



Republic of the Philippines

# Department of Education

DepEd Complex, Meralco Avenue, Pasig City

**STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM**

## **FILIPINO IDENTITY THROUGH THE ARTS**

**Grade 11**

**Course Description:**

This course explores Philippine indigenous and traditional arts as repositories of memory and collective human experience in their specific historical, cultural, political, economic, and social contexts. The significance of geographic and cultural communities as sites of art productions as well as their value in constructing Filipino identity and fostering nationalism is highlighted. Learners will critically integrate the significant aspects of these indigenous and traditional expressions into their artmaking as cultural continuity and bases for meaningful innovations.

**Elective:** Academic

**Prerequisite:** None

**Time Allotment:** 80 hours for one semester, 4 hours per week

**Schedule:** First Semester / Second Semester

**QUARTER 1**

<b>CONTENT STANDARD</b>	Learners demonstrate an understanding of Philippine indigenous and traditional arts as repositories of memory and collective human experience, as constructions of Filipino identity, and as wellsprings for continuity and innovation in the performing arts.	
<b>PERFORMANCE STANDARD</b>	Learners create performances that integrate significant aspects of indigenous and traditional expressions as markers of Filipino identity and heritage.	
	<b>LEARNING COMPETENCIES</b>	<b>CONTENT</b>
	1. explain how worldviews are shaped by geography, history, and institutions	A. Worldviews and how they are shaped by geography, history and institutions
	2. describe how Filipino worldview and constructions of identity are manifested in indigenous and traditional arts	B. Filipino worldview, constructions of identity, and their manifestations in indigenous and traditional arts
	3. discuss the significant features and characteristics of selected indigenous and traditional Philippine music, dance, and theater	C. Significant features and characteristics of selected indigenous and traditional Philippine music, dance, and theater

4. analyze how geographic, historical, cultural, political, and social phenomena are etched in selected samples of indigenous and traditional Philippine music, dance, and theater	D. Geographic, historical, cultural, political, economic, and social contexts of the selected samples of indigenous or traditional Philippine music, dance, and theater E. Indigenous and traditional arts as memory and repositories of collective human experience of the Filipinos
5. evaluate the significance of exemplary Filipino artists and community-based culture bearers in safeguarding arts practices as cultural heritage	F. Exemplars from the communities and artists of indigenous or traditional Philippine music, dance, and theater art forms
6. create a performance inspired by Philippine indigenous or traditional music, dance, or theater arts reflecting informed understanding of its elements and contexts	G. Devised performances drawn from indigenous and traditional music, dance and theater

## QUARTER 2

<b>CONTENT STANDARD</b>	The learners demonstrate an understanding of Philippine indigenous and traditional arts as repositories of memory and collective human experience, as constructions of Filipino identity, and as wellsprings for continuity and innovation in visual arts, literary arts, and architecture	
<b>PERFORMANCE STANDARD</b>	The learners create artistic works that integrate local materials and significant aspects of indigenous and traditional arts as markers of Filipino identity and heritage.	
<b>LEARNING COMPETENCIES</b>		<b>CONTENT</b>
1. explain the significant features and characteristics of selected indigenous and traditional Philippine visual arts, literary arts, and architecture	A. Significant features and characteristics of selected indigenous and traditional Philippine visual arts, literary arts, and architecture	
2. analyze how geographic, historical, cultural, political, and social phenomena are etched in selected samples of indigenous and traditional Philippine visual arts, literary arts, and architecture	B. Geographic, historical, cultural, political, economic, and social contexts of the selected samples of indigenous or traditional Philippine visual arts, literary arts, and architecture C. Indigenous and traditional arts as memory and repositories of collective human experience of the Filipinos	

<p>3. recommend strategies for addressing threats to the continuity of Philippine indigenous and traditional art forms as vital expressions of identity and innovation</p>	<p>D. Threats to Philippine indigenous and traditional art forms E. Cultural appropriation and other issues in the use of indigenous and traditional elements in arts innovation</p>
<p>4. develop designs that integrate local materials and processes, contemporary applications, and digital technology as expressions of Filipino identity</p>	<p>F. Visual productions, literary productions, and architectural designs drawn from indigenous and traditional forms using local materials and processes, contemporary applications, and digital technology</p>

## GLOSSARY

- Cultural appropriation*** the adoption or use of elements from one culture by members of another, often without permission or understanding of the cultural significance behind those elements and in a way that is exploitative and/or disrespectful to the culture itself
- Cultural identity*** an individual’s sense of belonging toward a particular culture or group that is formed through shared characteristics such as language, traditions, beliefs, values, and norms passed down from generation to generation.
- Elements of arts*** the fundamental components used by artists and designers that work together to convey messages, evoke emotions, and create aesthetically pleasing works
- Heritage*** the cultural, historical, and artistic legacy passed down through generations, including both tangible and intangible elements
- Historical, cultural, and social contexts*** the surrounding environment of a particular event, text, or artwork, encompassing the historical events, cultural beliefs, and social norms that existed during the time period in which it occurred, essentially providing the background information needed to fully understand its meaning and significance

<b><i>Innovation</i></b>	the process of bringing about new ideas, methods, products, services, or solutions that have a significant positive impact and value
<b><i>Intangible cultural heritage</i></b>	non-physical expressions and practices that embody the traditions, knowledge, and skills of a community, transmitted orally or through practice over generations, such as rituals, oral traditions, performing arts, traditional craftsmanship techniques, and cultural practices related to nature
<b><i>Indigenous art</i></b>	the creative expressions and cultural artifacts produced by the native peoples of a particular region that reflect the latter's unique traditions, histories, and worldviews
<b><i>Local arts</i></b>	art forms such as folk dances, music, theater, visual arts, architecture, and other creative expressions deeply rooted in local histories and identities that emerge from specific regions, communities, or diverse cultural groups in the Philippines
<b><i>Natural heritage</i></b>	the natural environment and landscapes (including ecosystems) and natural geological formations embodying cultural, historical, or aesthetic significance to a community or nation
<b><i>Performing arts</i></b>	an art field that includes vocal and instrumental music, dance, theatre and other art forms that are usually performed in front of a live audience
<b><i>Tangible cultural heritage</i></b>	the collection of physical objects or structures that have cultural, historical, artistic, or scientific significance
<b><i>Traditional art</i></b>	an art field that encompasses culturally significant practices and expressions passed down through generations (including crafts, music, dance, and storytelling) that reflect community identities and heritage
<b><i>Scientific significance</i></b>	the integration of scientific principles, discoveries, or phenomena to enhance the understanding, creation, and interpretation of art
<b><i>Worldview</i></b>	the lens through which people interpret reality and make decisions; the framework from which one views reality to make sense of life and the world

## REFERENCES

Britannica. 2024. Britannica.com. Accessed December 11, 2024. <https://www.britannica.com/topic/cultural-appropriation>.

Cohn, Joel G. 2024. *A Critical Examination of the Recent Evolution of B2B Sales*. Hershey, Pennsylvania: IGI Global Scientific Publishing.

Dela Paz, Cecilia & Patrick Flores. 2014. Sining at Lipunan. Sentro ng Wikang Filipino, Unibersidad ng Pilipinas  
Enriquez, Virgilio G. "Kapwa: A Core Concept in Filipino Social Psychology." In *Philippine Worldview*, edited by Virgilio G. Enriquez, 6–19. Singapore: ISEAS Publishing, 1986. <https://doi.org/10.1355/9789814379021-005>.

Google. 2024. "Repository Meaning." Accessed December 12, 2024. <https://www.google.com/search?q=repository+meaning>.

Kunst, Jonas R., Katharina Lefringhausen, and Hanna Zagefka. "Delineating the Boundaries between Genuine Cultural Change and Cultural Appropriation in Majority-Group Acculturation." *International Journal of Intercultural Relations* (2023).  
<https://doi.org/10.1016/j.ijintrel.2023.101911>.

Lazo, Abegaile Eunice G. *Understanding Cultural Appropriation: Kaloob Philippine Music and Dance Ministry*. Accessed December 12, 2024. <http://dspace.cas.upm.edu.ph:8080/xmlui/handle/123456789/1141>.

Merriam-Webster Dictionary. "Beauty." Last modified December 7, 2024. <https://www.merriam-webster.com/dictionary/beauty>.

National Commission for Culture and the Arts. "GAMABA (Gawad sa Manlilikha ng Bayan)." Accessed December 12, 2024.  
<https://ncca.gov.ph/about-culture-and-arts/culture-profile/gamaba/>.

National Commission for Culture and the Arts. "National Artists of the Philippines." Accessed December 12, 2024.  
<https://ncca.gov.ph/about-culture-and-arts/culture-profile/national-artists-of-the-philippines/>.

Republic Act No. 10066: *National Heritage Act of 2009*. Enacted March 26, 2010.  
<https://www.officialgazette.gov.ph/2010/03/26/republic-act-no-10066/>.

Rradmin. (n.d.). *Tangible and intangible Cultural Heritage* | RICHES Resources. <https://resources.riches-project.eu/glossary/tangible-and-intangible-cultural-heritage/>

Sandburgart. "Elements and Principles." Accessed December 12, 2024. <https://www.sandburgart.com/elements-principles>.

Scruton, Roger, and Thomas Munro. "Aesthetics: Definition, Approaches, Development, Meaning, Examples, and Facts." *Encyclopedia Britannica*. Last modified November 19, 2024. <https://www.britannica.com/topic/aesthetics>.

*Traditional Arts: Techniques & Examples* | StudySmarter. (n.d.). StudySmarter UK.  
<https://www.studysmarter.co.uk/explanations/hospitality-and-tourism/cultural-tourism/traditional-arts/>

The Philippines. Republic Act No. 10066: *National Heritage Act of 2009*. Enacted March 26, 2010.  
<https://www.officialgazette.gov.ph/2010/03/26/republic-act-no-10066/>.

UNESCO - *Performing arts (such as traditional music, dance and theatre)*. (n.d.). <https://ich.unesco.org/en/performing-arts-00054>

UNESCO - *What is Intangible Cultural Heritage?* (n.d.). <https://ich.unesco.org/en/what-is-intangible-heritage-00003>