

HEALTH OPTIMIZING PHYSICAL EDUCATION DEPARTMENT

SUBJECT

MODULE NO.

TITLE

PHYSICAL EDUCATION 3

3

FOLK DANCE IN THE PHILIPPINES

LEARNING OBJECTIVES

At the end of the lesson, students should be able to:

1. identify the folk dances in the Philippines and
2. perform fundamental position of folk dance.

INTRODUCTION

Folk dances are related to everything of importance in our daily lives, such as customs, rituals and occupations of a specific group of people. Most of these dances are related in origin to religious belief, stemming from emotions, superstitions, festivals, ceremonies of birth, courtship, marriage, death, war, and countless themes common to all people around the world. According to Duggan Schlottman, and Rutledge (1948), folk dance became the overt expression of emotions and ideas which were peculiarly significant or the re-enactment of customs and events constituting an important part of their history and patterns of daily living.

CONTENT

FOLK DANCE

- ☞ Folk dances are the indigenous dances of any specific “*folk*” or the common people.
- ☞ Folkdances are traditional customary or recreational dance form of a given country which have evolved.
- ☞ It is naturally handed down across generations.
- ☞ **Francisca Reyes Aquino** -The first National Artist for Dance and the mother of Philippine Folk Dance.

FOLK DANCE IN THE PHILIPPINES

- ☞ The history of *Philippine folk dancing* is incorporated from influences of immigrants and conquerors while at the same time maintaining distinctly Filipino roots. Philippine folk dancing is a true reflection of daily life in past centuries while enchanting modern audiences at the same time.
- ☞ There is no recorded "start" to Philippine folk dance - as long as there have been people on the islands they have been dancing. In fact, their mythology is filled with many different gods and goddesses that needed to be placated, implored, or thanked for various natural events like rain and harvests. Many of these festivals still feature ancient folk dances performed in costume of the tribal period.
- ☞ It is impossible to know when dancing exactly became a part of life in the Philippines. Many traditional dances were designed to thank the gods for natural and agricultural events, such as rain and harvests. The dances were performed during festivals and remembrances of past military victories, and still are performed at celebrations of births and weddings in modern times. Many modern folk dance festivals still feature ancient dances performed in costume of the tribal period of the Philippines.
- ☞ Philippine folk dance mirrors the culture and tradition of the Filipinos. It has also been a source of culture identity of the people. In this diversified country, there is also a great diversity of dances in different forms and dynamics that grow out of various times, situation, and experiences.

DIFFERENT TYPES OF PHILIPPINE FOLK DANCES

1. **Tribal Dances from the Cordilleras** – include non-Christian dances from the Cordilleras.
2. **Lowland Christian dances** – dances coming from places with Western influences such as that of the *Tagalogs*, *Ilokanos*, *Pampagueños*, *Pangasinense*, *Bisayans*, and *Bicolanas*. These dances were influenced by Hispanic and European cultures.
3. **Muslim dances** – dances from the people of the Southern Islands of the Philippines such as in Mindanao and Sulu. These dances were influenced by Arabic and Indo-Malayan cultures.

CATEGORIES OF FOLK DANCES IN THE PHILIPPINES

1. Life-cycle Dances – dances that serve as a ritual as one moves to a different stage in life. The different dances that portray life cycle:

- a. Courtship Dances
- b. Wedding Dances
- c. Funeral Dances

2. Festival Dances – dances that are either religious or secular and are connected with the celebration of recurring events of special significance.

3. Occupational Dances – dances that depict the means of livelihood of the Filipino people. Example *Palay festival*, a national dance in a rice-growing regions.

4. Ritual and Ceremonial Dances – dances performed as part of the rituals and ceremonies of a certain tribe or group of people.

5. Games Dances – derivations from local folk games.

Example: *Pukol dance* from Aklan and Capiz. Pukol means “to strike or bump each other”.

6. Joke and Trickster Dances – include jokes or tricks played by a dancer on another or a group of dancers who is one of them. The intention is to render that individual “to a physical or mental indignity or discomfort”.

7. Mimetic or Drama Dances – dances that mimic animals, inanimate objects, or other people.

8. War Dances – dances that express feud and enmity wherein two male dancers engage in physical combat with Spartan-like intensity.

9. Social Amenities Dances – dances that express social graces, hospitality, and offerings of gifts to friends.

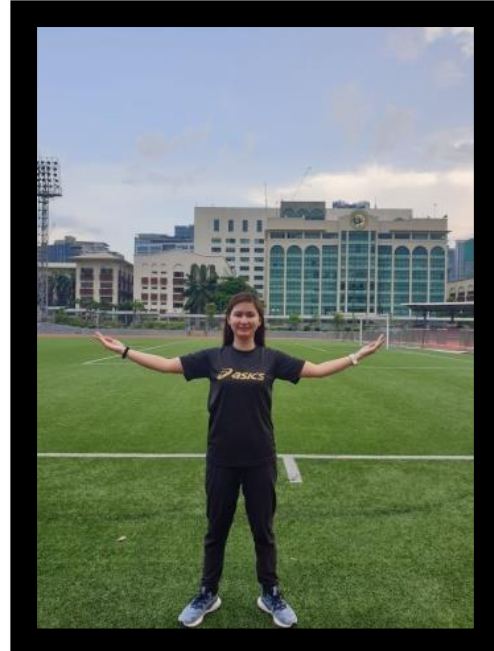
FUNDAMENTAL POSITION OF FOLK DANCE



FIRST POSITION

Arms: Both raised forward in a circle in front of chest with the finger tips about 1 inch apart.

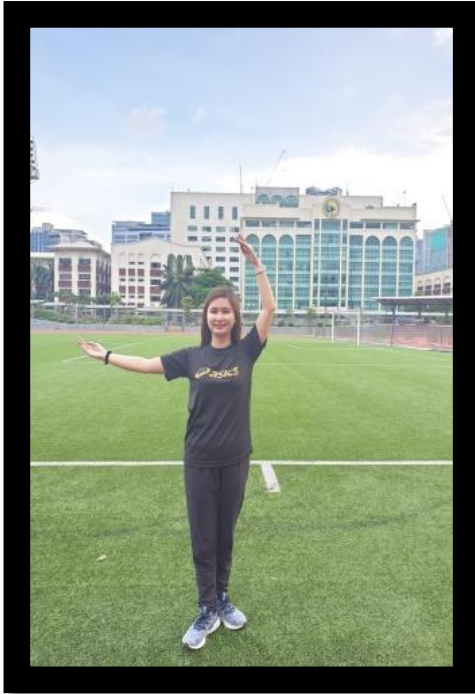
Feet: Heel close together; toes apart with an angle of about 45 degrees.



SECOND POSITION

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

Feet: Astride sideward about a pace or 1-foot distance.



THIRD POSITION

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

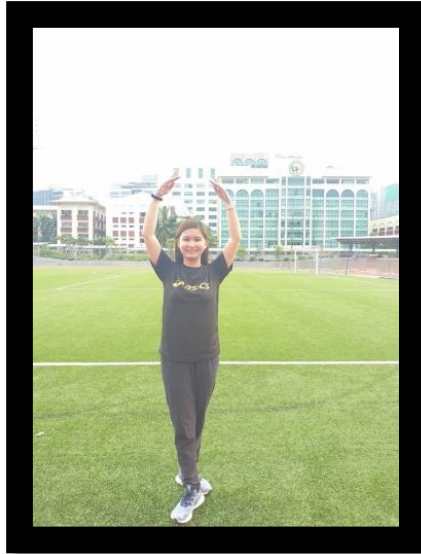
Feet: Heel of one foot close to in-step of other foot.



FOURTH POSITION

Arms: One arm raised in front as in 1st position; other arm raised over head.

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



FIFTH POSITION

Arms: Both arms raised overhead.

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

ASSESSMENT

Fundamental Position

1. Take a picture of yourself showing different five (5) fundamental positions in Folk Dance.
2. Submit it to your Group Leader.
3. You will be Graded using the criteria below

CRITERIA

Physical Education Outcomes	Description	Percentage
Participates appropriately	Behavior Attitude Effort Sportsmanship Cooperation	40
Motor Skills	Gross and fine motor skill development relative to grade level	30
Content Knowledge or Application	Motor Skill Knowledge and vocabulary, Apply knowledge to an activity setting	30
		100%

REFERENCE

Physical Education and Health Volume II

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