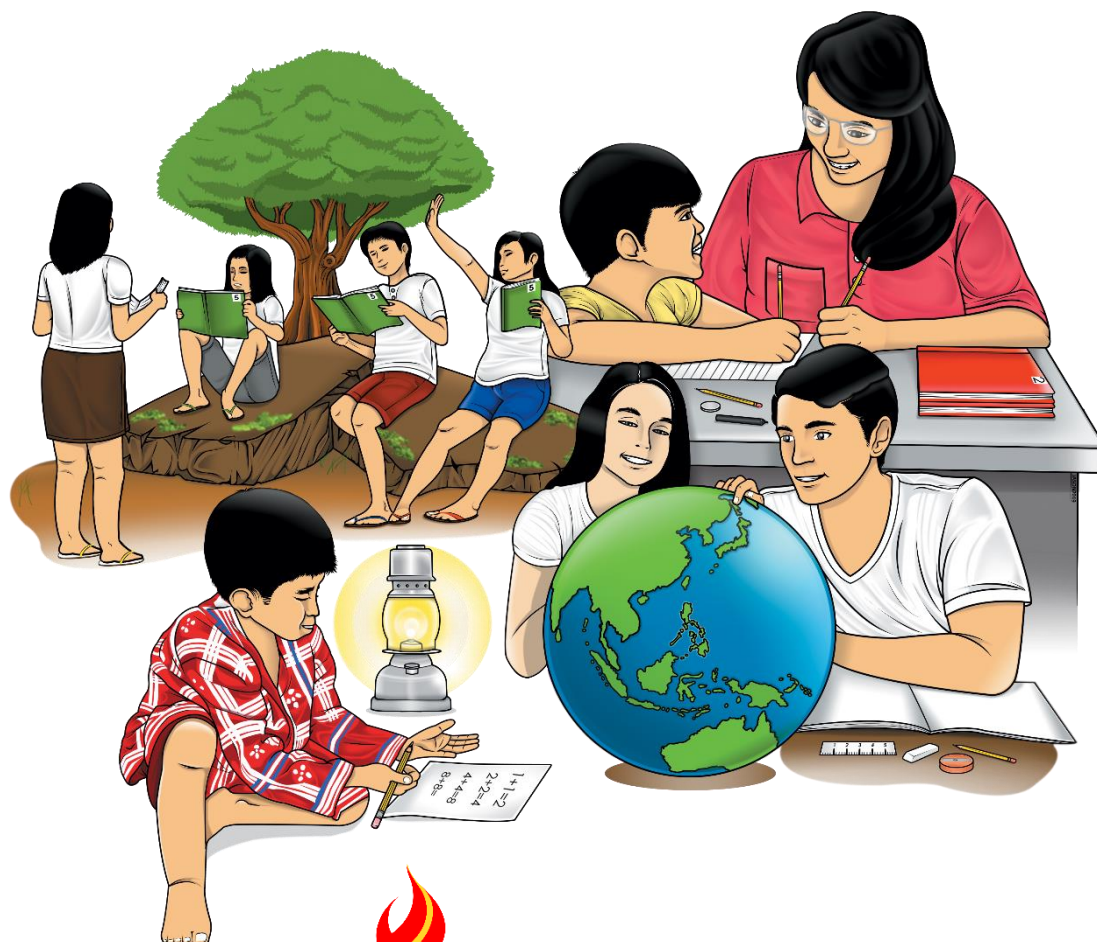


Physical Education

Quarter 3 – Module 3:

Tinikling (Figures 1-6)



Physical Education – Grade 7
Alternative Delivery Mode
Quarter 3 – Module 3: Tinikling (Figure 1-6)
First Edition, 2020

Republic Act 8293, section 176 states that: No copyright shall subsist in any work of the Government of the Philippines. However, prior approval of the government agency or office wherein the work is created shall be necessary for exploitation of such work for profit. Such agency or office may, among other things, impose as a condition the payment of royalties.

Borrowed materials (i.e., songs, stories, poems, pictures, photos, brand names, trademarks, etc.) included in this module are owned by their respective copyright holders. Every effort has been exerted to locate and seek permission to use these materials from their respective copyright owners. The publisher and authors do not represent nor claim ownership over them.

Published by the Department of Education
Secretary: Leonor Magtolis Briones
Undersecretary: Diosdado M. San Antonio

Development Team of the Module

Author: Bryan Ed F. Guyo

Editors

Language Editor: Leonora Q. Privado

Content Editor: Mary Jane S. Dagohoy

Social Content: Maria Salvacion P. Villanueva

IPR Reviewer: Raizza Marie R. Buñag

Technical Reviewer: Ma. Rubynita T. Del Rosario

Reviewer

Language Reviewer: Gleacel M. Hernandez

Content Editor: Mat C. Gaytano

Illustrator: Peterson D. Enriquez, Jefferson R. Refizo

Layout Artist: Ma. Rubynita T. Del Rosario, Mark Angelo A. Dacayanan, Joel F. Capus

Project Management Team: Benjamin D. Paragas

Mariflor B. Musa

Freddie Rey R. Ramirez

Danilo C. Padilla

Raquel P. Girao

Elizabeth T. Delas Alas

Ferdinand J. Goto

Printed in the Philippines by _____

Department of Education – MIMAROPA Region

Office Address: Ground Floor, Bonifacio Building, DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (02) 634-1072 o 634-1054, 631-4985

E-mail Address: blr.lrgad@deped.gov.ph*blr.lrpd@deped.gov.ph

Physical Education

Quarter 3 – Module 3:

**Tinikling
(Figures 1-6)**

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

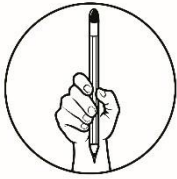
This module was designed and written with you in mind. It is here to help you experience activities that will not only help you develop physical fitness and improve cardio-vascular endurance, but will also help you explore the beauty of the dance Tinikling. The scope of this module permits it to be used 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 on the following lessons:

- Lesson 3 – Introduction, figures 1 and 2
- Lesson 4 – figures 3 and 4
- Lesson 5 – figures 5 and 6

After going through this module, you are expected to:

- **Execute the skills involved in the dance (PE7RD-IIIId-h-4)**
 1. identify the basic steps of the dance Tinikling.
 2. Identify the importance of dancing tinikling in developing one's health and skill-related fitness
 3. execute the basic steps of the dance Tinikling.



What I Know

Multiple Choice

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

1. This movement is a springing from one foot and landing on the same foot.
 - A. Leaping
 - B. Hopping
 - C. Jumping
 - D. Skipping
2. This movement is a springing from one foot and landing on the other foot.
 - A. Leaping
 - B. Hopping
 - C. Jumping
 - D. Skipping
3. This is a dance from Leyte that uses bamboo poles which are clasped together.
 - A. Tinikling
 - B. Binasuan
 - C. Maglalatik
 - D. Pandanggo sa Ilaw
4. Tinikling is a dance that promotes which kind of health-related fitness?
 - A. Muscular Strength
 - B. Muscular Endurance
 - C. Cardiovascular Strength
 - D. Cardiovascular Endurance
5. The following are activities that develop cardiovascular fitness, **except** _____.
 - A. Dancing
 - B. Running
 - C. Stretching
 - D. Swimming

6. The following are materials that can be a substitute for bamboo poles in the dance *Tinikling*, **except** _____.
- A. Pencil
 - B. Garter
 - C. Meter Stick
 - D. Rubber Band
7. Which of the following is not considered as a category of Philippine folk dance?
- A. Krump
 - B. Muslim
 - C. Cordillera
 - D. Western influenced
8. Which of the following is not a step used in the dance *Tinikling*?
- A. Waltz
 - B. Jumping
 - C. Skipping
 - D. Hopping
9. Which of the following is not a locomotor movement?
- A. Turning
 - B. Leaping
 - C. Hopping
 - D. Jumping
10. Which fingers are used in locating the pulse?
- A. Ring and little finger
 - B. Middle and ring finger
 - C. Thumb and index finger
 - D. Index and middle finger
11. How much time is needed for measuring pulse rate?
- A. One minute
 - B. Two minutes
 - C. Four minutes
 - D. Three minutes
12. In which part of the wrist is the pulse located?
- A. Below the little finger
 - B. In the middle of the palm
 - C. In the middle of the wrist
 - D. On the left side of the wrist, below the thumb

13. Which of the following terms refer to the pulse rate before starting the activity?
- A. Active pulse rate
 - B. Active heart rate
 - C. Resting pulse rate
 - D. Resting pulse rate
14. How would you know if your cardiovascular endurance is improving?
- A. You can run faster.
 - B. You can dance longer.
 - C. You have wider flexibility.
 - D. You have stronger muscles.
15. *Tinikling* can be compared to what other forms of exercises?
- A. Sit-ups
 - B. Jogging
 - C. Push-ups
 - D. Sit and Reach exercises

Lesson 3

Tinikling (Introduction, Figures 1 and 2)

Activities like running, jogging, jumping, hopping, leaping, and dancing are activities that make use of our whole body. Once we move, the muscles from the different parts of our body consume oxygen. Since there are many parts of our body which are moving, there is also a large amount of oxygen needed. That is why, when we do such activities, our heart pumps faster in order to supply enough oxygen throughout our body.



What's In

In the box below are words/phrases that are related to Philippine Folk Dance. Encircle the words or phrases that describe, characterize, or refer to the dance *Tinikling*.

3/4 time signature

2/4 time signature

Cardiovascular

muscular strength

bamboo

oil lamps

clapping

jumping

hopping

leaping

nodding

running

patadyong

Filipiniana

trousers



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

A dance begins with steps, and these steps are created through different movements. A movement is the foundation and the smallest unit of a dance. In order to perform *Tinikling* dance, you must first be able 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 use a meter stick, walis, yantok, bamboo pole, or anything available instead of garter.

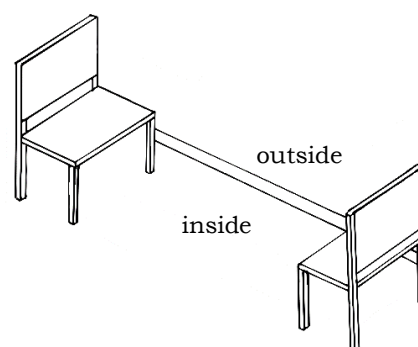


Illustration 1

Exercise 1: 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 the left foot is raising (count 1)
- While standing on the right side inside the garter raising your left foot, hop again outside of 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.

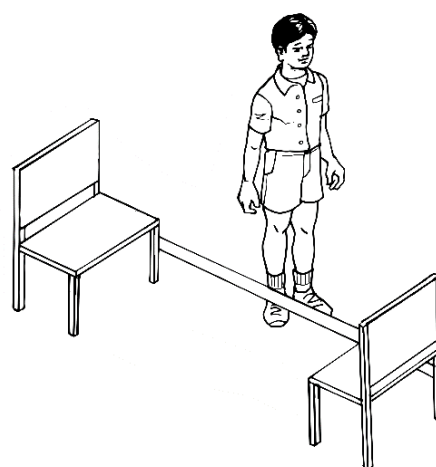


Illustration 2

Exercise 2: 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*)

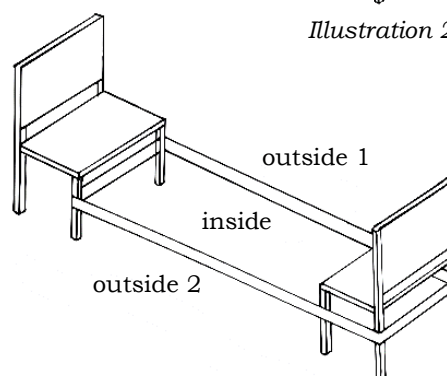


Illustration 3

- a) Start by standing with your right foot near the outside 1 part of the garter (see illustration 4). Hop on the right foot going inside the garter while the left foot is raising (count 1)
- b) While standing inside the garter raising your left foot, continue hopping going to outside 2 of the garter. (count 2).
- c) Repeat (a and b) hopping inside the garter and to outside 1.
- d) Repeat (a-d) eight (8) more times.
- e) Repeat (a-d). hop on the left foot while the right foot is raising
- f) Repeat (a-e) twice.

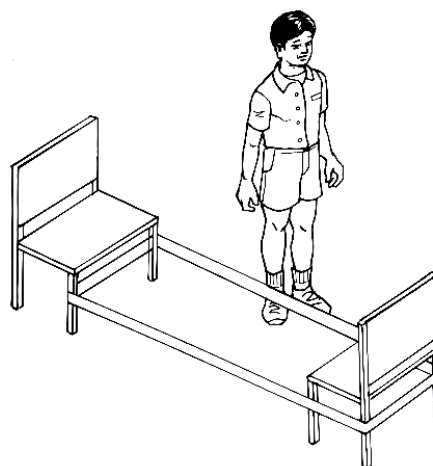


Illustration 4

Activity 1.2 Supporting Questions

Direction: Answer the following questions.

1. What fitness components are being developed in performing those movements?

2. Were you able to breathe fine after doing the activity or were you out-of-breath? Why do you think so?



What is It

Folk dancing can be a great activity for cardiovascular fitness. Through this, a person will be able to move his/her whole body, thus, making the heart beat faster. It offers a wide range of dances you can choose from: tribal dance, cordillera dance, Muslim dance, Spanish Influenced dance, and rural dance. These dances develop not only your skills in dancing but also your cardiovascular fitness, thus improving out your vitality and vigor. Before dancing, you must first know what kind of dance suits you well.

Tinikling is a very popular folk dance in the country. This dance includes hopping, leaping, and jumping movements that help us develop cardiovascular fitness. Follow the activity below to experience the required fitness level of the dance.

Basic steps of Tinikling:

Waltz step

- a. Step right foot sideward (count 1), close left foot to right foot (count 2), Step right foot in place (count 3) (arms in lateral position right)..... 1m
- b. Step left foot sideward (count 1), close right foot to right foot (count 2), step left foot in place (count 3) (arms in lateral position left)..... 1m



Starting
Position



Count 1



Count 2



Count 3



Lateral Position Right



Lateral Position Left

Introduction

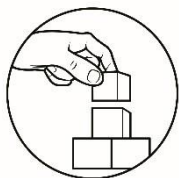
- a) Starting with the right foot, take four (4) waltz steps forward going to proper places, the girl holding skirt, boys' hands on waist..... 4m
- b) Stand at the left side of the poles on your left foot. Raise right foot (count 1). Tap your right foot, twice between the poles on (counts 2 and 3)..... 1m
- c) Repeat (b) three more times..... 3m



(b) starting position



(b) Count 2 & 3



What's More

Activity 1: Figure 1

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

- a. Take seven (7) tinikling steps right and left alternately. Hands positioned as described in tinikling step..... 7m
- b. Step right foot outside pole (outside 2) (count 1) hop twice on left foot between poles turning right about (count 2 & 3)..... 1m
- c. Repeat (a)..... 7m
- d. **Girl:** Hop on left foot outside pole (outside 2) (count 1) hop on right foot twice between poles, going backward (count 2 & 3). **Boy:** Hop on left foot outside pole (outside 1) (count 1). Turn right about by hopping twice on the right foot between the poles moving backward (count 2 & 3). Hands as in (b). Position of girl and boy is close to the bamboo players 1m



(b) Count 1



(b) Count 2



(b) Count 3



(d) Girls Count 1



(d) Girls Count 2, 3

Activity 2: Figure 2: Clockwise and Counterclockwise

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

- Girl stands at outside 2, and boy stands at outside 1. Starting with left foot take 4 steps forward outside the poles (count 1, 2, 3, 4), turn right about and hop on left foot inside pole (count 5), hop on right foot on the same spot (count 6). Girl holds skirt, boy's hands on waist..... 2m
- Repeat (a) three more times going clockwise. On the eighth measure, hop on L foot twice between poles (count 5 & 6)..... 6m
- Repeat (a and b) starting with the right foot moving counterclockwise. On the eighth measure. **Girl:** takes three steps forward moving 2 feet away from the bamboo pole (outside 2); **Boy:** takes three steps forward moving 2 feet away from the bamboo pole outside 1). Finish facing each other..... 8m



(a) count 1



(a) count 2



(a) count 3



(a) count 4



(a) count 5



(a) count 6

Activity 3.1 Monitor your heart

Directions: using the same set up in *Illustration 3*, execute the steps in the introduction, and figures 1 and 2 every other day. Monitor your heart rate before and after the activity. Record your findings below.

Day	Resting Heart Rate	Active Heart Rate
Day 1		
Day 2		
Day 3		

Activity 3.2 Supporting Question

Directions: Answer the question below.

1. Based on your record, did your cardiovascular endurance improve? Why or why not?



Additional Activities

Directions: After learning the steps of Tinikling from activities 2 and 3, answer the following questions:

1. Which among the steps from figure 1 do you think is the easiest to execute? Why?

2. Which among the steps in figure 2 can highly develop cardiovascular endurance? Why?

3. Which of the two figures imitates the movement of the Tikling bird? Why?

Lesson**4****Tinikling (Figures 3 and 4)**

In this lesson, you will be learning the Figures 3 and 4 of the dance Tinikling. In these figures, you will encounter the basic step “Kuradang”, a lively dance step that will help you in your journey of having a physically fit body.

***What's In***

From the movements you learned in Tinikling step and introduction, draw the correct step (FOOT) in every counting each measure.

Figure 1 (b)

			Outside 1
			Inside
Count 1	Count 2	Count 3	Outside 2
			1m

Figure 2 (a)

			Outside 1
			Inside
Count 1	Count 2	Count 3	Outside 2
			1m

***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

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

Directions: Do the following warm-up exercises and record it on your daily planner. Be sure to do the activity even if there is no one watching you. Always remember, God is watching over us.

Figure 1

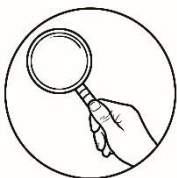
- Jog in place. (8 counts)
- Small jump and land feet apart (count 1), small jump and land feet together (count 2) do it 4 times, do this while moving forward. (8 counts)
- Repeat (a and b) 2 more times

Figure 2

- Hop on right leg raising left leg, left leg close to right knee. (4 counts)
- Hop on left leg raising right leg, right leg close to left knee. (4 counts)
- Jog in place. (8 counts)
- Repeat (a and b) two more times.

Figure 3

- Leap using your right foot (count 1), close your left foot to your right foot (count 2).
- Repeat (a) using your left foot.
- Repeat (a and b) 3 more times.
- Repeat (a-c) twice.



What is It

Kuradang- one of the basic steps of Tinikling: is a Cebuano term which means lively movements.

- Step right foot diagonally forward (count 1), close left foot to right foot (count and), step right foot diagonally forward (count 2), cross-step left foot in front of right foot (count 3)..... 1m
- Step right foot diagonally backward (count 1), close left foot to right foot (count and), step right foot diagonally backward (count 2), point left foot diagonally forward (count 3) (see illustration 11)..... 1m
- Repeat (a and b) movement going to left..... 2m



(a) Step right
count 1



(a) close left
count and



(a) step right
count 2



(a) cross-step
left count 3



(b) step right
count 1



(b) close left
count and



(b) step right
count 2



(b) close left
count 3

Arm Movement for Kuradang



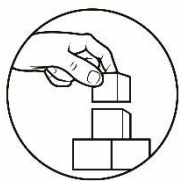
(a) 1st position
count 1



(a) 2nd position
count 3



(b) 4th position
count 1



What's More

Activity 1: Figure 3: Kuradang step

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

- a. Take eight (8m) “kuradang” steps right and left alternately, arms in fourth position, left and right arm high alternately..... 16m
At the last measure, the boys jump over to the left side of his partner facing the same direction.

Activity 2: Figure 4: Tinikling step sideways

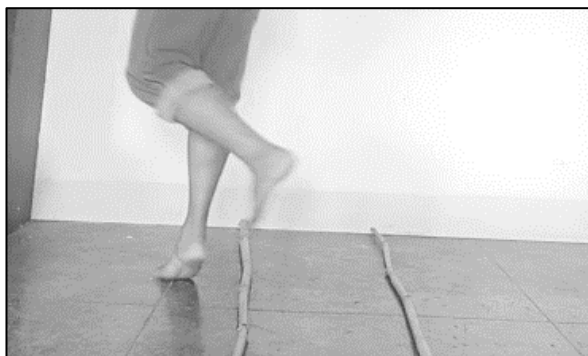
Directions: Using the same set up from *Illustration 3*, execute the following figures to learn the dance Tinikling

Open the poles wider to accommodate the feet of the dancers.
Partners join inside hands. Free hand of the girl holding the skirt, and the boy's free hand on his waist.

- a. (tinikling step) Hop on left foot outside pole (outside 2) (count 1), hop on right foot between poles, (count 2), hop on left foot on the same spot between poles (count 3)..... 1m
- b. (tinikling step) Hop forward on right foot outside pole (outside 1) (count 1), hop on left foot between poles (count 2), hop on right foot; the same spot between poles (count 3)..... 1m
- c. Repeat (a and b) five more times alternately..... 5m
- d. Hop on right foot twice outside the pole (outside 1), turning right about. Release the hold of inside hands (count 1 and 2). Hop on left close to right foot in place (count 3)..... 1m
- e. Join inside hands. Repeat (a-c)..... 7m
- f. Hop on right foot outside pole (outside 2). Release hold of inside hands (count 1), pause (count 2 and 3)..... 1m



(d) count 1



(d) count 2



(d) count 3

Activity 3 Heart Monitor

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

Directions: Everyday, you will practice the introduction and figures 1-4 of the dance. Begin by getting your resting heart rate before starting the task. After doing the activity, quickly get your active heart rate. Record your findings on your notebook. Let's start slow!

Day	What to do	Repetition	Resting Heart Rate	Active Heart Rate
Day 1	Learn figures 3 and 4	None		
Day 2	Dance figures 3 and 4 in slow pace	3 sets		
Day 3	Dance figures 3 and 4 in normal speed	5 sets		
Day 4	Dance the introduction and figure 1-4 in slow pace	3 sets		
Day 5	Dance the introduction, figure 1 and figure 2 in normal speed	5 sets		

Activity 3.2 Supporting Questions

Directions: Answer the following questions.

1. What did you feel after doing the activity on Day 1 compared with doing the activity on Day 5?

2. Did you get any progress/development in your heart rate?

3. Were you able to learn the steps of introduction up to figure 4 of the dance Tinikling? How? Explain your answer.

Lesson

5

Tinikling (Figures 5 and 6)

In this lesson, you will be learning the Figures 5 and 6 of the dance Tinikling. These figures contain a much harder locomotor movement called jumping. It requires a lot of energy and muscle movement from your whole body. This movement will surely help you develop cardiovascular endurance and sure to bring fun and joy while learning the dance.



What's In

Identify which figure (I-IV) is described from the given movements below.

- _____ 1. b. Repeat (a) three more times, going clockwise. On the 8th measure, hop on left foot twice between poles (count 5 and 6)
- _____ 2. At the last measure, the boy jumps over to the left side of his partner facing the same direction
- _____ 3. b. Hop forward on right foot outside across (outside 1) (count 1), hop on left foot (count 2), hop on right foot on the same spot between the pole (count 3). 1m
- _____ 4. a. Girl stands at the left side of outside 2 and the boy at outside 1. Starting with the left foot, take four steps forward outside pole (count 1, 2, 3, 4)
- _____ 5. c. Take seven (7) tinikling steps right and left alternately.



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

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

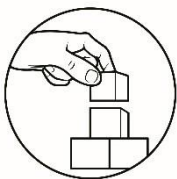
Directions: Do the following warm-up exercises and record your heart rate before and after this activity on your daily planner. Be sure to do this task even if there is no one watching you. Always remember, God is watching over us.

1. Perform figure 1 to figure 4 in slow speed.
2. Perform figure 1 to figure 4 in normal speed.



What is It

From our past lesson, most of the basic movements involve hopping which is performed by a spring motion on one foot and landing on the same foot. In this lesson, you will encounter a new locomotor movement called jumping. **Jumping** refers to a locomotor movement that springs a person using both feet into the air and land on both feet. These two locomotor movements require strength from your legs. These are also good exercises for the development of your cardiovascular endurance.



What's More

Activity 1.1: Figure 5: Feet apart

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

- a. Girl turns right and boy left (facing each other), jump with both feet apart outside the poles, join both hands and swing them sideways (count 1), jump twice with feet together between poles, swing hands in front between them (count 2 and 3)..... 1m
- b. Repeat (a) two more times..... 2m
- c. Jump with feet apart outside the poles (count 1), release hands and jump twice turning right about (count 2 and 3). Partners are no back-to-back position..... 1m

- d. Repeat (a-c) except hand movement, girl holding skirt, boy's hands on waist..... 4m
- e. Repeat all (a-d) except sixteenth measure, girl does not turn. The boy turn right about facing the audience..... 8mf



(a) count 1



(a) count 2



(a) count 3

Activity 1.2 Supporting Questions

Directions: Answer the question below:

1. Which of the two locomotor movements: hopping and jumping, highly develops cardiovascular endurance? Explain why.

Activity 2.1: Figure 6: Cross-step

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

- a. Hop on left foot across outside 2 and raise right foot in rear (count 1), hop on right twice between poles (count 2 and 3). Girl's right hand on waist and left hand on waist and left holding skirt, boy's hands on waist..... 1m
- b. Hop on left outside pole (outside 1) and raise right foot in front (count 1), hop on right twice between the poles (count 2 and 3). Hands as above... 1m
- c. Repeat (a and b) three more times. On the last two counts of the 8th measure, hop on right foot twice turning right about..... 6m
- d. Repeat (a and b) seven times alternately..... 7m
- e. **Girl:** hop on left foot outside 2 (count 1), hop on right foot twice between poles moving backward (count 2 and 3). **Boy:** hops on left foot outside pole 1 (count 1), hops on right foot between poles moving forward (count 2), hop on right again facing right about (count 3)..... 1m



(a) count 1



(a) count 2, 3



(b) count 1

Activity 2.2: Supporting Questions

Directions: Answer the following questions below.

1. Can you say that the movements and the steps are getting harder as you progress? Why or why not?

2. From figures 1-6, which is the most difficult to execute? Why?

Activity 3 Skill Checklist

In this activity, you will rate yourself on your learning curve. Use the table below to know if you learned the skill, if you need more time to learn the skill or if you haven't learned the skill yet. Rate yourself in a scale of 1-10. Write a reason for your self-rating on the remarks column.

Figures	Learned the skill			Need more time to learn the skill				Haven't learn the skill			Remarks
	10	9	8	7	6	5	4	3	2	1	
1											
2											
3											
4											
5											
6											

Activity 3.2: Supporting Questions

Directions: Answer the following questions:

1. Did you have a hard time learning each figure? Why?

2. Select only one question to answer:
- What do you think are the factors why you had a hard time learning the figures?
 - What do you think are the factors why you learned all the figures quickly?
 - What do you think are the factors why you haven't learned the figures?



What I Have Learned

Directions: Explain the question below.

How can dancing *Tinikling* be a good source of cardiovascular exercise?



What I Can Do

While dancing *Tinikling* we do not want our feet to get caught between two poles, so we try our best to do proper jumping and leaping. We have to learn the dance in order for us not to get injured. In the same way, in life we have to jump away from the problems which are persistently catching us. We have to learn different coping mechanisms in order for us to pose proudly in the end and receive a big round of applause for a great performance.

Directions: Based on the paragraph above, give one real life situation/problem that you had experienced where you can compare with the real-life values of *Tinikling*.



Assessment

In applying the knowledge, you learned in this lesson, create a demonstration/instructional video on how to dance *Tinikling* using yourself as a subject in the video.

Materials needed:

- Choose only one:
 - two bamboo poles (2.5 meters each)
 - three yards of garter
 - two meter sticks
 - two spine of palm leaves
- Video camera or a cellular phone

Note: (If you do not have any camera or gadget, you will perform it in front of the teacher.)

Assessment

- Online Presentation
- Video upload/transfer
- House to house (teacher will visit the students' place)

Rubrics:

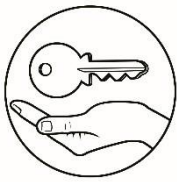
Criteria	5	4	3	2	1
Execution	At least of three (3) errors were visible in the performance.	At least of five (5) errors were visible in the performance.	At least of seven (7) errors were visible in the performance.	At least of ten (10) errors were visible in the performance.	More than ten (10) errors were visible in the performance.
Instructions	The set of instructions is clear.	The set of instructions is mostly clear.	The set of instructions often clear.	The set of instructions is often unclear.	The set of instructions is completely unclear.
Presentation	The activity is presented with excellent level of enthusiasm.	The activity is presented with average level of enthusiasm.	The activity is presented with fair level of enthusiasm.	The activity is presented with minimal level of enthusiasm.	The activity is presented with poor level of enthusiasm.



Additional Activities

Using the internet, go to http://www.youtube.com/watch?v=_welhK7QS-8&feature=youtu.be and watch the video of *Tinikling*. This video will assist you to learn more on the real steps of Tinikling.

Note: If an internet access is not available, request for a copy of the video from your teacher.



Answer Key

What I Know

Lesson 3

What's in

Cardiovascular	Oil lamps	Hopping	Running	Trousers
2/4 time signature	Bamboo	Jumping	Nodding	Filipiniana
Muscular strength	Clapping	Leaping	Patadyong	

Lesson 4:

What's in

Lesson 5: What's in

1. Figure 2

2. Figure 4

3. Figure 1

4. Figure 2

5. Figure 1

Tinkling step

1. A

2. C

3. D

4. C

5. C

6. C

7. A

8. D

9. C

10. C

11. A

12. D

13. B

14. D

15. A

References

Book

Reyes-Aquino, Francisca. National Folk Dance of the Philippines, 341-342, Manila, Philippines: 1953

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

For inquiries or feedback, please write or call:

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: blr.lrqaad@deped.gov.ph * blr.lrp@deped.gov.ph