



LESSON TITLE: Appreciating Philippine Folk Dances: The *Cariñosa*, *Binatbatan*, and *Tinikling*

GRADE/SUBJECT: Grade 6 Dance

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Activity Overview

In every culture, dance is a cherished art form that expresses the values, history, and traditions of a people. In this introductory lesson, you will guide your students through an exploration of Philippine folk dance, specifically three types: the *cariñosa*, *binatbatan*, and *tinikling*. Through a presentation, students will gain knowledge of the historical and cultural significance of each of the three Philippine folk dances. In a group activity, they will learn how to appreciate these three dances by using the Critical Analysis Process, applying the elements of dance and appropriate dance vocabulary. This lesson will build up their understanding of dance as an important cultural expression before they begin learning these dances in the creative process in the 3 lessons that follow.

Overall Expectation(s):

A2. Reflecting, Responding, and Analyzing: apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences

Specific Expectation(s):

A2.1 Construct personal interpretations of dance pieces that depict stories, issues, and themes, and explain their interpretations, using dance terminology

Catholic Graduate Expectation(s):

CGE3e -A Reflective and Creative Thinker-adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE5a - A Collaborative Contributor - works effectively as an interdependent team member.

Evidence of Learning (Assessment and Evaluation Plan):

- Prior Knowledge Required - folk dance, dance terminology
- Types of formative assessment - descriptive feedback, rubric (to be used to record observations of learning while students are in their groups)

Teaching/Learning Strategies

Introduction/Motivation [5 mins]

Ask the class: Why do you think every culture around the world has dances that are important to them? Draw out themes such as creating community, expressing culture, emotions, values, and history from the answers given by the class. Have students name the traditional dances from their respective cultures.

Direct Instruction [15 mins]

Use the PowerPoint presentation “Appreciating Philippine Folk Dances” found here on the PASSOC website: <https://passocblog.wordpress.com/appreciating-philippine-folk-dances-the-carinosa-binatbatan-and-tinikling/> or on SlideShare here: <https://www.slideshare.net/PASSOC/appreciating-philippine-folk-dances>

Familiarize yourself with the content before presenting it to the class, especially the Critical Analysis Process and the elements of dance. For additional information on this content, see Teaching Notes below. Ensure that you have speakers as the embedded videos contain music.

Critical Analysis Process [20 mins]

Divide the class into six groups (2 groups per dance). Assign each group to one of the three folk dances. They will engage in a guided viewing activity and apply the Critical Analysis Process. Using the guide “Critical Analysis Process for Dance” (BLM.DAN6.2.1a&b), students in their groups will work through the questions. If you have class tablets, consider providing one per class so that they may review the dance as their own pace. Alternatively, you may provide them with the video link and they may watch them on their own devices.

Video links:

Cariñosa: <https://www.youtube.com/watch?v=Sy18EXrueu0>

Binatbatan: <https://www.youtube.com/watch?v=fNJ9WuHwaFk>

Tinikling: https://www.youtube.com/watch?v=_nisbR3D5vQ

After reviewing the dance videos, each group will assign a recorder who will write down the group’s responses on the handout. Circulate and encourage all members of the group to participate in the answering the questions.

Group Presentations [20 mins]

Each group will present their findings to the class. Have each member present one of the 6 steps of the Critical Analysis Process. Ask follow-up and clarification questions to ensure that students have an understanding of the process, the elements of dance, and dance vocabulary. You may evaluate the groups as they are presenting using the “Critical Analysis Process for Dance: Evaluation Rubric” (BLM.DAN6.2.1c)

As an additional challenge, 2 students from each group may attempt to demonstrate their dance for the class.

Differentiated Instruction and Accommodations/Special Needs:

- Allow for differentiation by tailoring the activities to suit the needs of your students.
- Give more think time to special needs-students for viewing independently or using headsets.
- Allow students to communicate their responses using different means if too shy to participate orally
- ELLs, especially if Filipino, can be allowed to share their knowledge in their own language
- Use technology to translate. For example, Dragon Naturally Speaking as a web-based software, as well as Google translate, may be used to help students present their ideas and make a contribution to the class discussions.
- To cater for students with IE’s be mindful of the requirements of their IEPs when assigning tasks or roles

Learning Materials

- PowerPoint presentation “Appreciating Philippine Folk Dances” found here: <https://passocblog.wordpress.com/appreciating-philippine-folk-dances-the-carinosa-binatbatan-and-tinikling/>
- Also found on SlideShare here: <https://www.slideshare.net/PASSOC/appreciating-philippine-folk-dances>

Elements of 21st Century Learning

- Use videos and digital presentations to facilitate teaching and learning
- Collaboration: working in groups to understand and apply the Critical Analysis Process

- Computer, digital projector, speakers
- “Critical Analysis Process for Dance” (BLM.DAN6.2.1a&b)
- “Critical Analysis Process for Dance: Evaluation Rubric” (BLM.DAN6.2.1c)

Resources

Whenever possible, reach out to the following three groups, who can act as community resources:

1. Fiesta Filipina Dance Troupe of Canada. This organization has preserved Philippine art forms in live music, dances, costumes, and folklore. A pride of Filipinos in their cultural heritage and has built international goodwill through their performances here in Canada and international.” For more information, you may visit Fiesta Filipina Dance Troupe of Canada online here: <http://www.fiestafilipina.ca/>

2. Folklorico Filipino Canada. Since 1974, this cultural non-profit organization aims for the development and promotion of the Filipino identity through the performing arts by:

- Depicting Philippine culture through music, song, dance, and drama
- Training interested Filipinos of all ages in Philippine folk music, dance, and drama
- Showing the public Philippine customs, traditions, and history through folk song, dance, and drama
- Encouraging Filipinos and other Canadians to discover and develop their talents and abilities and to develop their potential in the performing arts
- For more information, you may visit Folklorico Filipino Canada online here: <http://www.folkloricofilipino.com/>

3. Culture Philippines of Ontario. Since 1985, Culture Philippines of Ontario is a non-profit, community-based and child-centered organization that works to preserve and share Filipino cultural heritage by providing music, dance and performing arts instruction to children in Canada. For more information, you may visit the CPO online here: <http://www.culturephilippines.org/>

Teaching Notes

See the Ontario Curriculum, Grades 1 – 8, The Arts (2009, revised) for further information on the Critical Analysis Process (page 23), the elements of dance (page 122) and the definition of dance vocabulary in the dance glossary on (page 159 – 165).

THE CRITICAL ANALYSIS PROCESS FOR DANCE

When viewing a dance performance, ask yourself 2 questions:

- a. What does this dance make me think about?
- b. How does this dance make me feel?

1. Description: Describe the dance you are analyzing in terms of:

- Name
- Origins
- Culture
- Dancers
- Props/Costumes

2. Initial Reaction:

- What is your first impression of the piece?
- What movements, costumes, and props make you think about?
- What emotions do you feel when you watch this dance?
- Can you make any personal connections to this dance?

3. Analysis: How did the dancers use the elements of dance. The elements of dance are:

body	How do the dancers use their different body parts?
space	How do the dancers move through the space in terms of direction and groupings?
time	Describe the tempo and rhythm of the dance.
energy	Were the movements of the dance forceful, graceful, slow or fast?
relationships	What is the relationship between/among the dancers, props, etc.

4. Interpretation:

- Is there any symbolic meaning to the piece?
- What does the work mean?
- What are the social or historical events that influence this dance?

5. Judgment:

- What feelings did this dance make you feel?

6. Reflection:

- Do you feel this dance is successful as an art form that communicates an idea or feeling? Why or why not?

Name of Dance (Circle one)	Cariñosa	Binatbatan	Tinikling
<i>Description</i>			
<i>Initial Reaction</i>			
<i>Analysis</i>			
<i>Interpretation</i>			
<i>Judgment</i>			
<i>Reflection</i>			

THE CRITICAL ANALYSIS PROCESS FOR DANCE EVALUATION RUBRIC

Group Members:

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Group provided interpretations using the critical analysis process (A2.1)	Group applied and communicated the critical analysis process with difficulty.	Group applied and communicated the critical analysis process with a moderate level of competency.	Group applied and communicated the critical analysis process with a good level of competency.	Group applied and communicated the critical analysis process with mastery.
Use of dance terminology (body, space, time, energy, and relationship) (A2.1)	Limited use of dance terminology.	Moderate use of dance terminology.	Good use of dance terminology.	Outstanding use of dance terminology.

ADDITIONAL COMMENTS: