



LESSON TITLE: Cariñosa: The Dance of Love

GRADE/SUBJECT: Grade 6 Dance

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Activity Overview

Representing the courting phase of a romantic relationship, the *cariñosa* (which means “affectionate one”) is a Filipino folk dance that emerges from Panay, the Visayas and the Bicol region. With historical origins dating back to the Spanish colonization era, the *cariñosa* displays the deep Hispanic cultural influences in the Philippines. The first lesson will begin with the basic movements of the dance. The second lesson will incorporate the different sections of the dance. You may choose to complete some or all of the sections. Students are expected to work together as it is a partnering dance. In addition, they will have the opportunity to work with props, such as a fan and a handkerchief, in ways that resemble the coyish act of hide-and-seek. This dance exposes students not only to the cultural values associated with courtship, but also to one of the Philippines’ most beloved national dances.

Overall Expectation(s):

A1. Creating and Presenting: apply the creative process to the composition of short dance pieces, using the elements of dance to communicate feelings and ideas;

Specific Expectation(s):

A1.1 incorporate the use of props and materials into dance pieces they create
A1.4 combine the elements of dance in different ways to communicate a variety of ideas

Catholic Graduate Expectation(s):

CGE3e -A Reflective and Creative Thinker-adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE4h - A Self-Directed, Responsible, Life-Long Learner -participates in leisure and fitness activities for a balanced and healthy lifestyle.

CGE5a - A Collaborative Contributor - works effectively as an interdependent team member.

Evidence of Learning (Assessment and Evaluation Plan):

- Prior Knowledge Required - some dance skills (pointing, pivoting on one foot, changing direction, ball of the foot, turning)
- Formative assessment - observation notes, exit notes
- Evaluation of learning - Teacher rubric, self-assessment.

Teaching/Learning Strategies

Day 1 [30-40 mins]

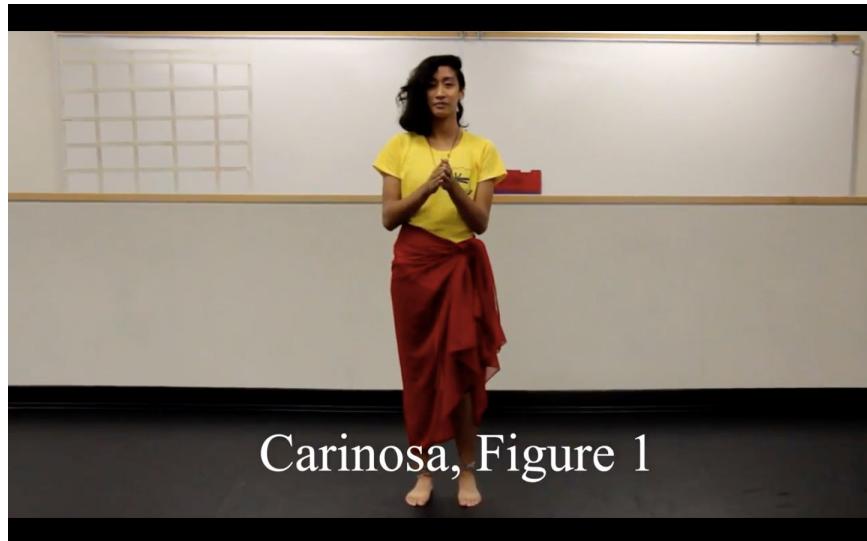


Figure 1

1. Have whole class learn the step together. Everyone faces the front. Start by clapping out the waltz beat (Count 1,2,3). Repeat. Once students are comfortable with clapping the beat, go to step 2. **See Carinosa**

Figure 1 found here on the PASSOC Project YouTube channel:

<https://www.youtube.com/watch?v=4pdYvMERSCA&t=2s>



Figure 2

2. Start with your right foot. Walk to the right. Right foot (Count 1) left foot (Count 2), right foot (Count 3), left foot points to the left side (Count 1, hold 2, 3).



Carinosa, Figure 2



Carinosa, Figure 2

3. Then repeat same step to the left starting with the left foot that is pointed. Walk to the left. Left foot (Count 1) right foot (Count 2), left foot (Count 3), right foot points to the right side (Count 1,hold 2,3) **See Carinosa Figure 2 found here on the PASSOC Project YouTube channel:**

<https://www.youtube.com/watch?v=GpmO9VNOgpA>



Carinosa, Figure 3



Carinosa, Figure 3



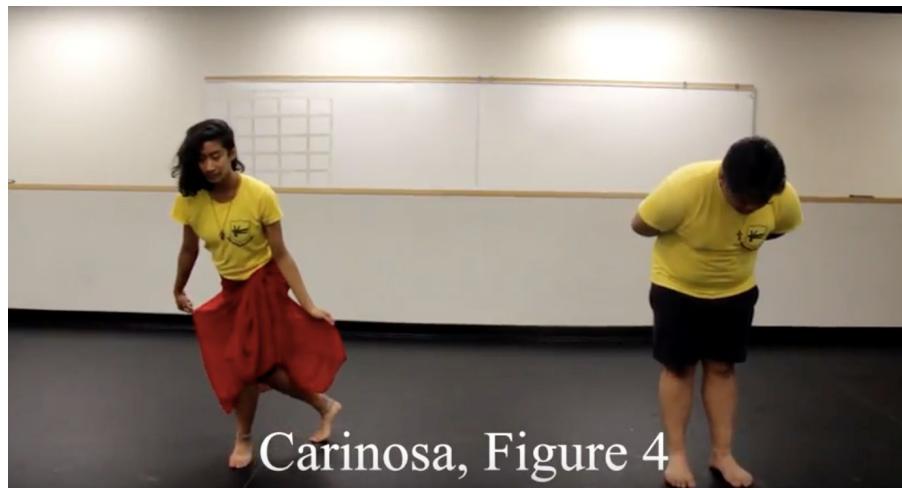
Carinosa, Figure 3

Figure 3

4. As a whole class, learn the step together. Everyone faces the front. Walking forward with small quick shuffling steps. Right foot, (Count 1), left foot (Count 2), right foot (Count 3), left foot (Count 1, hold 2,3) point right foot forward (Count 1, hold 2) bring pointed right foot back in (Count 3), point left foot forward (Count 1, hold 2) bring pointed left foot back in (Count 3), point right foot forward (Count 1, hold 2) bring pointed right foot back in (Count 3), point left foot forward (Count 1, hold 2) bring pointed left foot back in (Count 3). Turn around to the back on the right foot and face front. **See Carinosa Figure 3 found here on the PASSOC Project YouTube channel:** <https://www.youtube.com/watch?v=PlpNhzi5N4g>

5. Provide “Exit Slip” (BLM.DAN6.5.1a) for assessment. Have students complete it immediately after the lesson.

Day 2 [40-60 min]



Carinosa, Figure 4

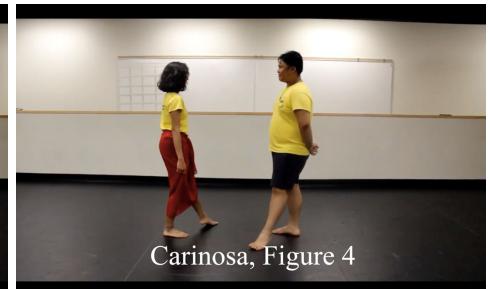
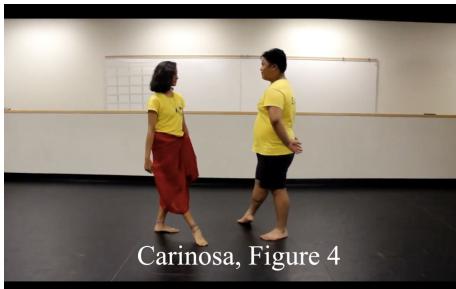


Figure 4

6. Students can practice this combination in pairs while facing each other. Females curtsey and males bow during the introduction. Both students start on the right foot, thus moving in opposite directions. Figure 2, repeat for 8 times in total. Figure 3, repeat 2 times total. **See Carinosa Figure 4 found here on the PASSOC Project YouTube channel: <https://www.youtube.com/watch?v=c16itsxrMLU>**

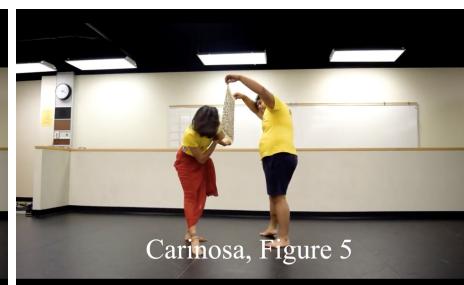


Figure 5

7. Repeat Figure 4 once. Then students repeat Figure 3 with the females using a fan. If you do not have access to fans, have students create their own out of paper. Repeat for a total of 2 times. Students repeat Figure 3 again, this time, with the males using a handkerchief or a scarf. Repeat for a total of 2 times. **See Carinosa Figure 5 found here on the PASSOC Project YouTube channel:**

https://www.youtube.com/watch?v=FkOpig_ikc

8. Provide “Dance Self-Assessment Rubric” (BLM.DAN6.5.2) for evaluation. Have student complete and return it.

Differentiated Instruction and Accommodations/Special Needs:

- Teaching the step as a whole group will give extra time and learning to those who require it.
- Students who need extra help should be partnered with students who learn fast and have extra time to help or if student has an Educational Assistant assigned to them then they would help student.
- For some students you will need to evaluate individual steps (Day 1) rather than the performance as a whole (Day 2)

Learning Materials	Elements of 21st Century Learning
<ul style="list-style-type: none">• Exit Slips• Dance Rubric and Dance Self-Assessment Rubric	<ul style="list-style-type: none">• Use video demonstrations to facilitate teaching and learning through the PASSOC Project YouTube channel found here:

	<p>https://www.youtube.com/channel/UC60fHjENDfeR_7vxIW_Ep-Q</p> <ul style="list-style-type: none"> • Collaboration: working in pairs to understand and present choreography.
Resources	
<ul style="list-style-type: none"> • For music please see: https://www.youtube.com/watch?v=fNJ9WuHwaFk 	
Teaching Notes	
<ul style="list-style-type: none"> • Students who are not able to dance can be included in the dance through the use of props. Females can use the fan and scarf and males can use the scarf. Students can also improvise hand movements during the dance, such as swaying, swinging of arms, or waving. • Ask your students if there is anyone who has experience dancing the carinosa. Ask them if they can be the teacher's assistant for the lesson and support with demonstrations. • Seek out Filipino Folk dance troupes in your local neighbourhood. Ask parents of students for possible leads. • For any physical activity, it is always advisable to do warm-up stretches to prevent injuries and cool down exercises after each session. • Encourage students to bring a water bottle to stay hydrated during the lesson. • Emphasize process and effort over performing perfectly. Keep it light and fun! 	

EXIT SLIP - DAY ONE

1. What I really liked about this dance was...

2. I found these steps challenging (Circle)

Figure 1

Figure 2

Figure 3

3. Something else I need to work on is (Circle)

Keeping the beat

Coordinating steps

Remembering steps

4. I want to do more...

**EXIT SLIP - DAY TWO**

1. What did you find easy about this dance?

2. What was challenging about this dance?

3. On a scale of 1-10 circle how confident you are in learning this dance.

Not Confident

(I need more time to practice)

Very Confident

(I got this!)

1 2 3 4 5 6 7 8 9 10

Name: _____

Dance Self-Assessment Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Understanding of the dance	I had trouble remembering the steps and was not very confident in my performance. I really don't know what any of the steps are called.	I can remember most of the steps. I know the name of some of the steps.	I can perform and remember the steps well. I know what each step is called.	I can perform all the steps really well and with confidence. I know what the steps are called and I can describe them.
Understanding of the music	I could not count the beats properly.	I could count the beats out loud only but was off beat a few times.	I could count the beats in my head but was off beat a few times.	I counted the beats in my head and rarely went off beat.
Focus	I was distracting my group members often.	I paid attention most of the time.	I paid attention well and focused by group at times.	I was always focused and helped my group members when they needed help.
Performance	I didn't try at all when performing.	I tried really hard while performing but made several mistakes.	I tried really hard while performing and rarely made mistakes.	I rocked the performance and made no mistakes!

Notes from your teacher: