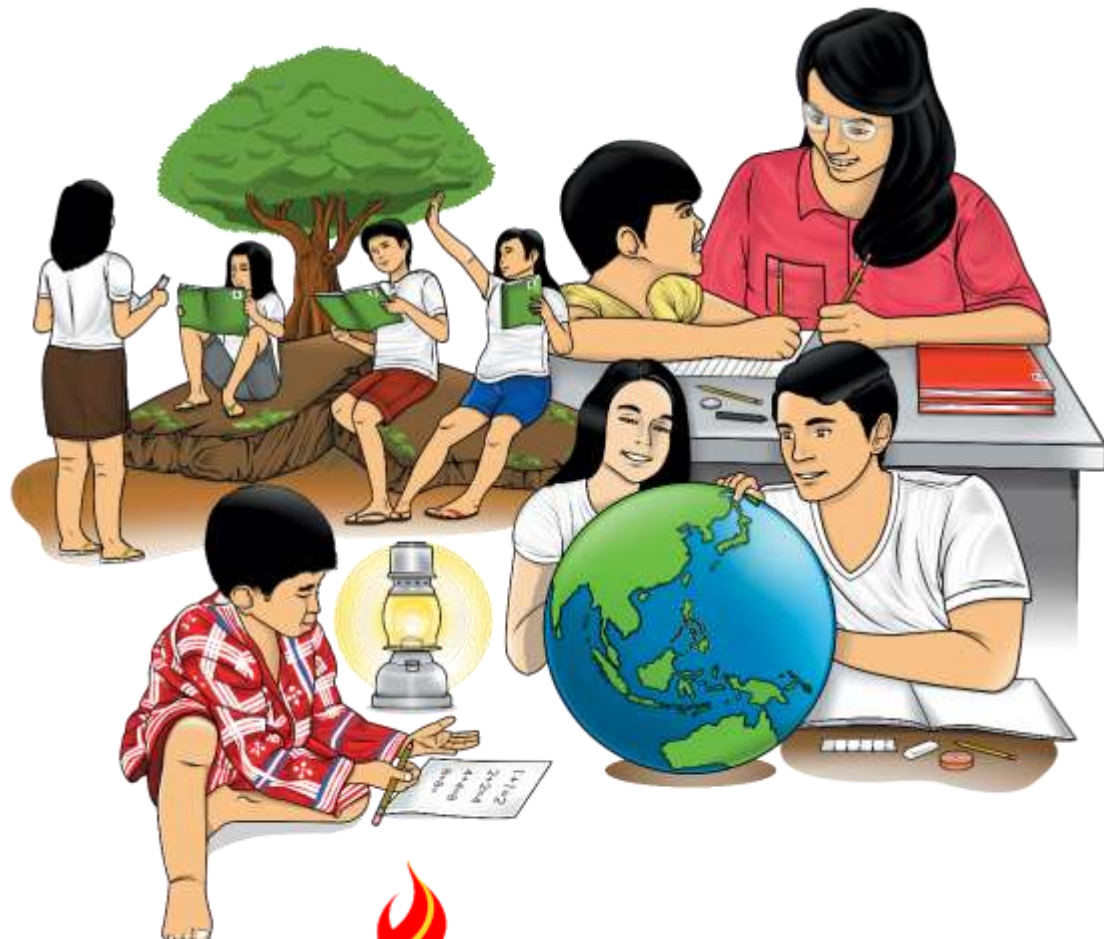


PHYSICAL EDUCATION

Quarter 4-Module 2 : The Fingernail's Dance



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Physical Education – Grade 8
Alternative Delivery Mode
Quarter 4 – Module 2: The Fingernail’s Dance
First Edition, 2020

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

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Printed in the Philippines by _____

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PHYSICAL EDUCATION

Quarter 4 - Module 2: The Fingernail's Dance

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 master the nature and background of Pangalay and the basic steps in folk dance. 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.

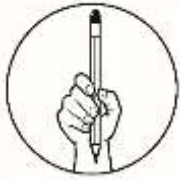
The module contains:

- Lesson 1 – The Nature and Background of the Dance
- Lesson 2 – Basic Steps in Folk Dancing

Objectives:

After going through this module, you are expected to:

1. Describes the nature and background of the dance (PE8RD-IVc-1)
 - a. describe and discuss the nature and characteristics of the dance;
 - b. appreciate the importance of folk dances as embedded in Filipino culture
2. Execute the skills involved in dance (PE8RD – IV-d-h-4)
 - a. identify the different dance terms used in Pangalay;
 - b. execute properly the basic steps of folk dance;
 - c. interpret correctly the dance literature of Pangalay; and
 - d. promote folk dancing as a physical activity for the family



What I Know

Before we start discussing the lesson found herein, let's find out how much you know about the coverage of this module.

The result of this pre-test will determine whether you will proceed or skip the module. If you get the perfect score in this assessment, you can skip the module. If you get one or more mistakes, you will proceed with this module.

Directions: Read the questions carefully. Choose the correct answer from the given choices. Write your answer in your activity notebook.

1. Which of the following is NOT true about folk dance?
 - A. It speaks about the unique traditions of the people.
 - B. It speaks about people's needs.
 - C. It speaks about the unique local colors in a community.
 - D. It speaks about people's customs, ideas, beliefs, superstitions and events of daily living.
2. Which of the following is the meaning of Pangalay?
 - A. Finger nail
 - B. Group of peasant
 - C. My pomelo tree
 - D. With the use of sticks
3. From what countries influence the Pangalay dance?
 - A. Burma, Indonesia, China, Thailand, Japan and Malaysia
 - B. Indonesia, Cambodia, China, Thailand, Japan and Singapore
 - C. Japan, Vietnam, Cambodia, Thailand, Germany and Philippine
 - D. Vietnam, Finland, China, Hawaii, France and Singapore
4. Janggay is made of what component or material which the rich people have and it is used by the professional dancers as extended metal fingers?
 - A. Aluminum
 - B. Plastic sheets
 - C. Platinum or metal
 - D. Solid gold or silver
5. Which of the following best describes Pangalay folk dance?
 - A. Dancers wear barawasi and bajo.
 - B. Performed during wedding and other festive events.
 - C. The music tempo of this dance is 2_4 composed of 2 parts A and B.
 - D. Dance of the ethnic people living in the Western side of the Cordilleras.

6. Ana and Juan are one of the pairs requested to perform Pangalay folk dance. What costume should they wear?
- Fisherman costume.
 - Jolaona costume.
 - Native Ilocana kimono style, skirt of bright colored plaids shirred, Camisa De Chino, red trousers and a native hat.
 - Traditional loose blouse, long sleeves with deep, plunging key-hole neckline, loose Chinese pants, malong, and short short-waist collarless shirt.
7. Which of the following statements best describes the benefit of folk dance to a person?
- Its helps achieve happiness
 - Its helps attain health and wellness
 - Its helps become ironic to others
 - Its helps gain attention from audience
8. From what place does Pangalay dance originated?
- Basilan
 - Jolo
 - Sulu
 - Tawi-tawi
9. How many beats does 2_4 time signature has?
- 1, 2 to a measure
 - 1, 2, 3 to a measure
 - 1, 2, 3, 4 to a measure
 - 1, 2, 3, 4, 5 to a measure
10. What dance position is it when your both arms are on one side at shoulder level either right or left?
- Salok
 - Salodo
 - Arms in lateral
 - sway balance
11. What basic step with the step pattern of heel – place, close?
- bleking
 - change step
 - parallel tortillier
 - pivot turn
12. Which of the following does not belong to the group?
- Leap
 - Gallop
 - Skip
 - Waltz

13. What is the step pattern of Mincing?
- A. Step and hop
 - B. Step and cut
 - C. Step, close, step
 - D. Step, step, step and so
14. Who is the dance researcher of Pangalay?
- A. Larry Gabao
 - B. Rodel M. Fronda
 - C. Ramon A. Obusan
 - D. Francisca Reyes – Aquino
15. What do you call a dance term that means to bow?
- A. Bend
 - B. Leap
 - C. Saludo
 - D. Stamp

Lesson 1

Nature and Background of the Dance

Philippine folk dances speak so much about the heartbeat of our people for they tell us about our customs, ideas, beliefs, superstitions, and events of daily living in a certain community. Just by looking at the costumes, props, and implements of a certain group or tribe would tell you of the origin of the dance. The kind of music being used readily also tells about the influences brought about by trade and settlement of our neighboring countries.

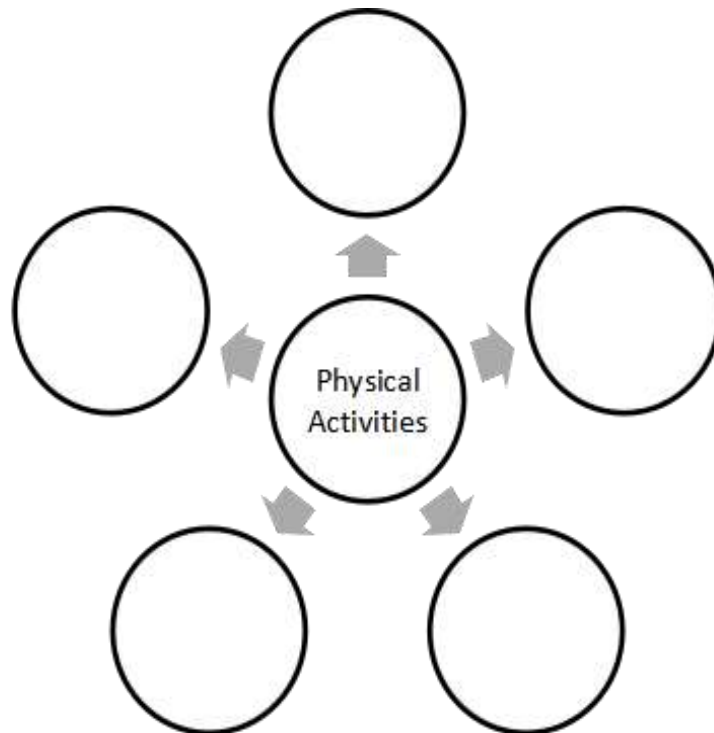


What's In

In the previous lesson, you have already learned about the physical fitness activities which you can execute to help you improve your dancing skills.

Let us see how well you understood the concepts in your previous module.

Directions: Using the graphic organizer below, write down at least five (5) of the different health-related physical activities that you can do in order to improve your dancing skills. Write your answer in your activity notebook.





What's New

To check how ready you are in terms of familiarity to dances with Asian influence, here are some basic ideas or concepts which will lead you to answer questions related to performing these regional and national dances.

Directions: Examine carefully the picture and answer the questions that follow. Write your answers in your activity notebook.



Illustrated by: Mary Joy B. Oliverio

1. What can you say about the picture?
2. Looking at their costumes and props, what do you think are the origin of the folk dances? Justify your answer?
3. Name examples of Philippine folk dances based on the picture.
4. Are costumes and props an important aspect of folk dances? How?



What is It

Philippine folk dances speak so much about the heartbeat of our people for they tell us about our customs, ideas, beliefs, superstitions, and events of daily living in a certain community. Just by looking at the costumes, props, and implements of a certain group or tribe would tell you of the origin of the dance. The kind of music being used readily also tells about the influences brought about by trade and settlement of our neighboring countries such as China, Malaysia, Indonesia, Burma, Cambodia, Thailand and Japan to name a few. Truly evident is the effect of acculturation in the country as manifested by the kinds of costumes, props, music, and dance steps that are used and integrated into some of our regional and national folk dances. The use of gongs, kulintangs and the incorporation of pentatonic scale to our musical compositions are just concrete proofs of acculturation in the country. These are the reasons why Philippine folk dances contribute to the very rich culture of the country.

The following historical backgrounds and context of the dance literature of Pangalay would give you a clear picture of the nature and background of this regional and national folk dance. This will help you understand its significance and cultural value, including the beauty and complexity of the people's lives living in those places.

Study this dance carefully and imbed in you their importance to the development of cultural value.

PANGALAY

Dance Researcher	:	Francisca Reyes-Aquino
Meaning	:	Finger nail
Dance Culture	:	Lowland Muslim (Coastal)
Place of Origin	:	Sulu
Country of Influence	:	Thailand, Malaysia, Burma, Cambodia and Indonesia
Ethno-linguistic Group	:	Tausug
Classification	:	Social Dance



Illustrated by: Mary Joy B. Oliverio

Background/Context:

Pangalay (also known as Daling-Daling or Mengalai in Sabah is the traditional “fingernail” dance of the Tausūg people of the Sulu Archipelago and Sabah. This dance is the most distinctively Asian of all the Southern Philippine dances because dancers must have dexterity and flexibility of the shoulders, elbows, and wrists – movements that strongly resemble those of “kontaw silat,” a martial art common in the Malay Archipelago. The *Pangalay* is performed mainly during weddings or other festive events. The male equivalent of the *Pangalay* is the *Pangasik* and features more martial movements, while a pangalay that features both a male and female dancer is called *Pangiluk*.

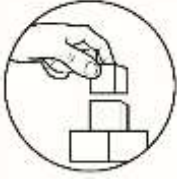
The original concept of the *Pangalay* is based on the pre-Islamic Buddhist concept of male and female celestial angels (Sanskrit: *Vidhyadhari*, Bahasa Sūg: *Biddadari*) common as characters in other Southeast Asian dances.

Dance Properties:

Costume	:	Dancer wears a typical Joloana costume
Accessories	:	Expert and professional dancers use <i>janggay</i> , extended metal finger nails in each finger. The rich people have <i>janggay</i> made of solid gold or silver.
Suggested Footwear	:	dancers are barefoot.
Music	:	Played as many times as necessary. Count one, two or one, and, two and to a measure.

Movements/Steps Particular to Dance:

There are no definite directions, sequence of figures, number and kinds of steps, hand movements and positions used when performed by the natives. For teaching purposes the figures of this dance may be created and dancers may form their own combinations.



What's More

Activity 1. COMPLETE ME

Directions: Read the statement below. Supply the blanks with the required information. Write your answer in your activity notebook.

Pangalay is a _____ dance. It is classified as _____.

Pangalay is also known as _____ the traditional dance of _____ people of Sulu. The movements of this dance are similar to those of _____ a martial art in _____ Peninsula which made this dance unique of all the Southern Philippine dances. The pangalay is performed during _____ event. The dancer wears _____ costume with accessories called _____ an extended metal _____.

Activity 2. ACRONYM

Directions: Write words or phrases that describes— Pangalay folk dance that start with the letters spelled out as Pangalay. Write your answer in your activity notebook.

P _____

A _____

N _____

G _____

A _____

L _____

A _____

Y _____



What I Have Learned

Directions: Read the statements below and complete each statement using your learning in this lesson. Write your answer in your activity notebook.

1. The Regional folk dances with Asian influence that I learned is

2. The classification of the folk dance is

3. I appreciate this folk dance as Filipino because

4. I can promote this regional folk dance through



What I Can Do

Now, you have already learned the Pangalay, a regional folk dance with Asian influences. This time you will be asked to do the activity below.

Activity 1. DRESS ME UP

Directions: To further measure understanding of the lesson, you are tasked to do the task below. Read the cue card for the instruction.

Cue Card 1

Situation: You are tasked to be a little ambassador. You are to promote the Pangalay to a group of people.

Guideline: You will make a miniature dancer through cartolina and dress them through colored papers base on your understanding of the lesson. Paste your miniature dancer with a label on your activity notebook.

Lesson 2

Basic Steps in Folk Dancing

In this lesson, you will be introduced to some activities that will inspire you to demonstrate and master the steps in Pangalay. It will improve your skills in dancing and allow you to demonstrate and share it with others. It will also help you and your family achieve fitness and strengthen your relationship by dancing together. Mastering the basic steps will lead you to interpret dance to a large extent.



What's In

In your previous lesson, you have already learned about nature and the background of Pangalay, a regional folk dance with Asian influences.

This time, let us see if you can still remember the concept of the previous lesson.

Directions: Using the jumbled letters below, find words associated with Pangalay folk dance and write a short description of it written in vertical and horizontal manners. Write your answer in the activity notebook.

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



What's New

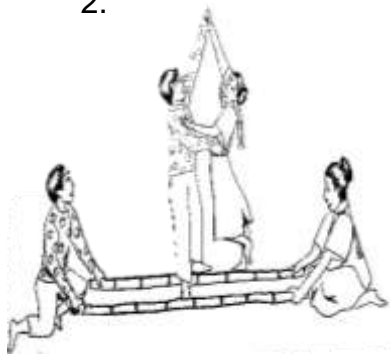
Directions: Identify the place of origin of the following folk dances as shown in the picture and explain briefly the questions below. Places are written in the box. Write your answer in your activity notebook.

Abra/Ilocos Norte	Binan Laguna	Jolo Sulu	Lanao
Leyte	Lingayen Pangasinan	Sulu	Basilan

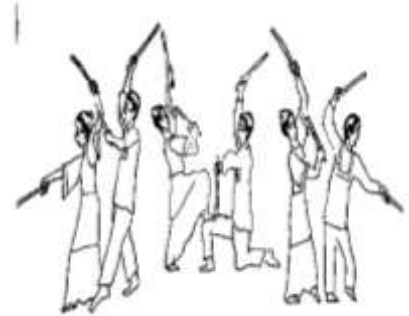
1.



2.



3.



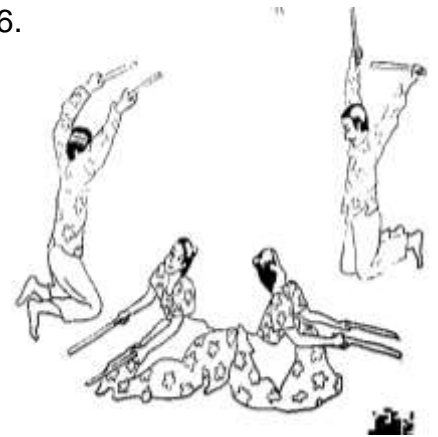
4.



5.



6.



Illustrated by: Mary Joy B. Oliverio

Process Questions:

1. What are the steps/movements shown in the picture?
2. How can these steps/movements be used in performing a folk dance?



What is It

Basic Steps in Folk Dancing

In this lesson, you will be acquainted with the different fundamental steps and arm movements of the dance *Pangalay*. This might provide you with a better understanding of the characteristic of these folk dances.

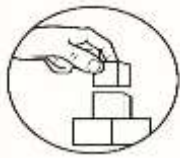
If you study the literature of these dances found at the end of this unit, you will notice different steps and movements that are essential in each dance.

Study and analyze the following table. The information given will be needed in your dance performance.

Dance Steps	Time Signature	Step Pattern
Pivot turn	2_4	Step, ball and turn, step, ball and turn and so on
Skip	2_4	Step and hop
Gallop	2_4	Step and cut
Contraganza	2_4	Leap, cross-step, step
Slide	2_4 or 3_4	Slide, close
Bleking	2_4 or 3_4	Heel-place, close
Change step	2_4	Step, close, step
Mincing	2_4 or 3_4	Step, step, step and so on (tiny steps)
Stamping	2_4 or 3_4	Stamp (R) and close to supporting foot (L)
Parallel Tortillier	2_4 or 3_4	Pivot and turn heels, pivot and turn toes

These are some of the dance terms utilized in selected dances within the country with Asian Influence.

Dance Terms	Description
Arms in Lateral Position	Both arms on one side (right or left) at shoulder level
Bend	To move the body or part of the body around the wide axis. There is contracting and shortening of a body part from a joint
Leap	To spring one foot and land on the other foot
Padyak	To stamp or tap with one foot and the weight of the body is on the other foot.
Saludo	It means to bow
Set	A dance formation of two or more couples



What's More

Activity 1: CONNECT IF YOU CAN

Directions: Match the dance terms from column A to its description in column B. Write your answer in your activity notebook.

Column A

1. Set
2. Bend
3. Padyak
4. Saludo
5. Leap

Column B

- A. to bow towards the audience or partner
- B. to spring on one foot and land to the other foot
- C. to stamp or tap with one foot
- D. both arms on one side at the shoulder level
- E. to move the body or part around the wide axis
- F. a dance formation of two or more couples

Activity 2: TOGETHER LET’S DO THE BASIC

Directions: In this activity, you are tasked to perform the basic steps, arm and body movements together with your family members. Make sure to follow the proper execution of the step pattern. Create a dance-step or a combination of movements based on the dance steps given.

Have your own documentation of your performance. You can have it in your cellphone or in a flash drive. Submit your output together with your activity notebook. The performance will be rated based on the rubric given below.

Bleking	Step close
Change step	Point
Mincing	Stamp
Slide	Gallop

Analytic Rubric for the Assessment of Students’ Performance in Folk Dance

Weight	Choreography and Artistic presentation 40%	Execution and Mastery of Steps 30%	Characterization and Behavior During Performance 30%
5	Outstanding: Performs steps with high level of mastery, while creating several formations in the dance floor	Skillful: Demonstrates precise and skillful execution of the steps with high level of confidence	Sophisticated: Demonstrates sophisticated characterization and suitable behavior toward the dance and partner
4	Dynamic: Performs steps with mastery while creating sufficient formations on the dance floor	Competent: Demonstrates the steps competently and with confidence	Expressive: Demonstrates a typical level of characterization and appropriate behavior toward the dance and partner

3	Creative: Performs steps with mastery but with limited yet growing ability to execute them while creating formations in the dance floor	Practitioner: Demonstrates general level of coordination and competence in the execution of the steps with limited but growing confidence	Realistic: Shows often acceptable characterization and proper behavior toward the dance and partner
2	Fair: Performs steps with general mastery but could hardly adapt to varying formations in the dance floor	Apprentice: Demonstrates limited coordination and competence in the execution of steps with low level of confidence	Improving: Shows inconsistent characterization and acceptable behavior toward the dance and partner
1	Static: Performs steps with low or no mastery and is not capable of creating formations in the dance floor	Beginner: Has very low or no coordination in demonstrating steps; has very low level or no confidence at all	Unaware: Has little or no characterization and behaves inappropriately toward the dance and partner

Activity 3: SELF- CHECK

A. Directions: Put check (/) mark in the appropriate line that corresponds to your answer. Write your answer in your activity notebook.

- How did you learn the dance steps?
 to a great level
 to a moderate level
 to a lesser level
- How did you master the dance?
 to a great level
 to a moderate level
 to a lesser level
- How did you execute the dance step combination?
 to a great level
 to a moderate level
 to a lesser level
- How did you express your emotions and feelings during the dance?
 to a great level
 to a moderate level
 to a lesser level

B. Directions: In your activity notebook, copy the numbered statements and put a checkmark (/) on the space before each number that best describes your performance.

- ___1. I enjoyed executing the dance steps.
- ___2. I danced gracefully.
- ___3. I followed the step pattern correctly
- ___4. I cooperated well with my family.
- ___5. I performed the basic movements correctly.



What I Have Learned

Activity: 3- 2- 1 CHART

Directions: Fill-in the chart below. Write your answer in your activity notebook

3 things I learned	
2 things that interest me	
1 application of what I learned	



What I Can Do

Activity 1: Interpretation of the Dance Literature

Directions: You will interpret the whole dance literature of Pangalay dance with the help of your family members. Record the video of your performance and save it in your cellphone or flash drive. Submit your output together with your activity notebook. You will be graded based on the criteria below.

Performance –40 %	Perform with high level of energy and gracefulness in performing the dance
Execution –30 %	Demonstrate precise and skillful execution of the steps
Mastery –20%	Perform dance steps with high level of mastery
Projection –10 %	Demonstrate sophisticated characterization towards the audience and partner
Total – 100%	

PANGALAY
Philippine Folk Dances
Francisca Reyes Aquino

Entrance

Starting with R foot, walk to center of the room. Both arms down at sides palms down fingers together and pointed outward. Take 1 count for each step.
4M or 8M

I

Face audience

- (a) Slide R foot forward with only toes touching the floor (ct. 1), put weight on same foot at the end of the slide (ct.2). Knees are slightly bent and turned outward. R hand in front at eye level, L hand down in rear, fingers together and hyper-extended. Turn R hand (from wrist) counterclockwise and turn L hand (from wrist) clockwise simultaneously.....1M
- (b) Repeat (a), seven more times, L and R foot alternately. Do the same hand movements, L and R alternately in front. 7M
- (c) Repeat (a) and (b), moving backward to starting place. 8M

II

R shoulders towards the audience.

- (a) Repeat slide step foot movement as in figure I, R, and L alternately, eight times, moving clockwise. Arms in lateral position, turning hands as in figure I, right and left Sideward alternately every two counts..... 8M
- (b) Turn right about, repeat (a), moving backward to starting place.8M

III

Face audience.

- (a) Repeat slide-step movement as in figure I going obliquely forward right, R and L alternately, eight times. Start with arms down at sides, palms facing front, fingertips pointing downward, raise arms gradually upward to head level (4cts.), turn wrist outward so that finger tips point upward, palms facing front, lower arms gradually downward to starting position (4cts.) Reverse position of arms every four counts. 8M
- (b) Turn right about. Repeat (a), going to the starting place.8M
- (c) Repeat (a) and (b), going obliquely forward left in (a) 8M

IV

Face the audience.

- (a) Starting with R foot, take eight steps turning right (clockwise) in place (1 ct. for each step). Arms bent forward at shoulder level, four fingers together and hyper-extended, thumbs sticking up. Execute a figure of eight movement with the hands every two counts, gradually stretching the arms sideward at shoulder level. 4M
- (b) Repeat (a), turning counterclockwise. Repeat same hand movement gradually bending elbows to forward bent position. 4M

V

Face the audience

- (a) Bend toes on R foot and slide forward the bent toes (ct.1), at the end of the slide straighten toes and put weight on same foot (ct.2). Raise hands in front at the eye level, R hand on top with palm facing the front, fingers together; L hand down, palm facing in (self) for two counts. 1M
- (b) Repeat (a), turning counterclockwise. Reverse position of the hands every two counts, L and R hand on top alternately, with palms facing self (when hand is down), and palms facing front (when hand is on top). The hand that goes down passes in front. 7M
- (c) Turn right about, repeat (a), going to the starting place. 8M

VI

R shoulder towards audience.

- (a) Execute eight parallel tortillier steps sideward right. Start with toes pointing sideward first, taking one count for each movement. Arms in lateral position sideward right, palms facing out, fingertips pointing upward (ct.1), flex wrist upward so that fingertips point downward (ct.2). Reverse position of the fingertips every count (or every two counts if desired). 4M
- (b) Repeat (a), moving sideward left. Arms in lateral position, sideward left, doing the same movements as in (a). 4M
- (c) Face audience. Repeat (a) and (b). 8M

VII

R shoulder toward audience.

- (a) With knees slightly bent, execute shuffling steps forward, moving clockwise (counting 1, and 2, and for every measure). Bend arms upward, elbows close to waist, hands about two inches over shoulders, palms down. Move fingers (except thumbs) up and down alternately every count. 8M
- (b) Turn right about, repeat (a), moving counterclockwise..... 8M

Saludo

Face the audience.

Place right foot in front, bend body slightly forward, head bent forward, cross hands at wrists down in front, R hand over L, palms down. 2M



Assessment

Exercise 1: Multiple Choice

Directions: Read and understand the questions carefully, choose the correct answer from the given choices below. Write the letter of the correct answer in your activity notebook.

1. What is a typical costume that pangalay dancers wear?
 - A. Baro't saya
 - B. Fisherman costume
 - C. Jolaona costume
 - D. Native Ilocana kimono

2. How will you classify Pangalay as a dance?
 - A. Courtship dance
 - B. Recreational dance
 - C. Social dance
 - D. Wedding dance

3. What is the counting pattern used in Gallop step?
 - A. 1, 2 to a measure
 - B. 1, 2, 3 to a measure
 - C. 1, 2, 3, 4 to a measure
 - D. 1, 2, 3, 4, 5 to a measure

4. Which of the following basic steps has the step pattern of step, close, step?
 - A. Bleking
 - B. Change step
 - C. Mincing
 - D. Touch step

5. What is the suggested footwear of a Pangalay dance?
 - A. Barefoot
 - B. Boots
 - C. Sandals
 - D. Slipper

6. Which of the following does NOT belong to Pangalay basic steps?
- A. Shuffling step
 - B. Slide
 - C. Parallel tortillier
 - D. Waltz Turn
7. What dance term wherein the partners bow to each other, to opposite dancers or to the audience?
- A. Bend
 - B. Saludo
 - C. Step
 - D. Turn
8. Which of the following is the step pattern of change step?
- A. Slide, close
 - B. Step, close, step
 - C. Step and hop
 - D. Touch, close
9. What type of Philippine folk dance is the Pangalay dance?
- A. Cordillera dance
 - B. Maria Clara dance
 - C. Muslim dance
 - D. Rural dance
10. Which of the following is NOT true about Pangalay folk dance?
- A. Dancers wear a typical Joloana costume.
 - B. Dance of Tausug people in Sulu Archipelago.
 - C. Performed during weddings and other festive events.
 - D. The music tempo of this dance is 2_4 composed of 2 parts.
11. What dance is also known as Daling-Daling?
- A. Binislakan
 - B. Pangalay
 - C. Sakuting
 - D. Tiklos
12. What is the ethno-linguistic group of Pangalay dance?
- A. Bajau
 - B. Ilocano
 - C. Pangasinense
 - D. Tausug

13. Which of the following statements is NOT a benefit of folk dance?
- A. It helps achieve happiness
 - B. It helps attain health and wellness
 - C. It helps become ironic to others
 - D. It helps develop self confidence
14. Among the following dance steps, which one is used in Pangalay dance?
- A. Contra-ganza
 - B. Mazurka
 - C. Mincing
 - D. Redoba
15. What is the male version of Pangalay that features martial art movements?
- A. Kuntaw silat
 - B. Mengalai
 - C. Pangasik
 - D. Pangiluk



Additional Activities

Activity 1:

Directions: Answer the following questions. Write your answer in your activity notebook.

1. What benefits can you gain as you and your families engage in folk dancing?
2. How is life connected to dancing/folk dancing?

Activity 2:

Directions: Make a scrapbook of regional and national folk dances with Asian influence. Submit your output together with your activity notebook on the scheduled retrieval of modules set by the school. Your output will be rated on the rubric below.

Rubric for Dance Literature Compilation

Points	Descriptions	Remarks
20	<ul style="list-style-type: none">• Output is unique, does not look like the others• Shows creativity that works, exciting and fresh	Excellent
15	<ul style="list-style-type: none">• Output is nice but is not unique• It has similar components as other presentation	Good
10	<ul style="list-style-type: none">• Output is ordinary• Has too many parts that do not serve any purpose and less creative	Fair



Answer Key

Lesson 2

What's In

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

What's New

1. Jolo Sulu
2. Leyte
3. Lingayen, Pangasinan
4. Sulu
5. Leyte
6. Abra/Ilocos Norte

What's More

Activity 1

1. F
2. E
3. C
4. A
5. B

Assessment

1. C
2. D
3. A
4. B
5. A
6. D
7. B
8. B
9. C
10. D
11. B
12. D
13. C
14. C
15. C

Lesson 1

What I Know

1. B
2. A
3. A
4. D
5. B
6. B
7. B
8. C
9. A
10. C
11. A
12. A
13. D
14. D
15. C

What's In

(Answers may vary)

What's New

(Answers may vary)

What's More

Activity 1

1. Fingernail
2. Wedding/ festival dance
3. Daling-Daling or Mengalal
4. Tausug
5. Kontaw silat
6. Malay
7. Wedding or festive event
8. Joloano
9. Janggay
10. Finger

Activity 2

(Answers may vary)

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