

**K to 12 BASIC EDUCATION CURRICULUM  
SENIOR HIGH SCHOOL – ARTS AND DESIGN TRACK**

**Grade:** 11

**Track Subject Title:** Creative Industries II: Performing Arts

**Semester:** 2nd Semester

**No. of Hours/ Semester:** 80 hours

**Pre-requisite:** none

**Track Subject Description:** The course introduces the students to principles of theater, music and dance and examines the practical application of the performing arts skills in the local and global market.

<b>CONTENT</b>	<b>CONTENT STANDARD</b>	<b>PERFORMANCE STANDARD</b>	<b>LEARNING COMPETENCIES</b>	<b>CODE</b>
<b>THEATER</b>	<i>The learner...</i>	<i>The learner...</i>	<i>The learner...</i>	
<b>Definition of Performing Arts</b>	1. demonstrates an understanding of theater as a synthesis of the arts and utilizes a collective/collaborative process of creation	synthesizes key concepts of theater in an improvised group performance about their life stories.	1. discusses the varieties, categories and elements of various performing arts practices	<b>AD_CIP11-IIIa-1</b>
<b>Explorations in Theater</b>  1. Elements of Arts as applied in Theater  2. Principles of composition as applied in theater  3. Story Building  4. Collective improvisation and devising stages works	2. demonstrates an understanding of the collective character of theater production		2. demonstrates willingness to share personal capacities, skills and stories to the group	<b>AD_CIP11-IIIb-2</b>
			3. discusses the different elements of artistic expression as applied in a theater performance	<b>AD_CIP11-IIIc-3</b>
			4. discusses the different principles of artistic organization as applied in a theater performance	<b>AD_CIP11-IIId-4</b>
			5. explains the value of life stories as valuable sources of theater performances	<b>AD_CIP11-IIIE-5</b>
			6. creates group skits that are evolved from personal stories using the different elements of arts and principles of composition	<b>AD_CIP11-IIIf-g-6</b>
			7. performs short skits in front of an audience noting the important qualities of a good performance	<b>AD_CIP11-IIIf-h-i-7</b>
			8. examines the merits of the skit performances using the principles of composition and qualities of performance	<b>AD_CIP11-IIIf-j-8</b>

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<b>MUSIC</b>  Sight reading and ear training	<i>The learner:</i>  demonstrates basic skills in note reading and ear training	<i>The learner:</i>  reads and notates simple melodies	<i>The learner:</i>  1. reads melodies in simple meters and in major and minor keys	<b>AD_CIP11-IVa-1</b>
			2. notates simple melodies in major keys and in duple, triple, and quadruple meters	<b>AD_CIP11-IVa-2</b>
			3. recognizes melodic intervals visually and aurally	<b>AD_CIP11-IVa-3</b>
Ensemble/ Band Playing (depends on the availability of instruments) 1. Piano / Keyboard 2. Guitar 3. Banduria 4. Wind instruments 5. Traditional instruments	demonstrates basic skills in group instrumental playing	performs selected instruments	1. plays with correct rhythm, good intonation and good ensemble	<b>AD_CIP11-IVa-d-4</b>
			2. uses appropriate position and fingering in playing simple pieces	<b>AD_CIP11-IVa-d-5</b>
			3. interprets appropriate phrasing, articulation and dynamics in performing instrumental pieces	<b>AD_CIP11-IVa-d-6</b>
Choral singing and conducting	1. demonstrates basic choral skills  2. demonstrates basic conducting skills	1. sings expressively with good vocal technique, observing changes in dynamics and tempo  2. conducts pieces with precise movements indicating desired tempo, dynamics and expression	1. sings simple 2- or 3-part choral arrangements	<b>AD_CIP11-IVa-d-7</b>
			2. uses proper enunciation and vocal techniques such as breathing and control	<b>AD_CIP11-IVa-d-8</b>
			3. interprets and applies dynamic and tempo marks in singing	<b>AD_CIP11-IVa-d-9</b>
			4. conducts pieces in duple, triple, and quadruple meter using appropriate hand and arm gestures	<b>AD_CIP11-IVa-d-10</b>
			5. indicates attacks and releases clearly in conducting	<b>AD_CIP11-IVa-d-11</b>

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<b>DIFFERENT DANCE FORMS IN THE PHILIPPINES</b>  1. Pre-colonial Philippine Dance (Suggested teaching material: Pangalay using the Amilbangsa Instruction Method)	demonstrates knowledge and understanding of the different dance forms performed in the Philippines	performs a 5 to 10 minute dance with well-executed dance steps, artistry proper music and costume	1. identifies the historical background, the traditional dress and music of the dance	<b>AD_CIP11-IVe-1</b>
			2. executes basic stance, forms, positions and contextual meaning of the dance	<b>AD_CIP11-IVf-2</b>
6. Repertory: Classical and Filipino Contemporary Dance (e.g. Tony Fabella's <i>Tambol at Padyak</i> )			1. researches on the life of the choreographer, his specific dance style and its history	<b>AD_CIP11-IVg-3</b>
			2. Identifies the steps and movements of the dance with a visiting artist through execution	<b>AD_CIP11-IVg-4</b>
			3. Identifies the composers who contributed to the dance form	<b>AD_CIP11-IVg-5</b>
			4. analyzes the characteristics of classical and Filipino contemporary dance	<b>AD_CIP11-IVg-6</b>
7. Social Dances (Rigodon, ballroom dancing)			5. dances with a partner to build teamwork and to interact with the opposite sex through dance	<b>AD_CIP11-IVh-7</b>
<b>Dance Lecture-Demonstration</b>	demonstrates knowledge of dances learned in class	executes a dance lecture-demonstration in the community	1. prepares a lecture-demonstration on dances supported by a paper and audio-visual aids based on his/her research work	<b>AD_CIP11-IVi-8</b>
			2. refines the whole presentation through regular rehearsals	<b>AD_CIP11-IVi-9</b>

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<b>Performing Arts-Related Industries and the Art Market</b>  A. Performing Arts in Entertainment  B. Performing Arts in Education  C. Performing Arts in Development Work	demonstrates an understanding of the application of performing arts skills for local, national and global demands and opportunities	examines the local, national and global landscape of performing arts-related industries through research.	1. researches on the situation of performing arts-related industries in their immediate locality and in the nation and global setting	<b>AD_CIP11-IVj-1</b>
			2. understands the skills, resources, and opportunities in performing arts-related industries	<b>AD_CIP11-IVj-2</b>
			3. presents a report either individually or as a group on their findings on the skills, resources, and work opportunities available in performing arts-related industries	<b>AD_CIP11-IVj-3</b>

\*Note: Ensemble Playing and Choral singing should be taught simultaneously by two teachers

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**Code Book Legend**

**Sample: AD\_CIP11-IIIa-1**

LEGEND		SAMPLE	
<b>First Entry</b>	Learning Area and Strand/ Subject or Specialization	Arts and Design Track	<b>AD_CIP11</b>
	Grade Level	Grade 11	
<b>Uppercase Letter/s</b>	Domain/Content/ Component/ Topic	Creative Industries II: Performing Arts	
			-
<b>Roman Numeral</b> <i>*Zero if no specific quarter</i>	Quarter	Third Quarter	<b>III</b>
<b>Lowercase Letter/s</b> <i>*Put a hyphen (-) in between letters to indicate more than a specific week</i>	Week	Week one	<b>a</b>
			-
<b>Arabic Number</b>	Competency	discusses the varieties, categories and elements of various performing arts practices	<b>1</b>