

Physical Education

Quarter 3 – Module 4: Tinikling (Performance)



Physical Education – Grade 7
Alternative Delivery Mode
Quarter 3 – Module 4: Tinikling (Performance)
First Edition, 2020

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Physical Education

Quarter 3 – Module 4:

Tinikling (Performance)

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.

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.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

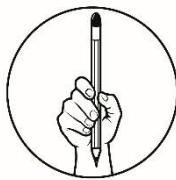
This module was designed and written with you in mind. It is here to help you experience activities that will not only help you develop physical fitness and improve cardio-vascular endurance, but will also help you explore the beauty of the dance Tinkling. The scope of this module permits it to be used in many different learning situations. The language used recognizes the diverse vocabulary level of students. The lessons are arranged to follow the standard sequence of the course. But the order in which you read them can be changed to correspond with the textbook you are now using.

The module focuses in three lessons:

- Lesson 6 – figure 7
- Lesson 7 – figure 8
- Lesson 8 – Tinikling Performance

After going through this module, you are expected to:

- **Execute the skills involved in the dance (PE7RD-IIId-h-4)**
 1. identify the Basic steps of the dance Tinikling
 2. derive the relevance of Filipino Culture in the dance Tinikling
 3. execute the basic steps of the dance Tinikling



What I Know

Multiple Choice

Directions: Choose the letter of the best answer. Write your chosen letter on a separate sheet of paper.

1. Tinikling uses $\frac{3}{4}$ time signature. It has _____ beats in every measure (1m).
 - A. 1
 - B. 2
 - C. 3
 - D. 4
2. On figure VII (b), the dancer is supposed to hop on _____?
 - A. Left foot
 - B. Left arm
 - C. Right foot
 - D. Right arm
3. It is a locomotor movement which is performed by a spring motion on one foot and landing on the same foot
 - A. Hopping
 - B. Leaping
 - C. Jumping
 - D. Galloping
4. In a figure:
 - d. Repeat (a-c) except hand movement, girl holding skirt, boy's hands on waist..... 4mWhat does "m" in 4m means?
 - A. Minute
 - B. Measure
 - C. Meter
 - D. Millimeter
5. What music is used in figure VII?
 - A. Music A
 - B. Music B
 - C. Music C
 - D. Music D

6. On figure VII (f), the boy leaps to the _____ side of outside 1.
- A. Up
 - B. Left
 - C. Down
 - D. Right
7. The music of Tinikling dance is divided into two parts: Music A and Music B. Music A uses counting _____ in every measure.
- A. 1, 2, 3 &
 - B. 1 &, 2, 3
 - C. 1, 2 &, 3
 - D. 1, 2, 3
8. It refers to a locomotor movement that springs a person using both feet into the air and land on both feet.
- A. Hopping
 - B. Leaping
 - C. Jumping
 - D. Galloping
9. On figure VIII (c), _____ on the outside foot once outside the poles.
- A. Hop
 - B. Leap
 - C. Turn
 - D. Jump
10. On figure (d), repeat (c) _____ times more moving forward
- A. One
 - B. Five
 - C. Three
 - D. Seven
11. Tiniling develops Cardiovascular Endurance through:
- A. Its jumping and hopping movement
 - B. Its fast rhythm and tempo
 - C. None of the above
 - D. Both A and B
12. What is the measure of figure VIII (e)?
- A. 2m
 - B. 4m
 - C. 6m
 - D. 8m

13. In figure VIII (e), boy jumps over the left side of the girl and they join right _____.

- A. Arm
- B. Feet
- C. Hand
- D. Elbow

14. The dance Tinikling develops reaction time through:

- A. Jumping out of the bamboo after it closes
- B. Jumping out of the bamboo while it closes
- C. Jumping out of the bamboo before it closes
- D. Jumping out of the bamboo right after you land on your feet

15. It is a Cebuano term which means lively movements.

- A. Jaleo
- B. Kewet
- C. Kuradang
- D. Kumintang

Lesson 6

Tinikling- Figure 7

The beauty of the dance Tinikling lies on the dancer's skills: their ability to hop between bamboo poles; and the excitement of the audience watching and thinking if their feet will get caught in between those bamboo poles. In this lesson you will learn and experience dancing the last 2 figures of Tinikling and finally be able to perform the dance. Enjoy!



What's In

Let us check your knowledge on the previous lesson. Fill in the blanks below using words that will complete the figures. Write your answer on your answer sheet.

1. **Figure 1- a.** Take _____ "Tinikling step" right and left alternately.
2. **Figure 2- c.** Repeat all (a) three more times going _____. On the eighth measure, hop on left twice between poles (count 5 and 6)
3. **Figure 3- d.** Take eight _____ steps right and left alternately.
4. **Figure 4- d.** _____ on right foot twice outside 1, turning right about. Release the hold of inside hands (count 1 and 2). Hop on left foot, close right foot in place (count 3)
5. **Figure 5- c.** Jump with feet _____ outside the poles (count 1), release hands and jump twice between the poles turning right about (count 2 and 3)



Notes to the Teacher

For practical activities, give time for students at least one week before they present the activity. Mode of Assessment can be as follow: online performance; video presentation (upload or transfer), or; house to house.



What's New

Activity 1.1: Hop with your Hip, Make my Heart Leap

Everything big starts from a small unit. In order to perform the whole dance, you must first understand the common movements that make up the dance. In *Tinikling*, you must first learn to execute every movement used in the dance such as leaping, hopping, and jumping.

Materials:

- 2 meters garter
- 2 chairs

*note: use heavy chairs so that you can slightly stretch the garter. You can also use a meter stick, yantok, bamboo pole, or anything available.

Warm-up: Set up the garter 2 inches above the ground. Tie one end of the garter to one leg of a chair and the other end of the garter to another chair (see *illustration 1*). Start by standing on the outside part of the garter (see *illustration 2*).

- Hop on the right foot going inside the garter while left foot is raising (count 1)
- While standing on the right side inside the garter raising your left foot, hop again outside the garter (count 2).
- Repeat (a and b) eight (8) more times.
- Repeat (a-c). Perform the same procedure starting from the inside part of the garter using your left foot as a starting foot.
- Repeat (d) eight (8) more times.
- Repeat (a-e) twice.

Exercise 1: Tie both ends of the garter together. Place the garter on the two front legs of one chair and place another part of the garter on the two front legs of another chair. You will notice that the garter is set up as a rectangle. Set the garter four (4) inches above the ground. (see *illustration 3*)

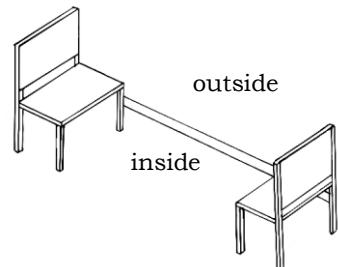


Illustration 1

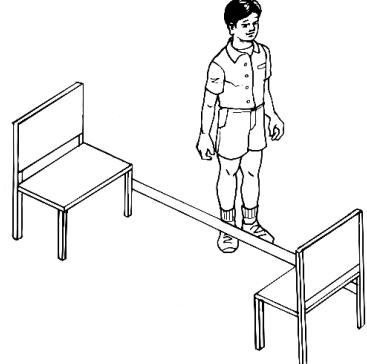


Illustration 2

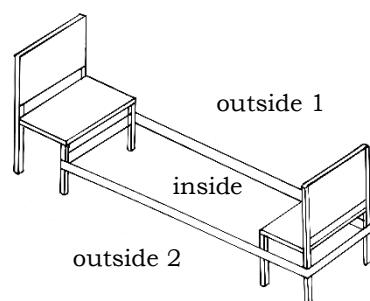


Illustration 3

- a) Start by standing with your right foot near the outside 1 part of the garter (see illustration 4).
- b) Do Tinikling step 8x
- c) Move to outside 2
- d) Do Tinikling step 8x
- e) Move back to outside 1.
- f) Do Tinikling steps 16x continuously.

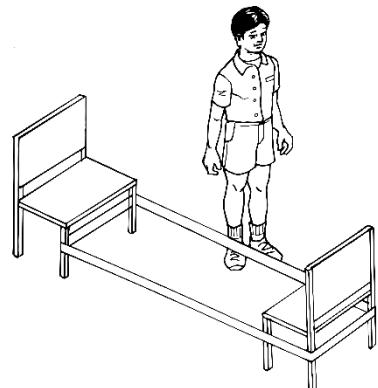


Illustration 4

Exercise 2: Use the same set up as “**Exercise 1**”

- a) Do figures 2-6 in a slow speed
- b) Do figures 1-6 in a normal speed.

Precautionary Measures before performing the activity:

1. Clean the area before doing the activity.
2. Make sure that there are no hanging nails from the chair
3. Make sure you wear proper attire such as rubber shoes, and jogging pants
4. You can also put weight on the chair so that it will be stable.

Activity 1.2 Supporting Questions

Direction: Answer the following questions.

1. Were you able to review the dance steps in every figure? Do you think you were able to do it well? Explain your answer.
-
-
-

2. Compared to lesson 2, would you agree that you’re getting better on learning the Tinikling dance steps? Why?
-
-
-

3. Were you able to execute all the figures correctly? Why do you think so?
-
-
-

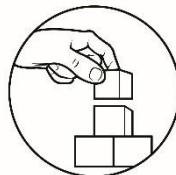


What is It

We are nearing our last two figures of the dance Tinikling. As we move on to these last two figures, the music will be faster and the figures will be more engaging. You will feel a little tired due to the combination of steps, however, just keep up with the music and don’t forget to breathe while dancing. In these last two figures, you

will need more muscle strength from your legs and this will serve as an exercise for the development of your cardiovascular endurance.

From the previous lessons, you encountered two locomotor movements: jumping, and hopping. Now, you will learn another locomotor movement called **leaping**. Leaping is a spring motion on one foot and landing on the other foot.



What's More

Activity 1.1 Jump, Jump, Jump

Materials:

- 2 types of music (slow and fast beat music)
- Any object six (6) inches high (stack of books, box, log, etc)

Procedure:

- Set up the object on the floor
- Position yourself just above the object. (it must be between your feet)
- After positioning yourself, follow the exercises below.

Exercise 1:

- a) Hop on your right foot and tap your left foot above the object. Hop again on your left foot and tap your right foot above the object.
- b) Do this 16 times.

Exercise 2:

- a) Position yourself on the right side of the object. Jump on the other side of the object with your feet together. Jump back to your original position.
- b) Do this 16 times.
- c) Now, do “exercise 1” eight times followed by “exercise 2” eight times.

Exercise 3:

- a) Position yourself on the right side of the object. Stand on your right foot. Leap on the other side of the object as far as you can and land on your left foot with your right foot raised.
- b) Do this 16 times.

Exercise 4:

- a. After you have familiarized yourself with the movements, do the following exercises in a tune of a slow music. Try to move in every beat. Remember to take things slowly.
- b. After executing the movements in a slow music, try to do it again, this time with a fast beat music.

*for slow music, you can use “Una Kaya by Pinikpikan”

*for fast music, you can use “NCCA Unity Dance: Sayaw dabaw”

Activity 1.2: Supporting Questions

Directions: Read each question carefully, then answer it.

1. After doing the activity, which do you think is easier to execute, movements in slow or fast music? Defend your answer.

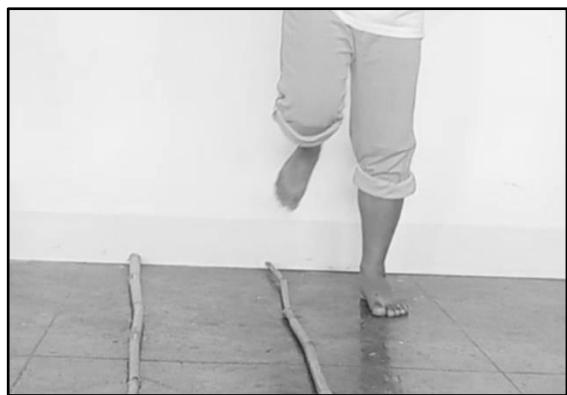
2. How can this activity help you in achieving a physically fit body?

3. What Skill-related fitness component is developed while doing this activity? How is it developed?

Activity 2.1: Figure 7: Diagonal

Directions: Using the same set up from *Illustrations 3 and 4*, execute the following figures to learn the dance Tinikling.

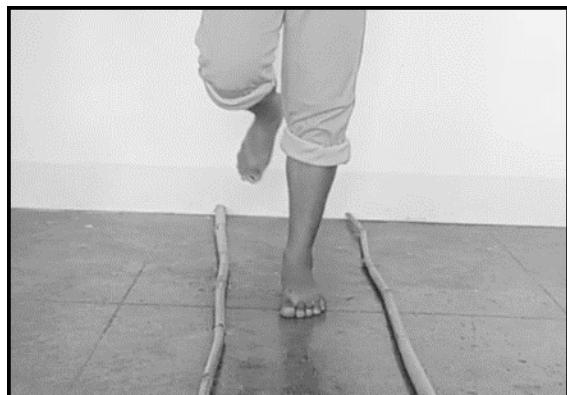
- a. Hop on left foot outside the poles (girl outside 2, boy outside 1) (count 1), hop on right diagonally forward to the center of the poles (count 2). Hop on left on the same spot (count 3). Join right hands on count 2 and 3..... 1m
- b. Hop on right foot diagonally backward across the other pole (girl across outside 1, boy across outside 2), release the hold of hands (count 1). Hop on left foot between poles (count 2), hop on right foot on the same spot between the poles (count 3). Join right hands on count 2 and 3..... 1m
- c. Repeat (a and b) five times alternately..... 5m
- d. Leap to exchange places..... 1m
- e. Repeat (a, b, c)..... 7m
- f. Boy leaps to outside 1 and girl leap to outside 2 near bamboo player no. 2..... 1m



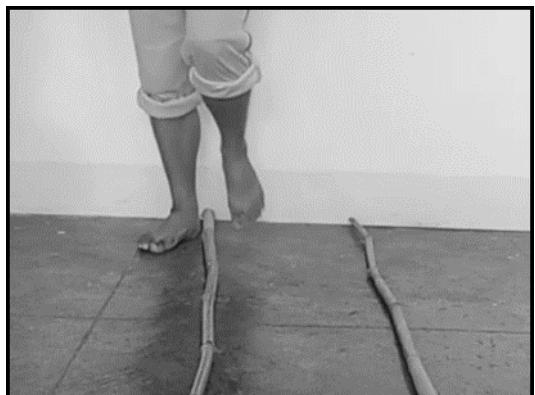
(a) count 1



(a) count 2



(a) count 3



(b) count 1



(b) count 2



(b) count 3



(d) leap to exchange places

Activity 2.2 Supporting Questions

Directions: Answer the given questions below.

1. How did you find the figure? Justify your answer?

2. Aside from Cardiovascular endurance, what other physical fitness components will be developed while performing the activity. Explain your answer.

3. What do you think the health benefits that you could get in dancing?



Additional Activities

Try to do all the figures with music accompaniment. At this moment, you already practiced 6 figures, so you should be able to execute it easily. Try to do all the figures with music from the start to figure 7. Your teacher will provide materials in this activity.

**Lesson
7**

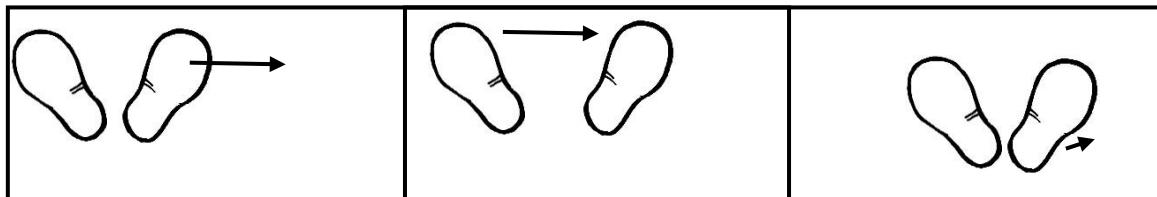
Tinikling (Figure 8)

Every beginning has its end. In dance, the end is the most eye-catching part of all because it is the time that the dancer will receive appreciation from the audience. The ending is an exciting moment where you will find everyone motionless and all smile.



What's In

Directions: Give the correct step pattern and counting in Waltz step. Write your answer on the space provided.



Steps:

1) _____ 2) _____ 3) _____

Counts:

4) _____ 5) _____ 6) _____



Notes to the Teacher

For practical activities, give time for students at least one week **practice** before they present the activity. Mode of Assessment can be as follow: online performance; video presentation (upload or transfer), or; house to house.



What's New

Activity 1.1 10, 20 (Tinikling edition)

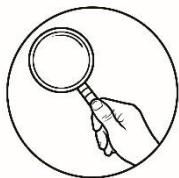
Let's start with some warm up to loosen our joints and prepare our muscle for this activity.

Material:

- Garter or rubber bands

Procedure:

1. Find a playmate preferably of your grade level. They can be any of your family members if you have no neighbor of the same grade level. This may be done in team if possible.
2. Set up the garter or rubber bands to create a loop.
3. There will be two "taya" or the person who will hold the garter.
4. You can do "jack en poy" or "hompyang" to identify who will be the one holding the garter.
5. There will be 5 levels in this activity:
 - a. Level 1- the garter will be set up ankle level
 - b. Level 2- the garter will be set up knee level
 - c. Level 3- the garter will be set up hips level
 - d. Level 4- the garter will be set up waist level
 - e. Level 5 the garter will be set up shoulder level
6. Do the "Tinikling step" for each turn.
7. If one cannot continue to reach the garter, he/she will be the next "taya."
8. If it is a team game, if 2 members weren't able to reach the garter, they will be "taya".
9. The first team to complete 3 cycles from level 1-5 wins the game.



What is It

Directions: Answer the following questions based on the previous activity.

1. Were you able to apply the "tinikling" step in the game? Share your experience.

2. Based on your experience from this activity, can you say that Tinikling has the same physical fitness benefits as playing “Chinese garter” or “10, 20”? Justify your answer.

Now, let us proceed with the last figure in the dance Tinikling.

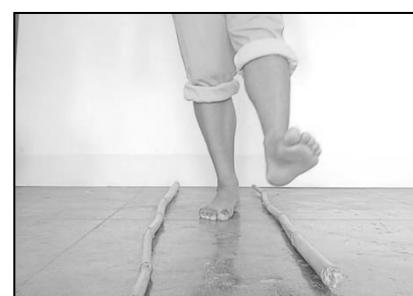
Figure 8: Waltz steps

Directions: Using the same set up from *Lesson 3*, execute the following figures to learn the dance Tinikling

- a. Starting with the right foot, take four waltz steps forward. Arms in lateral position moving sideward right and left alternately or inside hands joined...4m
- b. Repeat (a) moving backward..... 4m
Girl dances in front of her partner.
- c. Hop on the outside foot once outside the poles (girl outside 2, boy outside 1) (count 1), hop on the inside foot twice between the poles (count 2 and 3). Girl holds her skirt, boy's hands on waist..... 1m
- d. repeat (c) five times more moving forward little by little..... 5m
Boy jumps over to the left side of the girl and they join right hands. Girl make a three-step turn left in place passing under the arch of arms (1m) and bow both boy and girl bow to the audience..... 2m



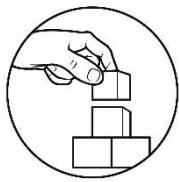
(c) count 1



(c) count 2



(c) count 3



What's More

Now that you learned all of the basic steps of the dance Tinikling, you are ready to execute the whole dance. But before that, make sure to remember the steps, movements, and figures.

Activity 1.1: Basic steps of Tinikling (Checklist)

Directions: Below are list of all the figures of the dance Tinikling, put a check ✓ on the figures that you learned fast, an “X” mark on figures that you had a hard time learning, and an “O” on those that you learned just fine.

Figures	✓ , X, O
Introduction	
Figure 1: Tinikling step	
Figure 2: Clockwise, counterclockwise	
Figure 3: Kuradang	
Figure 4: Tinikling step sideways	
Figure 5: Feet apart	
Figure 6: Cross-step	
Figure 7: Diagonal	
Figure 8: Waltz step	

Activity 1.2: Supporting Questions

1. Based on your answer, how did you manage to learn figure 8?

2. Which among the figures do you think is the hardest to learn? Why?

3. Which among the figures do you think is the easiest to learn? Why?

Activity 2: Heart Monitor

Starting today, you will be monitoring your own heart rate whenever you practice the dance Tinikling.

Directions: Everyday, practice all figures of the dance Tinikling. Start by getting your resting heart rate before the activity. After doing the activity, quickly get your active heart rate. Copy the table below on your notebook and record your findings.

Day	What to do	Resting Heart Rate	Active Heart Rate
Day 1	Introduction, Figure 1 & 2		
Day 2	Introduction, Figure 1-4		
Day 3	Introduction, Figure 1-5		
Day 4	Introduction, Figure 1-6		
Day 5	Introduction, all Figures		

Activity 2.2 Supporting Questions

Directions: Answer the following questions.

1. How will you compare your performance level from the start up to the end of the activities?

2. Can you say that your cardiovascular endurance has improved? Why do you say so?

3. Were you able to learn all the steps of the dance Tinikling? Yes or No? Explain your answer.



Additional Activities

To prepare for the final performance, find a partner for the dance (it would be great if your partner is a classmate), and two (2) bamboo players. Practice the dance with music and teach the bamboo players the rhythm that you learned from Module 2. Try to execute all the figures with music accompaniment. The music for Tinikling may be found in the internet. If an internet connection is not available, ask your teacher for any the music that will help you prepare for the next lesson.

Lesson 8

Tinikling (Performance)

After 5 weeks of learning all the dance steps of Tinikling, you are now ready to perform the dance itself. This will be your final activity, so give your best and dance with all your heart.



What's In

Just like in our past lessons, set up a garter or anything where you can use bamboo poles.

Directions: Do the following activities and record your experience on this activity on your notebook. Include your heart rate before and after doing the activity. Be sure to work on this task even if there is no one watching you.

Warm-up

- Position on outside 1, Feet together. Jump on to the other side and back to proper place. Do this 16 times.
- Raise your left foot. Hop on the other side and back to proper place. Do this 16 times. After that, stand on your left foot and raise your right leg. Do the same procedure 16 times.
- Back to outside 1, stand on your left leg and raise your right leg straight forward. Leap to the other side and leap back to proper place using your right leg, raising your left leg. Do this 16 times.

Basic steps of Tinikling

- Execute tinikling steps 16 times right and left alternately.
- Execute waltz step 16 times right and left alternately.
- Execute Kuradang step 8 times right and left alternately.

Figures

- Execute Introduction
- Execute figure 1-3
- Execute figure 4-8



Notes to the Teacher

For practical activities, give time for students at least one week before they present the activity. Mode of Assessment can be as follow: online performance; video presentation (upload or transfer), or; house to house.



What is It

These previous weeks have been fun and exciting for you. This is not only because you became physically fit, but you also learned one of the most beautiful Folk Dances in our country, Tinikling. Tinikling is considered as one of the most difficult dances due to the Bamboo poles being clasped together which may accidentally catch the dancers' feet. It is also a good source of cardiovascular exercise because of its hopping, jumping, and leaping movements.

In this last lesson, you will now experience to perform the dance Tinikling. In your performance, these are the things to be considered:

Materials:

- Bamboo poles
- 2 ft bamboo split in half or a 2x2 lumber
- Speaker (for music)
- Costume (if a costume isn't available, boys may wear jogging pants and white shirt. Girls may wear school uniform skirt and white shirt)
 - Camisa de chino and red trousers (for boys)
 - Kimona or baro't saya (for girls)

Performers:

- Dancers (girl and boy)
- Bamboo player (can be 2 boys, 2 girls, or mix of 1 boy and 1 girl)

Assessment

- Online Presentation
- Video Record (upload/transfer)
- Pictures of different figures

Instructions:

Find a partner for this final performance. Execute all of the dance figures that you learned this quarter with musical accompaniment and with bamboo players who have practiced the bamboo rhythm. All participants in the dance may be classmates. (If not possible, you may do the performance alone). See rubrics in the Assessment part.



What I Have Learned

Fitness is a life-long commitment. You don't exercise today and expect that the next day, you're already fit. In order to be physically fit, you must be consistent. One simple way of being fit is through dancing. Through dancing, a lot of calories burn due to extensive body movements. Moreover, you have to be conscious about the food you eat.



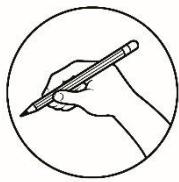
What I Can Do

Directions: Answer the following questions.

In developing fitness, we must always monitor our progress so that we may be able to identify if we are doing something wrong or we are doing things the right way makes significant progress.

1. What do you think is the importance of learning *Tinikling* dance in improving your fitness level?

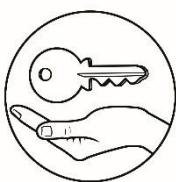
2. If you will start being concerned with your physical fitness and plan to start doing physical activities, how long do you think will you be able to develop and improve your fitness level? Explain your answer.



Assessment

Tinikling Performance Rubrics:

Criteria	5	4	3	2	1
Execution	At least of three (3) errors were visible in the performance.	At least of five (5) errors were visible in the performance.	At least of seven (7) errors were visible in the performance.	At least of ten (10) errors were visible in the performance.	More than ten (10) errors were visible in the performance.
Timing	Dancer was always on-beat.	Dancer was sometimes off-beat.	Dancer was often off-beat.	Dancer was most of the time off-beat.	Dancer was always off-beat.
Enthusiasm	The whole performance was presented with excellent level of enthusiasm.	The whole performance was presented with average level of enthusiasm.	The whole performance was presented with fair level of enthusiasm.	The whole performance was presented with minimal level of enthusiasm.	The whole performance was presented with poor level of enthusiasm.



Answer Key

What I Know		Lesson 6: What's In	Lesson 7: What's In
1. C	2. C	3. D	4. B
1. Seven	2. Clockwise	3. Kuardang	4. Hop
5. B	6. C	7. D	8. C
9. C	10. C	11. D	12. D
13. B	14. C	15. C	
1. Step	2. Close	3. Step	4. Count 1
5. Count 2	6. Count 3		

References

Book

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Online sources

<http://www.dancefacts.net/dance-types/types-of-dances>

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

http://www.youtube.com/watch/?v=_welhK7QS-8&feature=youtu.be

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