




CITY SCHOOLS DIVISION OFFICE OF ANTIPOLO

MEMORANDUM

TO : OIC - Assistant Schools Division Superintendent
Chief, Schools Governance and Operations Division
OIC-Chief, Curriculum Implementation Division
Education Program Supervisors
Public Schools District Supervisors
Public and Private Senior High School, School Heads/ Administrators
All Others Concerned

FROM : 
DR. ROMMEL C. BAUTISTA, CESO V
Schools Division Superintendent

SUBJECT : **SUPPORT TO THE IMPLEMENTATION OF THE "PROGRAM ON
DIPLOMA IN TEACHING ARTS MAJOR IN DANCE"**

DATE : March 4, 2019

Attached herewith is the Memorandum on the **Support to the Implementation of the
"Program on Diploma in Teaching Arts Major in Dance"**.

For information and widest dissemination

UM - 124, s. 2019

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"EDUKASYONG TAPAT AT SAPAT PARA SA LAHAT"



Republic of the Philippines
Department of Education

DepEd Complex, Meralco Avenue, Pasig City, Philippines
Direct Line: (632) 633-7202 / 687-4146 Fax: (632) 631-0057
E-mail: lorna.dino@deped.gov.ph Website: www.deped.gov.ph

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Undersecretary for Curriculum and Instruction



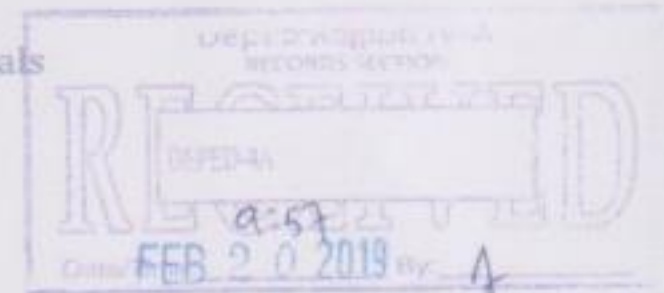
MEMORANDUM
DM-CI-2019-00-1595

1595

TO : ALL REGIONAL DIRECTORS, REGIONAL SECRETARY AND
SCHOOLS DIVISION SUPERINTENDENTS

ATTENTION : School Heads / Principals

FROM : *Lorna A. Dino*
LORNA DIG DINO
Undersecretary



SUBJECT : SUPPORT TO THE IMPLEMENTATION OF THE "PROGRAM ON
DIPLOMA IN TEACHING ARTS MAJOR IN DANCE"

The Department of Education has initiated to work hand-in-hand with the National Commission for Culture and the Arts (NCCA), through the Philippine Normal University (PNU), in order create a program for non-specialist teachers in Dance of the Senior High School Arts and Design Track and the Special Program for the Arts (SPA).

The Program on Diploma in Teaching Arts Major in Dance is a one-year customized scholarship program for non-specialist SPA and Arts and Design teachers, to be offered in a flexible scheme, taking into consideration the availability and needs of the clientele. A face-to-face delivery and flexible learning activities will be employed in the program, whose tuition and miscellaneous fees shall be shouldered by NCCA.

Through this initiative, the Department supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and the agency's commitment to the development of teacher's potentials towards the success in the profession.

In view of this, the school heads/principals are highly encouraged to ensure that the teachers who will be chosen to participate shall be afforded the flexibility needed in order to complete the said program.

For your information and compliance.



Proposed Diploma in Teaching Arts major in Dance

A. Title of the Program: Diploma in Teaching Arts major in Dance

B. Proponents: Institute of Physical Education, Health, Recreation, Dance, and Sports
National Commission for Culture and the Arts

C. Rationale:

In line with the educational reform of the country via the K-12 Program, the Department of Education created a program for the Arts and Design Track and the Special Program for the Arts that cater to the creative individuals along in the area of Dance.

PNU being the National Center for Teacher Education addresses the need for developing teachers who will be handling such programs. The Institute of Physical Education, Health, Recreation, Dance, and Sports is proposing a 24-unit Diploma in teaching arts major in dance. The 24-unit Diploma in Teaching Arts major in Dance is aligned with the PNU Outcomes-Based Teacher Education curriculum. The Diploma Program will provide non-specialist teachers who teach the Special Program for the Arts (Dance) and the Arts and Design Track of the Senior High School of the Department of Education the needed teaching competencies in the area of Dance.

This proposed Diploma program is anchored on the PNU-OBTEC (Outcomes-Based Teacher Education Curriculum) that aims to develop non-specialist with:

- Theories in the discipline
- Disciplinary content
- Method of Inquiry
- Pedagogical content knowledge and Technological Pedagogical Content Knowledge
- Applied Knowledge

D. Description of the Program

This is a one-year customized program to be offered in a flexible scheme taking into consideration the availability and needs of the clientele. A face-to-face delivery and flexible learning activities will be employed in the program.

The DTAD is a 24-unit program design for non-specialist teachers of the SPA and Arts and Design Track (Dance) covering the needed skills and competencies of teachers in Dance.

E. Framework of the Program

The program anchors on the PNU Outcomes-Based Teacher Education Curriculum. Following the PNU-OBTEC, this diploma program will provide teachers background in the content knowledge of the Art of Dance in Education that includes the breadth and depth of understanding necessary to teach the dance specialization of the Special Program for the Arts of DepEd. Teachers who will undergo the program will explore the disciplinary content, theories, methods of inquiry, and applied knowledge of the discipline of dance.





Figure 1. Framework of the 21st Century Competencies of Teaching Arts Major in Dance

F. Course Learning Outcomes

Theories in the discipline

- demonstrate understanding of the basic concepts and theories of human movement and dance

Strong disciplinary content

- demonstrate a broad, interdisciplinary knowledge of dance
- demonstrate proficiency and efficiency in various movement forms

Effective method of inquiry

- conduct basic research activities in acquiring knowledge and skills in dance

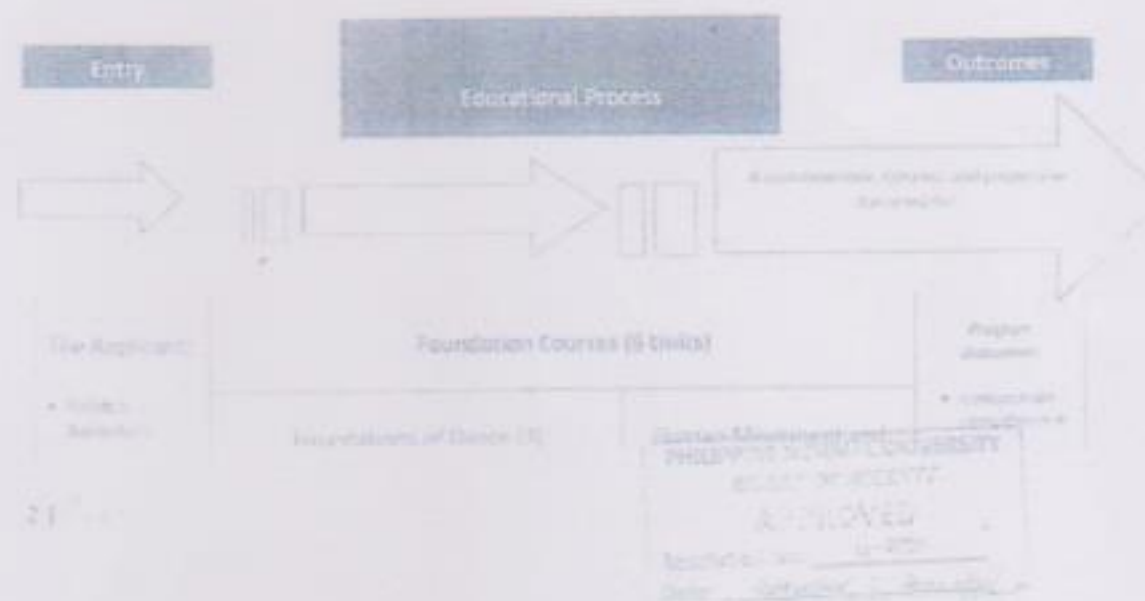
Strong pedagogical content knowledge (PCK) and technological pedagogical content knowledge (TPCK)

- use and develop appropriate technology in aid of teaching dance in grades 7-10
- design and create dance activities that are developmentally-appropriate for the SPA learners

Applied Knowledge

- organize dance productions and conduct basic research activities that advocate and promote dance as a form of art and human expression

F. Curriculum Strategy



Degree in Education with specialization in Arts and Dance (BEd-AD) • Pass Examinations with credit in the respective subjects in Teaching Program • Passed school admission requirements			Units (1)	Knowledge • Music • Understanding in the context of dance • Music, historical methods through the ages • Field in understanding in contemporary knowledge • Knowledge in the field of the subject can be used in contemporary life
	Content Courses (20 Units)			
	• Philippine Folk and Ethnic Dances (2)	• International Dances (2)		
	• Ballet and Modern Dance (1)	• Jazz and Contemporary Dance (2)		
	Pedagogical Content Knowledge Courses (10 Units)			
	• Dance Pedagogy and Assessment (2)	• Introduction to Dance Research and Documentation (1)		
	• Dance Production (4)			

G. Target Clientele

1. Education degree graduates who are non-specialists in Arts and Dance
2. Graduates of Post-Baccalaureate Certificate in Teaching Program

H. Course Content

Course Number	Title	No. of Units	Description
Foundation Courses		6 Units	
EDUC 101	Foundations of Arts	1 Unit	Covers the philosophical, sociological, historical and psychological foundations of Arts. It covers theories and principles necessary to understand arts as a form of human expression and to set here it takes for the various physical and health activities covered. The course shall discuss the development of the discipline.
EDUC 102	Human Movement and Dance	2	Covers the understanding of the body parts and how the body functions in relation to movements and dance. It provides necessary understanding on the elements of these modern techniques of performance evolved from basic scientific laws.

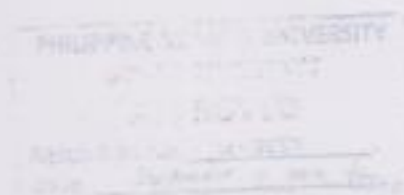
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					evaluation level. Assessment strategies for dance performance are also included in the course.
OTAD III	Dance Research and Documentation	and	3		The course covers the fundamental elements of dance production. Dance research is introduced to provide an integrated approach in staging a dance production. The students are expected to come up with a dance production as a summative activity.
OTAD III	Dance Production		4		The course provides knowledge and skills in understanding the process of creating an oeuvre of leading dance as an art via a performer. The students shall define simple movement creation, movement arrangement in space, simple composition in choreography. It shall perhaps a culminating activity to create a dance production for stage performance.

1 - Curriculum Map

Courses	• Generalized competencies in foundational knowledge	• Specific understanding in the content discipline	• Applied knowledge in the context of the discipline	• Lifelong understanding in professional knowledge	• Dance knowledge in the discipline and its contribution to contemporary life
Foundation of Dance	D	P	L	L	P
Dance Movement and Theory	D	P	L	L	P
Philosophy Traditional Dance	L	D	L	L	P
Contemporary Dance	L	D	L	L	P
Dance and Modern Dance	L	D	L	L	P
Dance and Contemporary Art	L	D	L	L	P
Dance Management and Development in Dance	P	P	P	D	P
Dance Research and Documentation	P	P	P	P	P
Dance Production	P	P	P	P	P

Legend: L - Introduced in the course, D - Developed in the course, P - Practiced in the course



1. Full-Time Faculty (FNU)

<p>Mariela Y. Manzano</p>	<p>Master of Arts in Education in Physical Education Graduate Certificate in Physical Education (Dance Stream) Undergraduate Certificate in Music Education Bachelor of Science in Secondary Education</p>
<p>Miriam A. Diana</p>	<p>Master of Arts in Education in Physical Education Graduate Certificate in Physical Education (Dance Stream) Bachelor of Science in Education with specialization in PE</p>
<p>Wendina Elizabeth S. Echevarra</p>	<p>Doctor in Education in Educational Administration Master of Arts in Education in Physical Education Undergraduate Certificate in Physical Education Bachelor of Science in Education with specialization in Biology</p>
<p>Nancy A. Cayula</p>	<p>Doctor in Educational Management Master of Arts in Health Education Master of Arts in Education in PE (Dance Stream) Bachelor of Science in Education with specialization in PE</p>
<p>Larry A. Gibson</p>	<p>Doctor in Educational Management Master of Arts in Education in Physical Education Undergraduate and Graduate Certificate in PE (Dance Stream) Bachelor of Science in Elementary Education</p>
<p>Agustino Eduardo P. Santos</p>	<p>Master of Arts in Educational Management Undergraduate and Graduate Certificate in PE Bachelor of Science in Education with specialization in English</p>
<p>John Victor B. Nostromo</p>	<p>Master of Arts in Education in Physical Education Graduate Certificate in Physical Education (Sports Stream) Bachelor of Science in Education with specialization in PE</p>
<p>Wilfredo A. Torres</p>	<p>Master of Arts in Education major in Physical Education (Sports Stream) Bachelor of Science in Education major in Physical Education</p>
<p>Loraine A. Vergara</p>	<p>Master of Arts in Sports and Recreation Management Bachelor of Secondary Education with specialization in PE</p>

Associate Faculty (MGA)

Technical/Field Support

<p>Mr. Charles Mark Lee</p>	<p>Academic Director, Manila South East School of Public Health Member, Board, NCAA Sports Development</p>
<p>Mr. Arseno Perez</p>	<p>General Services Supervisor, Manila South East School of Public Health Director General, National Center for Physical Education and Sport, NCAA</p>
<p>Mr. Robert Stephen Villanar</p>	<p>Academic Director, Joliffe School of Education, JSE</p>
<p>Mr. Joseph M. Santos</p>	<p>Academic Director, Joliffe School of Education, JSE</p>

Guest

<p>Dr. Peter De Vera</p>	<p>Academic Director, Joliffe School of Education, JSE Vice-Chair, Sports Development, NCAA</p>
<p>Mr. Donald Ferrer</p>	<p>Academic Director, Joliffe School of Education, JSE President, Philippine Public Schools Association</p>

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BOARD OF GOVERNORS
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