: Practice the dance for mastery.



Assessment

Directions: Read the statements below. Write the letter of the correct answer on your activity sheets.

1. How will you become an excellent performer?
A. motivated
B. disciplined
C. focused
D. all the above
2. Music is divided into ____ parts.
A. 3
B. 6
C. 2
D. 5
3. This “indigenous” **dance** style is said to have originated from the Philippines and is performed mainly by ____.
A. children
B. female
C. male
D. male and female
4. How many pairs may compose a set?
A. 6 - 10
B. 4 - 6
C. 2 - 4
D. 5 - 8
5. What figure will the partners strike each other's shell?
A. IV
B. III
C. I
D. V



Additional Activities

Directions: Look for a partner and practice the “Maglalatik” dance

	Beginning (D)	Satisfactory (C)	Proficient (B)	Excellent (A)	MARK
Formation	Student is not clear about the dance formation	Student requires scene assistance from teacher while getting into position	Students get into position for the dance with little assistance from the teacher.	Student demonstrates clearly the correct dance formation and helps others with only an occasional hint from the teacher,	
Sequence of Steps	Student seems lost or demonstrates incorrect dance steps.	Student can follow portions of the dance with frequent cues provided by the teacher.	Student can follow most of the dance sequence with some guided help from others.	Student is in a leading role and clearly demonstrates the dance sequence.	
Beat	Movements and the beat of the music are out of step or not synchronize.	Student beat is in-consistent and it fluctuate at times.	Demonstrates the beat most times and can maintain it in the dance.	Student clearly maintains the beat in their dance and consistently maintains it throughout the dance.	
Style	Student demonstrates a mix of styles which do not show progression or theme specific to the dance.	Student is progressing towards the demonstration of “stylistic” moves that are characteristic of the dance.	Student at times will demonstrate “stylistic” moves in keeping with the dance.	Student consistently demonstrates “stylistic” moves in keeping with the dance.	
Work Ethics	Show little or no enthusiasm for dance. Does not focus or follow instructions. Is easily distracted.	Student will participate in the dance. Frequent reminders are needed to maintain their focus on the dance.	Approaches dance with a positive attitude. May need to be brought back to task at times. Can stay focused and follow instruction well.	Student is totally motivated to participate in dance. Is always focused and on task. In fact, encourages others to remain on task.	
COMMENTS:				TOTAL:	



Answer Key

Lesson 2

What I Know
1. C
2. D
3. A
4. D
5. B

What's In
1. D
2. B
3. A
4. C

What's New
1. C
2. A
3. E
4. D
5. B

What's More
See rubrics for scoring guide
What-can I do

Assessment
1. D
2. D
3. C
4. B
5. A

References:

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