



DLSHSI
 DE LA SALLE HEALTH SCIENCES INSTITUTE
Nurturing Life



College of Humanities and Sciences

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Local: 5007 (Dean's Secretary) | 1412 (Dean)
 1345 (Dept. of Integrated Humanities and Sciences)
 1408 (Dept. of Chemistry)
 1115 (Chemistry Lab) | 1405 (Biology & Physics Lab)

COURSE SYLLABUS

DEPARTMENT	: Integrated Humanities and Sciences
COURSE CODE AND COURSE TITLE	: GE-PHED 102 (Rhythmic Activities)
NUMBER OF UNITS	: 2
PRE-REQUISITE	: GE-PHED101
CLASS DAYS AND CLASS TIME	: _____
ROOM	: _____
INSTRUCTOR/PROFESSOR	: _____
CONSULTATION HOURS	: _____

COURSE DESCRIPTION:

This course highlights the application of the rhythmic bodily movements which have emphasis on fundamental rhythm, basic dance steps and appreciation of the country's rich cultural heritage which strengthens the awareness on dance education as a global perspective in the 21st century. Students will be given varied rhythmic activities and experiences to develop their skills and creativity in dancing.

LEARNING OUTCOMES:

- LO 1: Understanding of basic concepts across the domains of knowledge
- LO 2: Critical, analytical, and creative thinking
- LO 3: Appreciation of the human condition
- LO 4: Capacity to personally interpret the human experience
- LO 5: Ability to view the contemporary world from both Philippine and global perspective
- LO 6: Self-assuredness in knowing and being a Filipino
- LO 7: Capacity to reflect critically and shared concerns and think of innovative, creative solutions guided by ethical standards
- LO 8: Ability to appreciate and contribute to artistic beauty
- LO 9: Understanding and respect for human rights
- LO10: The ability to contribute personally and meaningfully to the country's development

LO11: Working effectively in a group

LO12: Ability to solve problems (including real world problems)

LO13: Knowledge of basic work related skills

LEARNING PLAN:

TOPIC/S	INTENDED LEARNING OBJECTIVES	TEACHING/LEARNING STRATEGIES	METHOD/S OF ASSESSMENT
Orientation 1. Syllabus 2. Class policies 3. Gym Usage 4. Course Requirements	Exhibit awareness and knowledge of the facilities and equipment in the De La Salle Animo Center, grading system and house rules. Explain all requirements needed to earn credit in PE 2.	Establishing rapport with the class thru game entitled "Getting to Know". Discussion of the Expectations of both Professor and Students Field observation	Presentation of Expectations
INTRODUCTION 1. Meaning/Importance of Rhythmic Activities 2. Brief History of Dance 3. Fundamentals of Movement 4. Types of Dances 4.1 Folk Dance 4.2 Social Dance 4.3 Ballet 4.4. Jazz 4.5 Street Dance	Define and differentiate basic terms. Identify various dances, its fundamental movements and various dance steps. Share insights on the History of Dance in the Philippines and around the world as an art form. Share knowledge on dance.	Lecture-Discussion Group Discussion Discovery learning Film viewing	Quiz Recitation
Fundamentals in Folk Dance 1. Classification of Folk Dance	Perform the various dances accurately. Participate willingly in physical activity while gaining competence.	Discussion-Demonstration Individual performance Safety and the importance of warm-up	Practical Tests: Execution of the Fundamental Position of Arms and Feet

<p>2. Fundamental Position of Arms and Feet</p> <p>3. List of Folk Dances</p>	<p>Assess ones capability of dancing.</p> <p>Practice correctly and gracefully.</p> <p>Execute fundamental positions of arms and feet accurately.</p>	<p>are emphasized.</p> <p>Mirror technique</p>	
<p>Philippine Folk Dance</p> <p>*Carinosa</p>	<p>Recall the origin and various information about Philippine Folk Dances.</p> <p>Acquire grace and proper coordination through dancing.</p> <p>Follow and execute verbal dance instructions from a dance teacher or leader of the group.</p> <p>Learn by comparing and contrasting their movements with those of their instructor.</p> <p>Memorize movement sequences.</p>	<p>Demonstration</p> <p>Practice dance steps individually, in pairs, and in small ensembles</p>	<p>Practical Test</p> <p>Group Performance</p>
<p>Selected Philippine Folk Dances</p>	<p>Select one of the various Philippine Folk Dance.</p> <p>Perform the selected Folk Dance describing various routines and ways of proper dance execution in folk dancing.</p> <p>Display desirable attitudes like cooperation and friendliness among group members.</p>	<p>Discussion</p> <p>Practice dance steps individually, in pairs, and in small ensembles</p>	<p>Practical Test</p> <p>Group Performance</p>
<p>FIRST COMPREHENSIVE ASSESSMENT</p>			

TOPIC/S	INTENDED LEARNING OBJECTIVES	TEACHING/LEARNING STRATEGIES	METHOD/S OF ASSESSMENT
<p>Introduction to Social Ballroom Dancing</p> <ol style="list-style-type: none"> 1. History of Social (Ballroom) Dancing 2. Movement and Movement Skills <ol style="list-style-type: none"> 1.1 Nature and Meaning of Movement 1.2 Fundamental Movement Skills 3. Movement Concepts <ol style="list-style-type: none"> 2.1 Body awareness 2.2 Space awareness 2.3 Relationships 4. Types of Dances <ol style="list-style-type: none"> 3.1 Cha Cha Cha 3.2 Swing 3.3 Tango 3.4 Waltz 	<p>Identify history of different dances, its fundamental locomotion and axial movements, various dance steps and dance patterns.</p> <p>Practice correctly and gracefully different movement variations and combinations.</p> <p>Categorize characteristics of Social (Ballroom) Dancing.</p>	<p>Lecture-Demonstration Method</p> <p>Cooperative Learning</p> <p>Group Dynamics</p> <p>Film Viewing</p>	<p>Quiz</p> <p>Practical Test</p>
<p>Social Dance</p> <p>*Swing</p>	<p>Identify the different basic dance steps in swing.</p> <p>Demonstrate dance steps correctly.</p> <p>Execute Dance steps correctly and with poise.</p> <p>Perform Dance step with partner with ease.</p> <p>Memorize movement sequences.</p>	<p>Warm-up</p> <p>Demonstration</p> <p>Execution</p> <p>Group Practice</p> <p>Presentation</p>	<p>Practical Test:</p> <p>Group performance</p>

SECOND COMPREHENSIVE ASSESSMENT

TOPIC/S	INTENDED LEARNING OBJECTIVES	TEACHING/LEARNING STRATEGIES	METHOD/S OF ASSESSMENT
Popular Dance Creation	Create/design their genre of dances.	Group Discussion Group Performance Practice	Group presentation
Culminating Activity *Showcase of Various Types of Dances	Organize carefully to come up with a well-coordinated Dance Production with consideration on costume, music, set and props as part of performance planning. Perform all dances learned on stage. Present different dances. Apply knowledge, skills, and techniques of dance in formal dance presentations.	Dance Production Planning Practicing Speaking-Listening Observation/Critiquing Recommend/Consultation Students videotape their presentations, review their own videotape, and self-assess on the same criteria.	Group Presentation: Dance Production Examination students' technical and creative performance

THIRD COMPREHENSIVE ASSESSMENT

FINAL COURSE OUTPUT:

As evidence of attaining the above learning outcomes, the students are required to do and submit the output as indicated.

LEARNING OUTCOMES	REQUIRED OUTPUT	DUE DATE
LO 1- LO 13	Culminating Activity: Showcase of Various Types of Dances	March 2016

RUBRIC FOR ASSESSMENT:

CRITERIA	EXEMPLARY 4	SATISFACTORY 3	DEVELOPING 2	BEGINNING 1	RATING
GOD LOVING Mastery	Demonstrate the dance variations in a smoothest transition with an air of confidence and grace satisfying people in the glory of God.	Demonstrate the dance variations in a smoother transition with an air of confidence and grace satisfying people in the glory of God.	Demonstrate the dance variations in a smooth transition from with an air of confidence and grace satisfying people in the glory of God.	Demonstrate the dance variations with errors.	
Rhythm	The students execute perfectly the movement skills while dancing to music showcasing the work of God.	The students execute properly the movement skills with minimal errors while dancing to music showcasing the work of God.	The students execute the movement skills with errors while dancing to music showcasing the work of God.	The students always miss proper movement skills while dancing to music	
PERSON-ORIENTED Movement Space	Students are highly driven and intrinsically motivated to perform all the movements in unison giving the appearance of working as a unit.	Students are highly driven and intrinsically motivated to perform most of the movements in unison with giving the appearance of working as a unit.	Students are highly driven and intrinsically motivated to perform some of the movements in unison giving the appearance of working as a unit.	Students are not able to perform the movements in unison.	
PATRIOTIC HEALTH PROFESSIONAL Body Awareness	Body posture is in an excellent shape while performing various dance steps as a distinct characteristic of a Patriotic Health Care Professional.	Body posture is in better shape while performing various dance steps as a distinct characteristic of a Patriotic Health Care Professional.	Body posture is in quite good shape while performing various dance steps.	Poor body posture while performing various dance steps.	

OTHER REQUIREMENTS AND FORMS OF ASSESSMENTS:

Aside from the final output, the students are assessed at other times during the term by the following:

1. Group report/Group Presentation
2. Quizzes/Practical Test/Written Exam
3. One Research Day/Alternative Class per Term

*Rubric for each method of assessment will be used.

LEVELS OF ASSESSMENT:

PRELIMINARY/MIDTERM	Criteria	FINAL TERM	Criteria
Class Participation/Uniform	25%	Class Participation/Uniform	30%
Practical Test/Quiz/ Assignment	35%	Final Output: Showcase of dances	70%
Major examination	40%		
TOTAL	100%		100%

REFERENCES:

- Brehm, M. and McNett L. (2008). *Creative dance for learning : the kinesthetic link*. Boston : McGraw-Hill.
- D'Egville, G. (2008). *How & what to dance*. London : Bounty Books.
- Dimapilis. N.J. et.al., (2010). *Physical education 2 : rhythmic activities*. Mandaluyong City : Books Atpb. Publishing.
- Manalo, A. (2012). *Essentials of physical education one and two*. Manila : Mindshapers Co.
- Pomer, J. (2009). *Dance composition : an interrelated arts approach*. Champaign, IL : Human Kinetics.
- Tiongson, N. (1994). *CCP encyclopedia of Philippine art: Philippine dance*. Manila : Cultural Center of the Philippines.
- Wright, J.P. (2003). *Social Dance: Step to Success* (2nd ed.). USA: Human Kinetics Inc.
- Zona, C. et.al., (2008). *Gotta ballroom*. Champaign, IL: Human Kinetics

CLASS POLICIES:

1. Students are allowed 20% of the total number of school days or 14 hours of absences inclusive of tardiness. All absences after that shall mean excessive absences, which will merit a grade of 0.00. Attendance policies found in the Student Handbook apply.
2. Should the students fail to submit a requirement the following will be considered such that:
 - a. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a requirement which is not submitted under the following conditions:
 - a.1. they are given a chance to make-up for the said requirement and
 - a.2. they are given enough time to work on the make-up requirement.
 - b. they will be given a score of zero (0) with a corresponding grade of zero percent (0%) in a quiz which is given during their absence, under the following conditions:
 - b.1. the absence is unexcused;
 - b.2. they are offered a make-up quiz and still fail to show-up during the given time and

- b.3. they are given enough time to prepare for the make-up quiz.
 - c. In case the students submitted a requirement given by the instructor/professor to make-up for their lost grade, a certain percent will be deducted on their actual grade.
 - c.1. The deduction will be determined by the subject teacher.
 - d. Home works will be due at the beginning of the class. No homework shall be accepted thereafter.
 - e. Special major examinations are scheduled a week after the administration of the major examinations. No special examination will be given thereafter EXCEPT IN SPECIAL SITUATIONS. Moreover, there are no special practical examinations that will be given to those who failed to take it on the scheduled date.
4. Students are expected to participate in small-group exercises and/or other class learning activities.
 5. Cellular/Mobile phones and the likes should always be in silent mode during class hours; the use of cellular phones is prohibited in class unless a special permission is sought. Tablets and laptops may be used to take down notes and may not be used to browse online resources at the time of discussion otherwise such devices will be confiscated throughout the duration of the class except with the permission of the professor.
 6. Cheating and plagiarism in any form will merit a final grade of 0.00. To avoid cheating during examinations, handkerchief, jackets and gadgets like cellphones, tablets and calculators (teacher's prerogative) should be placed inside the school bags. Furthermore, these school bags should be placed in front of the teacher's table.
 - a. Plagiarism is a form of cheating which will be strictly dealt with, in accordance to the provisions stipulated in the Student's Manual.
 7. Any concerns (teaching, grades, interrelationship inside and relative to the class, etc.) should be properly addressed to the subject-teacher for appropriate action. Students may seek the help and guidance of their academic/registration adviser in resolving the issue with the subject-teacher.

All other policies (attendance, tardiness, decorum, grievance, etc.) will be subject to the provisions of the latest version of the Student Handbook.

ENDORSED:



ELLEN JOY P. PACUDAN, MA
Cluster Coordinator,
Health and Human Performance and Development

RECOMMENDING APPROVAL:



ILUMINADA A. RONIO, MSc
Department Chair

APPROVED:



MARGEL C. BONIFACIO, RCh, PhD
Dean