UNIVERSITY MISSION AND VISION

We, the academic community of Holy Angel University, declare ourselves to be a Catholic University. We dedicate ourselves to our core purpose, which is to provide accessible quality education that transforms students into persons of conscience, competence, and compassion. We commit ourselves to our vision of the University as a role-model catalyst for countryside development and one of the most influential, best-managed Catholic universities in the Asia-Pacific region. We will be guided by our core values of Christ-centeredness, integrity, excellence, community, and societal responsibility. All these we shall do for the greater glory of God. LAUS DEO SEMPER!

SCHOOL OF EDUCATION

VISION

The leading Catholic institution of teacher education in the region that serves as a benchmark for quality instruction, research and other best teaching learning practices.

MISSION

To provide quality education that enables students to be critical thinkers, mindful of their responsibilities to society and equipped with holistic education catering to the heart and soul as well as to the body and mind.

GOAL

To offer programs and projects that promote Christ centeredness, integrity, excellence, community and societal responsibility, leadership, scholarship, lifelong learning, effective communication, innovation, gender sensitivity and technological integration.
OBJECTIVES

1. To provide students with the opportunities and exposure to develop them and become highly competent educators, leaders and experts who continuously work for the advancement of educational thinking and practice
2. To instill in the students the spirit of community involvement through relevant programs/projects and become more responsive to the challenges of a progressive and dynamic society
3. To continuously hire academically and professionally qualified and competent faculty equipped with expertise and exposure needed in the practice of the profession
4. To serve as a benchmark for quality instruction, research and best teaching learning practices

BACHELOR OF SECONDARY EDUCATION PROGRAM OUTCOMES

1. Have the basic and higher level literacy, communication, numeracy, critical thinking, learning skills needed for higher learning
2. Have a deep and principled understanding of the learning processes and the role of the teacher in facilitating these processes in their students
3. Have a deep and principled understanding of how educational processes relate to larger historical, social, cultural and political processes
4. Have a meaningful and comprehensive knowledge of the subject matter they will teach
5. Can apply a wide range of teaching processes skills (including curriculum development, lesson planning, materials development, educational assessment, and teaching approaches)
6. Have direct experience in the field/ classroom (e.g., classroom observations, teaching assistance, practice teaching)
7. Can demonstrate and practice the professional and ethical requirements of the teaching professions
8. Can facilitate learning of diverse types of learners, in diverse types of learning environments, using a wide range of teaching knowledge and skills
9. Can reflect on the relationships among the teaching process skills, the learning processing in the students, the nature of the content / subject matter, and the broader social force encumbering the school and educational processes in order to constantly improve their teaching knowledge, skills and practices
10. Can be creative and innovative in thinking of alternative teaching approaches, Take informed risks in trying out these innovative approaches and evaluate the effectiveness of such approaches in improving student learning
11. Are willing and capable to continue learning in order to better fulfill their missions as teachers
SYLLABUS IN FOLKDANCES
Philippine Folk Dance

Course Title : Philippine Folk Dances
Course Code  : FOLKDANCES
Number of Units : 3 units
Contact Hours Per Week : 3 hours
Pre-requisite subject/s : 7DANCE

COURSE DESCRIPTION:

The course focuses on the five suites namely: Spanish Influence Dances, Dances from the Mountain Province, Muslim Dances, Tribal Dances and Dances from the Rural Areas. The course also provides the history, costumes and the evolution of each dance.

It applies practical skills in understanding the rudiments of folk dancing from the raw material of published and unpublished dances. Analysis of dance instructions and technical interpretations from the written materials are underscored. Emphasis is given to valuing the context of dance as basis for interpreting dance movements with underpinnings of preserving the legacy of the Filipino heritage.

COURSE LEARNING OUTCOMES:

At the end of the course, the students are expected to:
1. Demonstrate mastery of the subject matter.
2. Acquire basic knowledge on the foundation of Philippine folk dance through its history and classifications.
3. Analyze dance terms, basic movement skills, dance steps, arm and hand positions inherent in Philippine folk and ethnic dances.
4. Interpret published Philippine folk dances properly.
5. Perform the Philippine folk dances with proper expression, feelings, grace and precision.
6. Perform classroom activities with mastery and confidence.

Values Objectives

1. Displays desirable attitudes such as perseverance, confidence, patience, cooperation.
2. Show interest and love for the cultural heritage.
3. Exhibit appropriate respect to one’s own culture by executing the dance steps properly.

### COURSE CONTENT:

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<tr>
<th>Time Table</th>
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<th>Course Content/Subject Matter</th>
<th>Teaching and Learning Activities (Methodology)</th>
<th>Assessment Task/Student Output</th>
<th>Evaluation Tool</th>
<th>Resource Materials</th>
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<tr>
<td>2 hours</td>
<td>Understand the policies of the subject, program and University</td>
<td>- Department policies - Student Manual - Ted retention policies</td>
<td>Acknowledged and signed the attendance in their index cards</td>
<td>- Student Manual - PE Policies - Ted Retention Policies</td>
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<td>1 hour</td>
<td>State the definition of dance. Outline the history of dance. Illustrate the evolution of dance. Displays active participation in the discussion.</td>
<td>I. Introduction to Dance 1. Definition 2. History a. Sequence of Dance</td>
<td><em>Lecture discussion</em></td>
<td><em>Outline the sequence of at least three out of five kinds of dances according to history.</em></td>
<td>- Anderson, Jack. Dance - Schrader, Constance. A Sense of Dance: Exploring Your Movement Potential</td>
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<tr>
<td>3 hours</td>
<td>State the definition and purpose of folk dance. Identify the fundamental dance terms used in Philippine folk dance. Execute the fundamental positions of the arms and feet in</td>
<td>II. Philippine Folk Dance 1. Definition 2. Fundamental Dance Terms 3. Fundamental Arms and Feet Positions</td>
<td><em>Lecture discussion</em>  <em>Demonstration method</em></td>
<td><em>Obtain at least 60% of the total number of items in the written quiz correctly.</em></td>
<td>- Aquino, Francisca R. Fundamental Dance Steps and Music</td>
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| 6 hours    | Philippine folk dance correctly.  
• Shows active participation in group activities.  
• Execute the different dance steps in Philippine folk dance properly with grace and poise.  
• Shows cooperation in group activities.  
• Conforms to the given instructions in the activity.  
4. Fundamental Dance Steps in Duple Meter  
5. Fundamental Dance Steps in Triple Meter | 4. Fundamental Dance Steps in Duple Meter  
5. Fundamental Dance Steps in Triple Meter | • Lecture discussion  
• Demonstration Method | Identified the fundamental dance steps used in duple and triple meter  
Performed the fundamental dance steps used in Philippine folk dances correctly. | Obtain at least 60% of the total number of items in the written quiz.  
Execute at least 60% of the total number of basic dance steps correctly during the practical test | • Aquino, F. R. Fundamental Dance Steps and Music |
| 3 hours    | Create dance combinations based on the fundamental dance steps of Philippine folk dance.  
Perform the Philippine folk dance steps properly | 6. Creative Work | • Demonstration method | Created and performed dance combinations using the different fundamental dance steps in Philippine folk dance. | Can properly perform at least three out of four dance combinations using the fundamental steps in Philippine folk dance. | • Aquino, F. R. Fundamental Dance Steps and Music |
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| 3 hours    | PRELIM EXAMINATION        | III. Classification of Philippine Folk Dances  
1. Dances of the Countryside (Rural Dances)  
2. Western Influenced Dances (Maria Clara Dances) | • Lecture discussion  
• Group dynamics  
• Demonstration Method  
• Practical activity  
• Step Patterns  
• Dance Notation | Identified the dances classified in each suite.  
Performed one folk dance for each suite with mastery, grace and poise. | Obtain at least 60% of the total number of items in the written quiz.  
Can perform at least one dance for each classification of Philippine folk dances with mastery, grace and poise. | • Alejandrino, R.G. & Santos-Gana, A.A. Sayaw: Philippine Dances |
| 15 hours   | Classification the different dances in Philippine folk dance.  
Differentiate the costumes and instrumentation of each suite in Philippine folk dance.  
Perform at least one dance from each of the classification with mastery, proper grace and poise.  
Demonstrate diligence and self-discipline in the activity. | 3. Dances of the Cordillera Groups  
4. Dances of the Muslim Groups  
5. Dances of the Tribal or Lesser Known Groups | • Practical activity  
• Step patterns  
• Dance Notation | Identified the dances classified in each suite.  
Performed one folk dance for each suite with mastery, grace and poise. | Obtain at least 60% of the total number of items in the written quiz.  
Can perform at least one dance for each classification of Philippine folk dances with mastery, grace and poise. | • Alejandrino, R.G. & Santos-Gana, A.A. Sayaw: Philippine Dances |
| 3 hours    | MIDTERM EXAMINATION       | 3. Dances of the Cordillera Groups  
4. Dances of the Muslim Groups  
5. Dances of the Tribal or Lesser Known Groups | • Practical activity  
• Step patterns  
• Dance Notation | Identified the dances classified in each suite.  
Performed one folk dance for each suite with mastery, grace and poise. | Obtain at least 60% of the total number of items in the written quiz.  
Can perform at least one dance for each classification of Philippine folk dances with mastery, grace and poise. | • Alejandrino, R.G. & Santos-Gana, A.A. Sayaw: Philippine Dances |
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| 3 hours    | from each of the classification with mastery, proper grace and poise.  
> Demonstrate diligence and self-discipline in the activity. |                                  | and poise.                                    | dances with mastery, grace and poise. |                |                   |
|            | **FINAL EXAMINATION**     |                                 |                                              |                               |                |                   |

**Course Requirements:**
1. Written quiz  
2. Practical test  
3. Participation  
4. Performance test  
5. Portfolio

**Classroom Policies:**
1. Attendance and Punctuality.  
The student is expected to come to class regularly and on time. For absences, please refer to Policy on Absences below.
2. Active class participation.  
The student is expected to participate actively in class recitations, discussions, and other activities as the case maybe. Please refer also to Expectations from Student below.
3. Group work requirements.  
The student is expected to work harmoniously with her groupmates and contribute to the preparation of their group work.
4. Peer group evaluation.  
The student shall also be evaluated by her peers and feedback shall be taken into consideration.

**Expectations from students:**
The student’s responsibility is to come to each class prepared. She is also expected to take all examinations on the date scheduled. She is expected to attend each class and participate actively in the discussions.

ACADEMIC DISHONESTY:
All students are expected to be academically honest. Cheating, lying and other forms of immoral and unethical behavior will not be tolerated. Any student found guilty of cheating in examinations or plagiarism in submitted course requirements will (at a minimum) receive an F or failure in the course requirement or in the course. Plagiarism and cheating refer to the use of unauthorized books, notes or otherwise securing help in a test; copying tests, assignments, reports or term papers; representing the work of another person as one’s own; collaborating without authority, with another student during an examination or in preparing academic work; signing another student’s name on an attendance sheet; or otherwise practicing scholastic dishonesty.

POLICY on ABSENCES:
The allowed number of absences for students enrolled in a 3 hour class held once a week is a maximum of 3 absences - based on student handbook. Request for excused absences or waiver of absences must be presented upon reporting back to class. Special examinations will be allowed only in special cases, such as prolonged illness. It is the responsibility of the student to monitor her own tardy incidents and absences that might be accumulated leading to a grade of “FA.” It is also her responsibility to consult with the teacher, chair or dean should her case be of special nature.

Grading System:
Grading Scheme: 70% Class Standing
30% Major Examination

Formulas:
CSP- Class Standing Prelim PE- Prelim Examination
CSM- Class Standing Midterms ME- Midterm Examination
CSF- Class Standing Final FE- Final Examination
FOLKDANCES

Prelim Grade = 70% (CSP) + 30% (PE)

Midterm Grade = \[
\frac{70\% \ (CSP) + 30\% \ (PE) + 70\% \ (CSM) + 30\% \ (ME)}{2}
\]

Final Grade = \[
\frac{70\% \ (CSP) + 30\% \ (PE) + 70\% \ (CSM) + 30\% \ (ME) + 70\% \ (CSF) + 30\% \ (FE)}{3}
\]

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<th>FINAL GRADE EQUIVALENTS</th>
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References:
CONSULTATION HOURS:

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