

PIVOT 4A

LEARNER'S MATERIAL

MAPEH (P.E.)

GRADE 6



QUARTER 3
Key Stage 2 SLM

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The Editors

PIVOT 4A Learner's Material
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MAPEH

(Physical Education)

Grade 6

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PIVOT 4A CALABARZON P.E. G6

Guide in Using PIVOT 4A Learner's Material

For the Parents/Guardians

This module aims to assist you, dear parents, guardians, or siblings of the learners, to understand how the materials and activities are used in the new normal. It is designed to provide information, activities, and new learning that learners need to work on.

Activities presented in this module are based on the Most Essential Learning Competencies (MELCs) in **MAPEH (Physical Education)** as prescribed by the Department of Education.

Further, this learning resource hopes to engage the learners in guided and independent learning activities at their own pace. Furthermore, this also aims to help learners acquire the essential 21st century skills while taking into consideration their needs and circumstances.

You are expected to assist the children in the tasks and ensure the learner's mastery of the subject matter. Be reminded that learners have to answer all the activities in their own notebook.

For the Learners

The module is designed to suit your needs and interests using the IDEA instructional process. This will help you attain the prescribed grade-level knowledge, skills, attitude, and values at your own pace outside the normal classroom setting.

The module is composed of different types of activities that are arranged according to graduated levels of difficulty—from simple to complex. You are expected to :

- a. answer all activities in your notebook;
- b. accomplish the **PIVOT Assessment Card for Learners on page 38** by providing the appropriate symbols that correspond to your personal assessment of your performance; and
- c. submit the outputs to your respective teachers on the time and date agreed upon.

Parts of PIVOT 4A Learner’s Material

	K to 12 Learning Delivery Process	Descriptions
Introduction	What I need to know	This part presents the MELC/s and the desired learning outcomes for the day or week, purpose of the lesson, core content and relevant samples. This maximizes awareness of his/her own knowledge as regards content and skills required for the lesson.
	What is new	
Development	What I know	This part presents activities, tasks and contents of value and interest to learner. This exposes him/her on what he/she knew, what he/she does not know and what he/she wants to know and learn. Most of the activities and tasks simply and directly revolve around the concepts of developing mastery of the target skills or MELC/s.
	What is in	
	What is it	
Engagement	What is more	In this part, the learner engages in various tasks and opportunities in building his/her knowledge, skills and attitude/values (KSAVs) to meaningfully connect his/her concepts after doing the tasks in the D part. This also exposes him/her to real life situations/tasks that shall: ignite his/ her interests to meet the expectation; make his/her performance satisfactory; and/or produce a product or performance which will help him/her fully understand the target skills and concepts .
	What I can do	
	What else I can do	
Assimilation	What I have learned	This part brings the learner to a process where he/she shall demonstrate ideas, interpretation, mindset or values and create pieces of information that will form part of his/her knowledge in reflecting, relating or using them effectively in any situation or context. Also, this part encourages him/her in creating conceptual structures giving him/her the avenue to integrate new and old learnings.
	What I can achieve	

This module is a guide and a resource of information in understanding the Most Essential Learning Competencies (MELCs). Understanding the target contents and skills can be further enriched thru the K to 12 Learning Materials and other supplementary materials such as Worktexts and Textbooks provided by schools and/or Schools Division Offices, and through other learning delivery modalities, including radio-based instruction (RBI) and TV-based instruction (TVI).

Dancing for Physical Fitness

Lesson

I

This lesson was created and prepared specifically for you. This lesson's scope allows it to be used in a variety of learning contexts. The terminology utilized takes into account the students' various levels of vocabulary. The lessons are organized to follow the course's typical sequence. However, the order in which you read them can be modified to match the textbook you're now using.

After going through this lesson, you are expected to assess regularly participation in physical activities based on the Philippines Physical Activity Pyramid and understanding of participation assessment of physical fitness through dancing.



Which among the dances shown in the pictures above have you learned and danced before? What was your experience in that particular dance form? How often do you engage in that dance activity?

D

There are many possible reasons why people dance. It can be for socialization, education, entertainment, or exercise. Dance is a physical behavior; the head, body and limbs move through space stretching, flexing turning contracting and releasing. Dancing, as a form of physical activity helps the body and the brain become healthy. Dancing is a fun and social way to exercise.

Very seldom

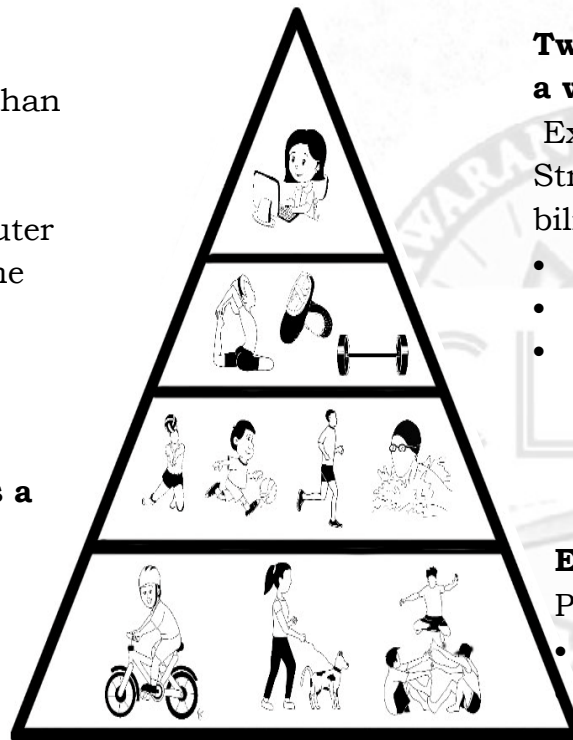
Sitting for more than 30 minutes

- Watching TV
- Playing computer and video game

Four to six times a week

Aerobic Exercise

- Swimming
- Dancing
- Jogging
- Playing sports



Two times (Twice) a week

Exercises for Strength and Flexibility

- Stretching
- Doing Yoga
- Doing Ballet

Everyday (Daily)

Play Outside

- Walking your dog
- Riding your bike to the store

Learning Task 1: Study the Philippine Physical Activity Pyramid. Identify what part in the pyramid describes your experience in dance. Answer the questions below in your notebook.

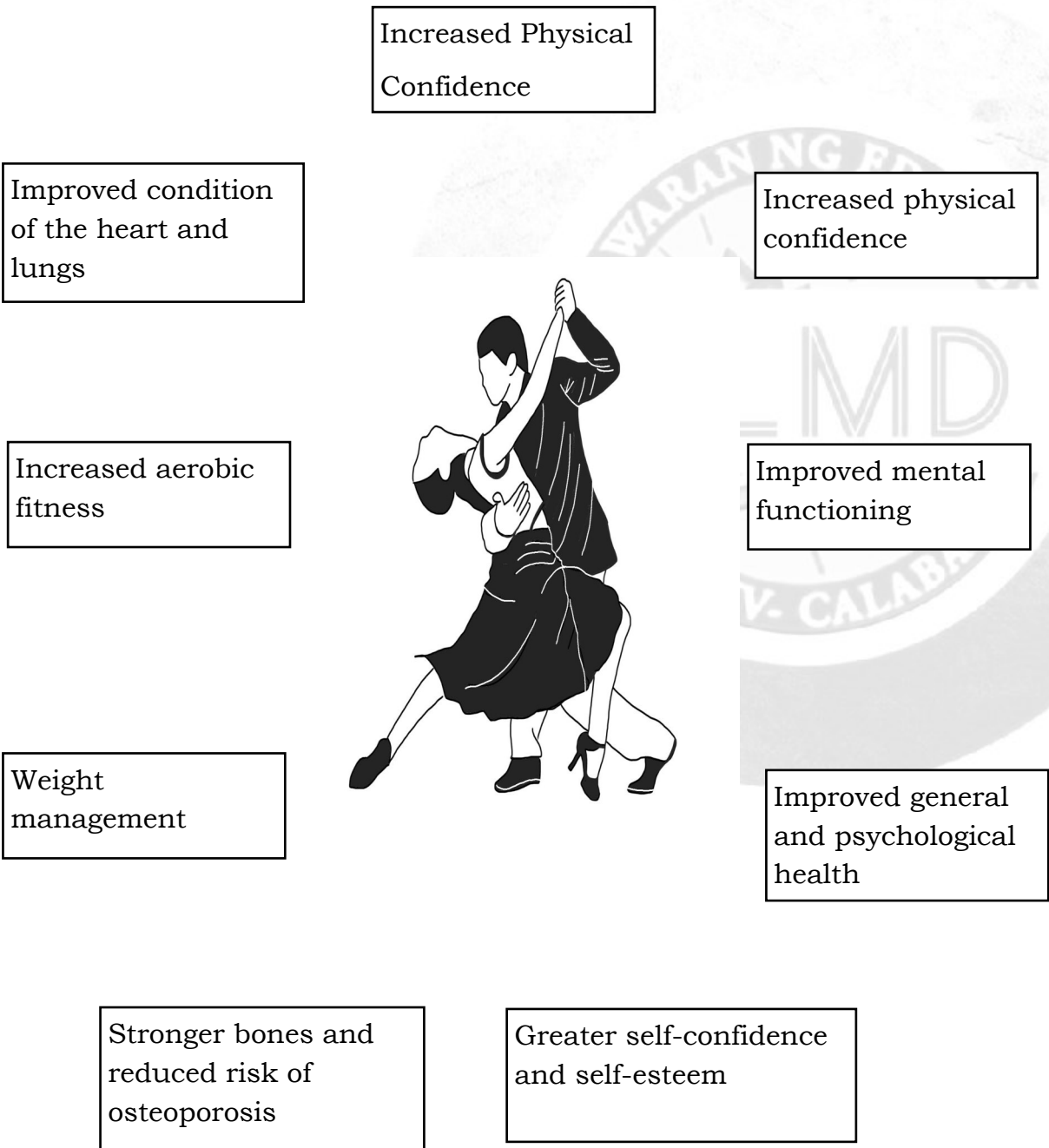
1. Why do you need to study the Philippine Physical Activity Pyramid?
2. On which part of the pyramid describes your participation in dance?
3. According to the pyramid, how many times a week should you participate in dancing?
4. How much time should be devoted to the activity?
5. In your current status now, do you think you are following the recommendation of the Physical Activity Pyramid Guide?

According to the Philippine Physical Activity Pyramid, one should engage in dancing regularly or at least four to six times a week for 30 to 45 minutes at a time or longer. This does not mean dancing nonstop for that long. This can be broken to three 10 to 15-minute rounds with five-minute breaks in between.

Learning Task 2: Read the following statement. Write True if the statement is correct and False if it is not.

- _____ 1. Dancing should be a day-to-day activity.
- _____ 2. Dance is also an important physical activity that you can engage in.
- _____ 3. Dancing is also a way of building confidence, self-esteem and stamina.
- _____ 4. Dancing is a fun and sociable way to exercise.
- _____ 5. Participation in dancing can burden your everyday activity.

The social benefits of dancing include meeting new people, developing relationships and having a good time. Below are the other physical and health benefits of dancing:

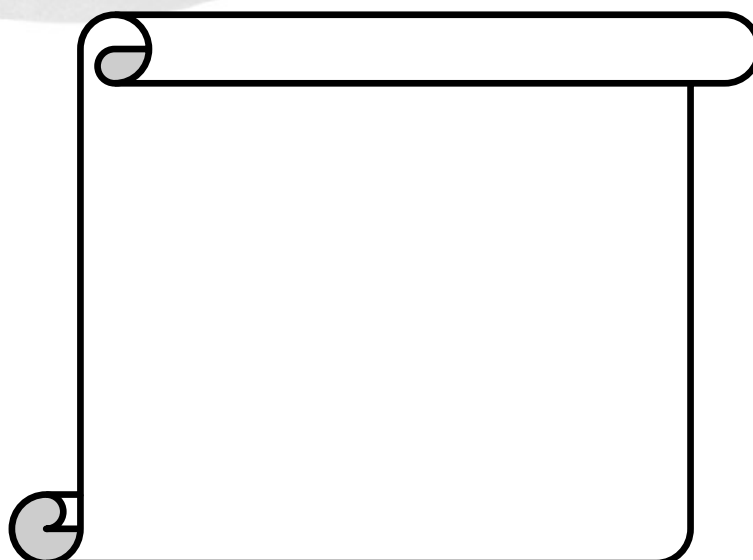


Learning Task 3: Find the following words that best describe to the Physical Pyramid Guide, dancing as fitness components.
 (confidence, physical, aerobic, energy, fitness, pyramid, goodtime, benefits)

G	H	I	X	D	U	S	K	Z	O	Y	T
Z	H	D	G	W	J	O	R	L	F	G	I
G	R	K	N	W	G	Z	Q	A	C	R	Q
C	O	P	L	W	B	C	H	C	I	E	V
A	I	O	Y	V	C	T	Y	I	B	N	B
T	F	V	D	R	Q	J	F	S	O	E	Z
Z	P	Q	C	T	A	Z	U	Y	R	E	P
B	X	G	R	X	I	M	C	H	E	S	P
Y	R	Q	T	W	I	M	I	P	A	H	A
S	S	E	N	T	I	F	E	D	V	C	S
X	C	O	N	F	I	D	E	N	C	E	I
M	B	E	N	E	F	I	T	S	K	N	M

E

Learning Task 4: Perform several steps that you learn from previous level like heel and toe, point step, hop step, brush step and sway step in 10 minutes. What did you feel? Write your answer in your notebook.



Learning Task 5: Write five (5) physical and health benefits of dancing. Write your answer in your notebook.

1. _____
2. _____
3. _____
4. _____
5. _____

Learning Task 6: With the help of your family member. Rate your self. Do the following tasks for ten (10) minutes. Record your answer in your notebook. (5-Excellent, 4-Good, 3-Fair, 2-Poor, 1-Needs Improvement)

1. Walking
2. Stretching
3. Dancing

A

Fill in the blanks. Choose your answer from the box below. Do these in your notebook

According to the _____, one should engage in dancing regularly or at least _____ a week for 30 to 45 minutes at a time or longer. This does not mean dancing nonstop for that long. This can be broken to three _____ rounds with five-minute breaks in between. Dancing should be a day-to-day activity, which should be done regularly and _____ because it helps improve metabolic _____.

Philippine Physical Activity Pyramid

four to six times

habitually

10 to 15 minute

efficiency

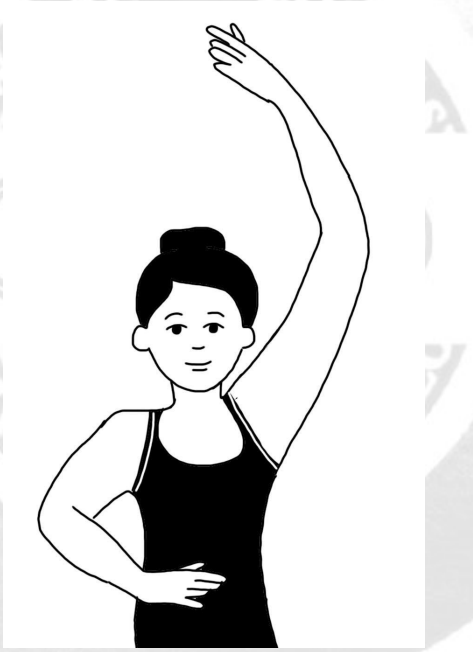
Safety Precautions in Dancing

Lesson

I

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After going through this lesson, you are expected to observe safety precautions in dancing.



D

In any given physical activity, doing a warm-up is important. With the help of your family member, practice the different warm-up exercises. Follow the proper mechanics of the exercise to avoid possible injury. The warm up activity can be performed with music.

Learning Task 1: Do the following movements with the help of your family member. Rate yourself. Do these in your notebook. (5-Excellent, 4-Good, 3-Fair, 2-Poor, 1-Needs Improvement)

Warm -up Movements (10-15 minutes)

1. Walk and jog



2. Lunges



3. Head and rolls, bends and isolations



4. Shoulder rolls-forward, back, up and down



5. Arm circles



6. Cat stretch



7. Alternate toe touch



8. Hip raiser-crab position



Safety Tips for Dancing

1. **Warm-up before dancing.** At your own place, you probably know whether your family is going to include a warm-up. Spend 10 minutes of warm—up before the start of the dance. Doing some active movements incorporating multiple muscle groups and large ranges of motion to get your heart rate elevated and prepare you for dancing.
2. **Make sure you have enough space.** Make sure you have enough space so that you're not going to run into anything or kick over your things that might hurt you. Moving furniture and other obstacles out of the way temporarily can help to free up some additional space. Or if the weather is nice, consider dancing outside if that gives you additional space.
3. **Appropriate footwear for your flooring.** Stop wearing pointed shoes on tile floors. I can't emphasize this enough. If you don't have a proper floor to dance on, consider adapting your footwear or the choreography as needed.
4. **Dance at your own level.** Make sure you're adapting things as necessary to meet your own level of training. Have an extra mindful of your technique during these dance.
5. **Pace yourself. You're bored.** There are ways fight your boredom like dancing. Sudden ramping up of dance hours anywhere is one of the most common causes of injury. So try and pick your 'must take' for the day, and leave the others for another day and remember to take a rest day (or two) every week as well.

Learning Task 2: Check the number on the space provided that tells the safety tips in dancing. Do these in your notebook.

_____ 1. I will have my dance exercise so I cleaned the area.

_____ 2. I dance at my appropriate level.

_____ 3. I do dancing for an hour.

_____ 4. I do wear appropriate shoes when I'm dancing.

_____ 5. Stretching first before dancing.

Common dance injuries include:

1. sprains and strains - where muscles and ligaments are overstretched or twisted
2. impact injuries – such as bruises caused by falling over, bumping into another dancer or tripping over props
3. blisters, bruising and ingrown toenails - ill-fitting shoes can cause all of these foot problems.

What to do if you injure yourself when dancing?

If you injure yourself when dancing, suggestions include:

1. Stop if you feel pain. Continuing to dance will only make the injury worse.
2. Treat all soft tissue injuries (such as bruises, sprains and strains) with Rest, Ice, Compression (bandage the swollen area) and Elevation (R.I.C.E.). Using these four immediate first aid measures can relieve pain, limit swelling and protect the injured tissues, all of which help speed healing.
3. Seek advice from your doctor as soon as you can. A proper diagnosis is important. Don't resume dancing until you have fully recovered from your injury. Returning to dance too soon will turn an acute injury (an injury that occurs suddenly) into a chronic injury (an 'overuse' injury that gradually worsens over a long time).

Learning Task 3: Match the word from the pictures that tells the common injuries in dancing. Choose the correct answer from the word in the box. Do these in your notebook.

1.



sprains and strains

2.



impact injuries

3.



blisters, bruising and
ingrown toenails

E

Learning Task 4: In this activity, you will perform a very simple dance called Bird (Chicken) Dance. With the help of the family member, perform the dance movements properly. Follow the proper mechanics of the dance to avoid possible injury.

Bird Dance

Skills in focus: skipping or walking, elbow or star

Suggested Formation: Circle or scatter formation.

Procedure:

Figure	Part I Action
1	Four snaps thumbs and fingers hands up
2	Four flaps-arms up and down, elbows bent
3	Four wiggles-hips, knee bent low
4	Four claps
1-4	Repeat action of Figures 1-4 three times

Learning Task 5: Identify what dance forms/styles are most appropriate and suited to your exercise needs. The different dance forms/style will serve as your physical activity or exercise should you wish to incorporate it in your daily fitness activity. In your notebook, mark each dance form/style as A,B,C, or D depending on which description each one fits. Then answer the questions that follow.

- A. I want to use these dance forms/styles in my daily physical activity.
- B. I have enough competence with these dance forms/styles.
- C. I want to improve my skills in this/these dance form/s or styles.
- D. I want to use this/these dance form/s or style/s to improve my health related and skill-related fitness components.

Dance Forms/Styles

- | | |
|---------------------|-------------------------------------|
| 1. Ballroom Dancing | 4. Festival Street Dancing |
| 2. Folk Dancing | 5. Hip hop dancing |
| 3. Cheer Dancing | 6. Other dance forms please specify |

1. Which among the dances listed above will you use as your daily physical activity? Why?
2. What dance styles do you like the most? Why?
3. Which do you like the least? Why?
4. What dance/s do you need to improve on? Why?
5. Over all then, how would you rate your participation in this lesson?

A

Fill in the blanks. Choose your answer from the box below. Do these in your notebook.

Stop if you feel pain. Continuing to dance will only make the injury 1_____4. Treat all soft tissue injuries (such as bruises, sprains and strains) with Rest, Ice, Compression (bandage the swollen area) and Elevation (R.I.C.E.). Using these four immediate 2_____measures can relieve pain, limit swelling and protect the injured tissues, all of which help speed healing. Seek advice from your 3_____as soon as you can. A proper 4_____is important. Don't resume dancing until you have fully 5_____ from your injury. Returning to dance too soon will turn an acute injury (an injury that occurs suddenly) into a chronic injury (an 'overuse' injury that gradually worsens over a long time).

diagnosis doctor recovered first aid worse

Skills Involved in the Dance

Lesson

I

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After going through this lesson, you are expected to execute the different skills involved in the dance.

You already know that physical fitness is divided into two categories: health-related physical fitness and skill-related physical fitness. Health-related physical fitness is considered the most important because you need to maintain good health and wellness. Skill-related physical fitness is less related to good health and more related to your ability to learn sports or dance and other physical skills.



balance



agility



reaction time

D

Dancing is one activity that can help develop both the health-related and skill-related fitness components. Dance requires a great amount of flexibility. Most forms of dance require dancers to perform movements that require bending and stretching. It helps to achieve full range of motion for all the major muscle groups. Dancing also develops strength. Dancing builds strength by forcing the muscles to resist against a dancer's own body weight. Many styles of dance, including folk and ethnic dances, require jumping and leaping which need a tremendous strength of leg muscles. Regular dancing is great for improving endurance especially when performing vigorously. Just as in any form of exercise, regular dancing will build endurance.

Agility– this means that the abdominal and back muscles are strong enough to support the turns, jumps, and extensions that they have to perform. Core strength also provides a visual aesthetic of stability in the midst of rapid and sometimes extreme movements.

Balance– core strength is particularly important for a ballet dancer, as a strong core promotes better balance, helps a dancer stay properly aligned and improves stability. Strong muscles in the core also decrease the risk of injury.

Coordination- is a result of motor skill development, and motor skills are in turn developed as a result of purposeful movement experiences.

Power- dance moves which are loosely defined as moves relying on speed, momentum, and acrobatic elements for performance.

Speed– an element of dance involving rhythm, phrasing, tempo, accent, and duration. Time can be metered, as in music, or based on body rhythms, such as breath, emotions, and heartbeat.

Reaction Time- affects both you and your partner and can be compensated for. The faster the dance, the more important reaction time becomes. The first component of reaction time affects how your body changes direction; moves from being stopped; or stops from moving.

Learning Task 1: Rate your self with the help of your family member
(5-Excellent, 4-Good, 3-Fair, 2-Poor, 1-Needs Improvement)

Activity	Agility	Balance	Coordination	Power	Speed	Reaction Time
Dance-aerobic and Social (including folk and ethnic dancing)						
Dance-ballet or modern						

Folk dancing is considered the oldest form of dance and one of the earliest forms of communication.

Study the following basic terms and movements used in folk dancing.

The Fundamental Positions of Arms and Feet



First Position

Arms encircled forward at chest level and palm facing the body inward



Second Position

Arms raised sideward at shoulder level and facing upward



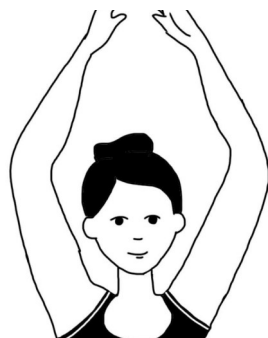
Third Position

The R (L) raised overhead palms facing sideward, while the L (R) arm is in 2nd position



Fourth Position

L (R) arm raised overhead, palm facing sideward, and R (L) arm in 1st position at chest level, palm facing down



Fifth Position

The arms are rounded above the head (overhead) so that the fingertips are just within the line of vision



1st Position

First Position

Heels together, toes a part



2nd Position

Second Position

Feet apart sideward



3rd Position

Third Position

Heel and instep together



4th Position

Fourth Position

Feet apart in walk-stride position



5th Position

Fifth Position

Heel and toe together

Learning Task 2: Aside from the basic terms and movements, it is also important to study the different folk dance steps. Analyze the following folk dance steps and accomplish the given activity.

Dance Steps in 2 Time Music 4	Step Pattern and Counting
Change Step	Step close step 1 and 2
Cross Change Step	Cross-step close step 1 and 2
Plain polka	Step close step pause 1 and 2 and
Heel and Toe Polka	Heel-place toe-point 1 2
	Step close step pause 1 and 2 and
Habanera Step	Step close step

Dance Steps in 3 Time Music 4	Step Pattern and Counting
Native Waltz	Step close step 1 2 3
Waltz Balance	Step forward close and raise heels lower heels
Cross Waltz	Cross-step close step 1 2 3
Sway Balance with waltz	Step (diagonally forward) cross step 1,2 3 Step (diagonally backward) cross step 1,2 3
Sway Balance with Close	Step (diagonally forward) cross step 1,2 3 Step (diagonally backward) cross step 1,2 3
Mazurka	Slide Cut Hop 1 2 3

Learning Task 3: You will create a dance routine either in 2 or 3 time
4 4 music
using four (4) combinations of 16 counts. Do the following guidelines:

1. Dance Step Combinations –create a very good combination of the fundamental dance step
2. Mastery– well-rehearsed dance step combinations will surely provide for mastery of skills
3. Musicality– performance of the dance step combinations should be in time with the chosen music.
4. Execution– performance of the dance step combination should be executed properly.

E

Learning Task 4. Draw the fundamental position of arms and feet based on the statement. Do these on your notebook.

1. Arms raised sideward at shoulder level and palms facing upward.
2. Feet apart in walk-stride position.
3. The arms are rounded above the over head so that the fingertips are just within the line of vision.
4. Feet apart sideward.
5. Arms encircled forward at chest level and palms facing the body in ward.

Learning Task 5. Write the skills being described. Choose your answer from the box. Do these in your notebook.

Agility	Balance	Coordination	Power	Speed	Reaction Time
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- _____ 1. It is particularly important for a ballet dancer, as a strong core promotes better balance, helps a dancer stay properly aligned and improves stability.
- _____ 2. the faster the dance, the more important reaction time becomes
- _____ 3. This means that the abdominal and back muscles are strong enough to support the turns, jumps, and extensions that they have to perform.
- _____ 4. dance moves which are loosely defined as moves relying on speed, momentum, and acrobatic elements for performance
- _____ 5. It is an element of dance involving rhythm, phrasing, tempo, accent, and duration. Time can be metered, as in music, or based on body rhythms, such as breath, emotions, and heartbeat.

Learning Task 6: Write a paragraph to answer the following questions. Do these in your notebook.

- 1. What can we derive from participating in folk dancing?
- 2. What are the skills can we apply in folk dancing?
- 3. How can we make use of folk dancing as a form of exercise?

A

Fill in the blanks. Choose your answer from the box below. Do these in your notebook

_____1_____ is one activity that can help develop both the health-related and skill-related fitness components. Dance requires a great amount of _____2_____. Most forms of dance require dancers to perform movements that require bending and stretching. It helps to achieve full range of motion for all the major muscle groups. Dancing also develops _____3_____. Dancing builds strength by forcing the muscles to resist against a dancer's own body weight. Many styles of dance, including folk and ethnic dances, require jumping and leaping which require a tremendous strength of leg muscles. Regular dancing is great for improving _____4_____ especially when performing _____5_____. Just as in any form of exercise, regular dancing will build endurance.

Dancing flexibility strength endurance vigorously

Itik-Itik Dance

Lesson

I

This lesson was created and prepared specifically for you. This lesson's scope allows it to be used in a variety of learning contexts. The terminology utilized takes into account the students' various levels of vocabulary. The lessons are organized to follow the course's typical sequence. However, the order in which you read them can be modified to match the textbook you're now using.

After going through this lesson, you are expected to display joy of effort, respect for other and fair play during participation in physical activities.



Look at the illustration above. Can you say something about the illustrations? Does the dance position look familiar to you? Can you identify what dance is being illustrated?

D

Itik Itik originated from a dance called Sibay, which was performed to the tune DEjado. It is said that a young woman named Kanang (short for Cayetana) happened to be the best performer in the province of Surigao del Norte. At one baptismal reception, she was asked to dance the Sibay, and began improvising her steps in the middle of the performance imitating the movements of the “itik” or duck, as it walks with choppy steps and splashes water on its back while attracting its mate. Because of its unusual steps and fascinating interpretation, the audience began imitating her. Thus, was born the dance known today as *Itik-Itik*.

Learning Task 1: There are six basic dance steps used in Itik-Itik. With the help of your family member, practice the dance steps following the correct movements. Make sure to follow the proper mechanics in performing the dance steps to observe safety.

1. Do warm up exercise such as stretching and bending before dancing.
2. Dance in an open area.
3. Clear all furniture, bags and other objects which may cause accidents or injuries.
4. Use proper costumes and equipment.
5. Follow the dance step and movements properly.

ITIK-ITIK STEPS USED:

No. 1 STEP, BALL-CLOSE, BALL-CLOSE.

Counts 1, 2, and 3.

Step Left (Right) forward (ct.1), raise heel of Left(Right) foot and slide Right (Left) close to Left (Right) in fifth or third position in rear (ct. 2), small step forward on ball of Left (Right) foot (ct. and) and slide Right (Left) close to Left (Right) in third position in rear (ct. 3). This step is done with one foot leading, going forward.

No.2 HEEL, CLOSE-BALL, CLOSE.

Counts 1, 2, and 3

Step Left(Right) heel forward (ct. 1), slide Right(Left) close to Left(Right) in fifth or third position in rear (ct. 2), small step forward with ball of Left (Right) foot (ct. and), slide Right(Left) close to Left(Right) in fifth or third position in rear (ct. 3). This is done with one foot leading, going forward.

No. 4 STEP, SLIDE-CLOSE, SLIDE-CLOSE.

Counts 1, 2, 3.

Small step Right(Left) forward (ct. 1), twist trunk slightly to right (left) side, bring Left(Right) foot in fourth in front and slide backward with ball of same foot and simultaneously with a spring slide Right (Left) forward to close with Left(Right) in first position (ct. 2), repeat ct. 2 (ct. 3). The Left (Right) foot bears no weight on cts. 2, 3. This step is done with alternate foot, going to any direction

No. 5 CROSS-STEP, SLIDE-CLOSE, SLIDE-CLOSE.

Counts 1, 2, 3. Same as No. 4 except that the step on ct. 1 is done across the other foot in front

No. 6. CROSS-STEP, SLIDE-CLOSE, CROSS-STEP, SLIDE-CLOSE,
CROSS-STEP.

Counts 1, and 2, and 3

Step Right(Left) across Left(Right) in front (ct. 1), slide with ball of Left (Right) foot close to heel of Right(Left) foot (ct. and), short slide or small step with Right(Left) foot sideward left(right) across Left(Right) in front (ct. 2), repeat ct. and (ct. and), short slide or small step with Right(Left) foot sideward left (right) across Left(Right) in front (ct. 3).

Learning Task 2. Execute the different dance steps following the correct step patterns and counting. Make sure to perform the basic steps with grace and timing. Ask the help of your family member.

Things to look for in the execution of the different dance steps.	Yes	Needs Practice
1. Proper execution of the basic dance steps a. Itik-Itik step 1 b. Itik-Itik step 2 c. Itik-Itik step 4 d. Itik-Itik step 5 e. Itik-Itik step 6 “ Itik –Itik step no. 3 is not included in this dance.		
2. Correct step pattern and counting done while executing the steps		
3. Grace and timing observed while executing the steps		

Itik-Itik

Philippine Folk Dance

By Francisca Reyes Aquino

Music Introduction.

Partners face front.

Bow to audience. Girl holds skirt, Boy places hands on waist-----1 M

-I-

Music A.

Partners face right so that Left shoulders are toward front. Arms side-ward at shoulder level.

- a) With Right foot leading, take seven Itik-itik steps No. 1 moving for ward. Bend trunk slightly forward and lower arms to about waist level on ct. 1, straighten trunk and make small flaps of arms upward to shoulder level on cts. 2, 3 of every measure.-----7 M
- b) Step Right foot in place (ct. 1), pause (cts. 2, 3). Arms at shoulder level -----1 M
- c) Face left about. With Left foot leading, repeat (a) and (b), going to proper places.-----8 M

-II-

Music B.

Partners face front.

- a) Starting with inside foot (Left for Girl and Right for Boy), take seven Itik-itik steps No. 2 to partner's place. Girl passing in front of Boy. Arms are bent forward with elbows at shoulder level, fists slightly closed and near each other. Move trunk as in figure 1 (a) Raise el bows slightly upward on ct. 1 and two small downward flaps on cts. 2, 3 of every measure as if flapping wings.-----7 M
- b) Step in place with outside foot (now) (ct. 1), pause (cts. 2, 3). Arms as in ct. 3 in (a)----1 M
- c) Repeat (a) and (b), finishing in proper places.-----8 M

-III-
Music A.

Partners face each other.

- a) With Right foot leading, take four Itik-itik steps No.1 to form one line at center. Girl in front of partner, both facing front. Girl holds skirt, Boy places hands on waist.-----4 M
- b) Join both hands, Right hand of Girl with Right of Boy, and Left hand with Left hand of Boy. The Boy's hands are under the Girl's hands. Palms of partners are together.

With Right foot leading, take three Itik-itik steps No. 2 moving side ward right. Move trunk as in figure I (a). Raise Left arms high.-----
-----3 M

- c) Step Right foot sideward (ct. 1), point Left obliquely forward left (cts. 2, 3). Reverse position of arms (Right arm high)-----1M
 - d) Repeat (b) and (c), starting with Left foot, moving sideward left. Right arms high in (b) and reverse position in (c)-----4M
- Drop hands. Face toward direction of proper places. e) Repeat (a), going to proper places-----4 M

-IV-
Music B.

Partners face each other.

- a) Starting with Right foot, take two waltz steps forward to meet at center. Arms in lateral position, moving sideward right and left, fingers fluttering.-----2 M
 - b) Hold in open ballroom dance position, stretched arms toward front and both facing front-----2 M
 - c) Girl starts with Right and Boy, with Left foot. Take three Itik-itik steps No. 2 moving toward front.-----3 M
 - d) Step forward, Right of Girl and Left of Boy (ct. 1), face opposite direction without changing position of hands and point forward with free foot (cts. 2, 3). On cts. 2, 3 stretched arms are raised at head level-----1 M
 - e) Repeat (c) and (d) starting with other foot, moving away from front. Lower stretched arms in (d).----- 4 M
- Release hold , partners face front. f) Starting with outside foot, take one Itik-itik step No. 1 (cts. 1, 2, 3). Three-step turn outward (cts. 1, 2, 3). Girl holds skirt, Boy places hands on waist -----2 M
- g) Repeat (f) starting with inside foot. Reverse turn.-----2 M
- Boy immediately transfers weight to Left foot after the last count.

-V-

Music A.

Partners face front. As the following steps are being done, partners are moving little forward.

- a) Take eight Itik-itik steps No. 6, Right and Left foot across in front alternately. Right arm in reverse "T" position and back of Left hand supporting Right elbow when Right foot is across in front; reverse position of hands when Left foot is across in front.-----
-----8 M
- b) Starting with Right foot, take four step-point steps moving backward to proper places. Girl holds skirt, Boy places hands on waist.-----
-----4 M
- c) Execute four waltz steps sideward. Right and Left alternately. Arms in lateral position, moving sideward right and left alternately, fingers fluttering-----4 M

-VI-

Music B.

Partners face left so that Right shoulders are toward each other. With Right foot leading, take sixteen Itik-itik steps No. 1, moving clockwise. Arm positions and trunk movements as in figure II

- (a). Finish in proper places.-----
-----4 M

-VII-

Music A.

Partners face each other.

- a) With Right foot leading, take four Itik-itik steps No. 5, meeting at center. Girl holds skirt, Boy places hands on waist.-----
-----4 M
- b) Starting with Right foot, take four Itik-itik steps No.4 forward. Trunk is slightly twisted to right and left side alternately on cts. 2, 3 of every measure. Right and Left arm in reverse "T" position alternately, free hand on waist.-----4 M
- c) Repeat (b)-----
-----4 M
- d) Face toward direction of proper places. e) Repeat (a) going to proper places.-----4 M

Music B. Play last two measures slowly.

Partners face each other.

- a) With Right foot leading, take four Itik-itik steps No. 1 toward center. Finish in one line, Girl in front. Arm position and trunk movement as in Figure II (a) -----4 M

Partners face front.

- b) Take four waltz steps sideward, Right and Left alternately. Arms in lateral position, moving sideward right and left alternately, fingers fluttering.-----4 M
- c) Boy holds waist of partner. With Right foot leading, take six Itik-itik steps No. 1, going clockwise once. Right arm of Girl in reverse “T” position, back of Left hand under Right elbow. Partners finish facing front, Girl at right side of Boy-----6 M
Join inside hands, outside hands down at sides.
- d) Boy stands still while Girl executes a three-step turn right in place, passing under arch of arms (1M).-----2 M

Learning Task 3: Follow the performance indicators given below. This will help you achieve a better dance performance. You will be assessed by one of your family members.

Indicators	4 Very Good	3 Good	2 Fair	1 Needs Improvement
1. Executes the dance steps correctly				
2. Moves in time with the rhythm of the music				
3. Masters the sequences				
4. Moves in relation with the group				
5. Respects and willingly participates in the activity towards a successful task				

E

Learning Task 4: Write TRUE if the statement is correct and FALSE if it is not. Do these in your notebook.

1. Dance etiquette is a set of guidelines that help you navigate the social dimensions of dancing.
2. No-fault dancing is one of the aspects in social dancing.
3. One of the don'ts in terms of outfits and shoes in social dancing is to not wear sneakers or any shoe with rubber or spongy sole.
4. Dance at the joy you want
5. Respect others dancer's movement
6. Never blame a partner for missed execution of figures.
7. If you don't know the dance, be honest, refuse promptly if asked to dance.
8. Before the dance, shower and use deodorant.
9. When one is on the dance floor, accompany your partner back to her seat.
10. Avoid teasing your partner while dancing.

Learning Task 5: Answer the following questions on a whole sheet of paper.

1. What part of the dance did you enjoy the most? Why?

2. What values can we derive from participating in Itik-Itik dance?

3. How can you utilize the dance skills in Itik-Itik in improving your fitness?

A

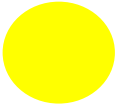
Fill in the blanks. Choose your answer from the box below. Do these in your notebook.

Obeying 1. _____ of the dance, game or sport shows the joy of effort, respect for others and fair play.

We can show joy of effort, 2 _____ for others and fair play when we are dancing through obeying the rules of the dance and don't taking failure personal or don't be 3 _____. If we obey all the rules of the dance then it means that you show joy of effort, respect for others and fair dancing.

Taking a dance as a dance not personal and avoiding 4 _____ behavior also a form of joy of effort, respect for others and fair play so we can conclude that obeying rules of the dance, game or sport shows the joy of effort, respect for others and 5 _____.

rules naughty fair play respect untoward



Answer Key

Weeks 1-2	Weeks 3-4	Weeks 5-6	Week s7-8
<p>Learning Task 1: Performance Task</p> <p>Learning Task 2: Performance Task</p> <p>1. True 2. True 3. True 4. True 5. False</p> <p>Learning Task 3:</p> <p>Learning Task 4: Performance Task</p> <p>Learning Task 5: Performance Task</p> <p>1. Increased physical Confidence 2. Improved condition of the heart and lungs 3. Increased aerobic fitness 4. Weight management 5. Improved mental function- ing 6. Better social skills 7. Greater self confidence</p> <p>Learning Task 6: Performance Task</p> <p>Assimilation</p> <p>1. Philippine Physical Activity Pyramid 2. four to six times 3. 10 to 15 minute 4. habitually 5. efficiency</p>	<p>Week 3-4</p> <p>Learning Task 1: Performance Task</p> <p>1./ 2./ 3./ 4./ 5./</p> <p>Learning Task 2: Performance Task</p> <p>1. Improved condition of the heart and lungs 2. Increased aerobic fitness 3. Increased weight management 4. Improved mental function- ing 5. Better social skills 6. Greater self confidence</p> <p>Learning Task 3: Performance Task</p> <p>1. blister, bruising and ingrown toenails 2. spain and strain 3. impact injuries</p> <p>Learning Task 4: Performance Task</p> <p>Learning Task 5: Performance Task</p> <p>Assimilation</p> <p>1. worse 2. first aide 3. doctor 4. diagnosis 5. recovered</p>	<p>Learning Task 1: Performance Task</p> <p>Learning Task 2: Performance Task</p> <p>Learning Task 3: Performance Task</p> <p>Learning Task 4: Performance Task</p> <p>1. 2. 3. 4. 5.</p> <p>Learning Task 5: Performance Task</p> <p>1. Balance 2. Reaction Time 3. Agility 4. Power 5. Speed</p> <p>Learning Task 6: Performance Task</p> <p>Assimilation</p> <p>1. Dancing 2. flexibility 3. strength 4. endurance 5. vigorously</p>	<p>Learning Task 1: Performance Task</p> <p>Learning Task 2: Performance Task</p> <p>Learning Task 3: Performance Task</p> <p>Learning Task 4: Performance Task</p> <p>1. True 2. True 3. False 4. True 5. True 6. True 7. True 8. True 9. True 10. True</p> <p>Learning Task 5: Performance Task</p> <p>Assimilation</p> <p>1. rules 2. respect 3. naughty 4. untoward 5. fair play</p>

PIVOT Assessment Card for Learners

Personal Assessment on Learner's Level of Performance

Using the symbols below, choose one which best describes your experience in working on each given task. Draw it in the column for Level of Performance (LP). Be guided by the descriptions below.



- ☆ - I was able to do/perform the task without any difficulty. The task helped me in understanding the target content/lesson.
 - ✓ - I was able to do/perform the task. It was quite challenging but it still helped me in understanding the target content/lesson.
 - ?
- I was not able to do/perform the task. It was extremely difficult. I need additional enrichment activities to be able to do/perform this task.

Distribution of Learning Tasks Per Week for Quarter 2

Week 1	LP	Week 2	LP	Week 3	LP	Week 4	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Week 5	LP	Week 6	LP	Week 7	LP	Week 8	LP
Learning Task 1		Learning Task 1		Learning Task 1		Learning Task 1	
Learning Task 2		Learning Task 2		Learning Task 2		Learning Task 2	
Learning Task 3		Learning Task 3		Learning Task 3		Learning Task 3	
Learning Task 4		Learning Task 4		Learning Task 4		Learning Task 4	
Learning Task 5		Learning Task 5		Learning Task 5		Learning Task 5	
Learning Task 6		Learning Task 6		Learning Task 6		Learning Task 6	
Learning Task 7		Learning Task 7		Learning Task 7		Learning Task 7	
Learning Task 8		Learning Task 8		Learning Task 8		Learning Task 8	

Note: If the lesson is designed for two or more weeks as shown in the eartag, just copy your personal evaluation indicated in the first Level of Performance found in the second column up to the succeeding columns, i.e. if the lesson is designed for weeks 4-6, just copy your personal evaluation indicated in the LP column for week 4, week 5 and week 6. Thank you.

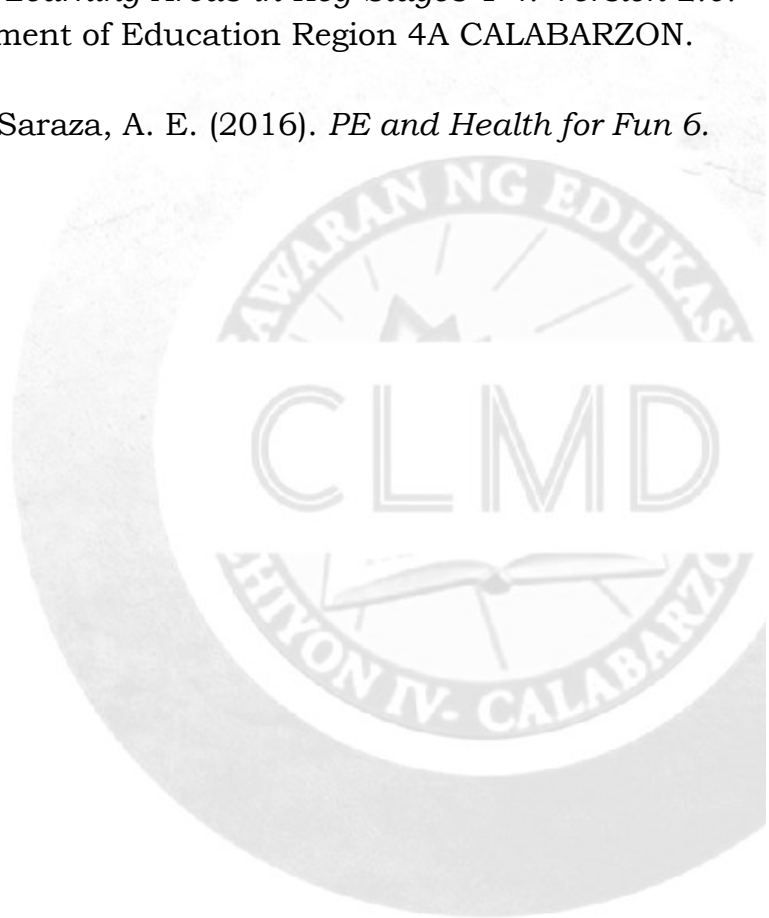


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<https://tinyurl.com/Concerns-on-PIVOT4A-SLMs>

