



**LESSON TITLE:** Binatbatan: Playful Beats

**GRADE/SUBJECT:** GRADE 6 Dance

**AUTHORS:** Patrick Alcedo, Christella Duplessis, and Merle Gonsalvez

### Activity Overview

The three dances in this curriculum (binatbatan, cariñosa, and the tinikling) have been chosen because they include the fundamental steps in Filipino folk dance. In this lesson, students will learn the binatbatan, a dance that emerges from the northwestern region of Ilocos, the Philippines. The playful movements of this dance were created specifically for children and represent the actions of cotton farmers as they separate the seeds from the fibers using sticks. 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 as well as work with props, such as sticks.

### 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.

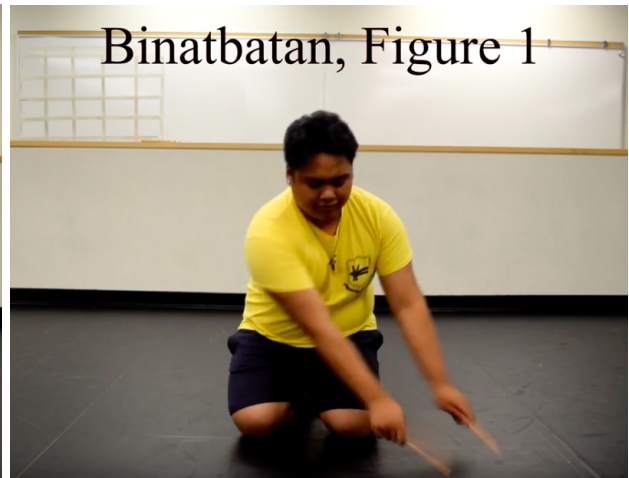
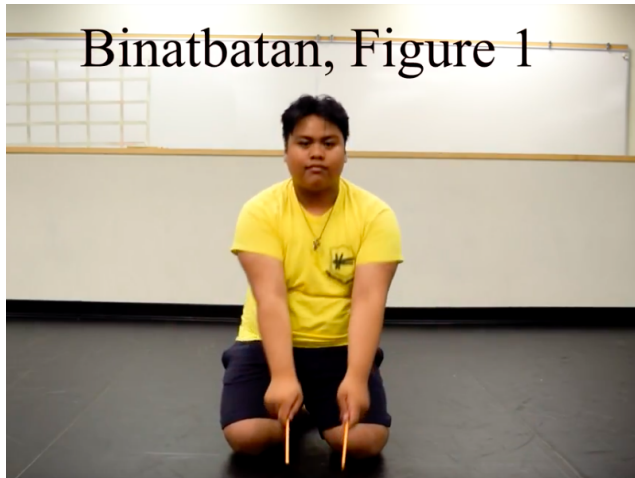
**CGE5a** - A Collaborative Contributor - works effectively as an interdependent team member.

## Evidence of Learning (Assessment and Evaluation Plan):

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

## Teaching/Learning Strategies

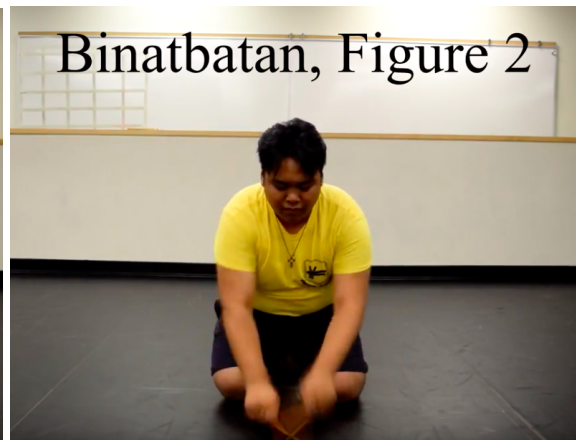
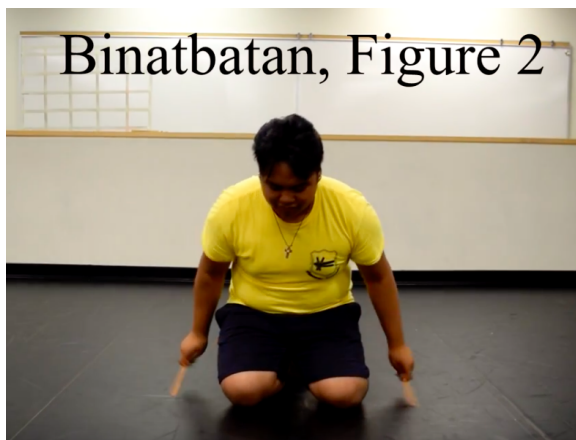
Day 1 [30-40 mins]



**Figure 1**

1. As a whole class, practice the beating of the sticks. This can be done on the floor or at desks. If sitting on the floor, sit with your legs folded under you on your knees. If sticks are not available, use unsharpened pencils. Hold the sticks out in front of you. Hit both sticks together on the floor to the right side (Count 1), to the centre (Count 2), to the left side (Count 3). On Count 4, bring sticks back to the right side. Repeat 6 more times very quickly and hold on the 8th time with sticks striking the middle and body leaning back away from them. **See binatbatan Figure 1 found here on the PASSOC Project YouTube channel:**

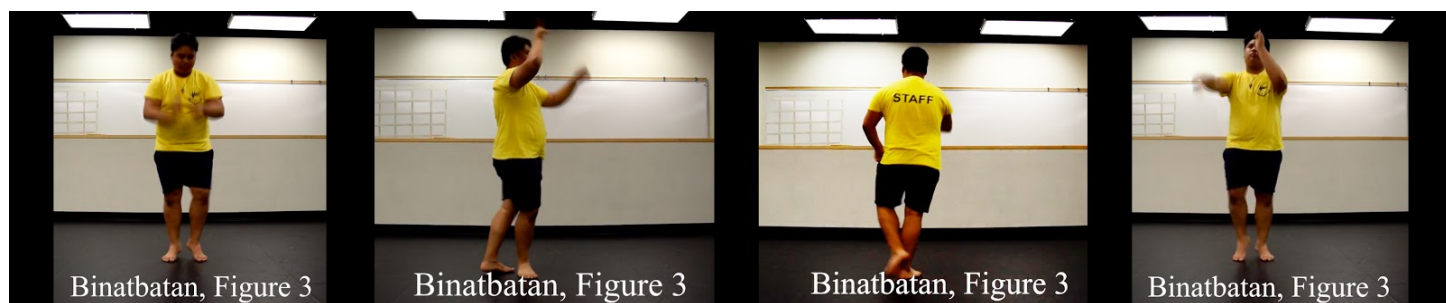
<https://www.youtube.com/watch?v=rLv3Ef4djkp&feature=youtu.be>



**Figure 2**

2. As a whole class practice the beating of the sticks. This can be done on the floor or at desks. If sitting on the floor, sit with your legs folded under you on your knees. If sticks are not available, use unsharpened pencils. Hold the sticks out in front of you. Cross the sticks hitting them on the floor in front (Count 1). Then, uncross your hands and hit the sticks at 10 and 2 o'clock (Count 2). Hit the sticks again at 8 and 4 o'clock (Count 3). Repeat 6 more times very quickly and hold on the 8th time with sticks striking the middle and body leaning back away from them. **See binatbatan Figure 2 found here on the PASSOC Project YouTube channel:**

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



**Figure 3**

3. Standing up, beat the sticks together up high 4 times quickly, alternating the sides of the sticks that you are beating. Repeat with sticks down low. Feet alternate quickly, step on the flat right foot, up on the ball of the left foot, back onto the flat right foot (Count 1,2,3). Repeat 7 more times. Continue the step in a circle clockwise 8 times. **See binatbatan Figure 3 found here on the PASSOC Project YouTube channel:** <https://www.youtube.com/watch?v=R4y6mVeXFH0>

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

## Day 2 [40-60 mins]



**Figure 4**

5. Stand facing front in pairs. Hold sticks out to the side. Females curtsy on introduction and males bow. Turn to face each other and sit on your knees. Complete Figure 1 step 4 times total. Complete Figure 2 step 4 times total. Complete figure 3 step. Continue Figure 3 step but with the male following the female in a circle for a count of 8 then switch and have the female follow the male in a circle for a count of 8. Finish facing the front. **See binatbatan Figure 4 found here on the PASSOC Project YouTube channel:** <https://www.youtube.com/watch?v=4DBZtcivByo>

6. Use the “Dance Rubric” (BLM.DAN6.5.2) to evaluate students’ performance. Also provide the “Dance Self-Assessment Rubric” (BLM.DAN6.5.2) for students’ self-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.
- Evaluate individual steps rather than the performance as a whole

<b>Learning Materials</b> <ul style="list-style-type: none"> <li>• Exit Slips</li> <li>• Dance Rubric and Dance Self-Assessment Rubric</li> <li>• unsharpened pencils, 2 per student</li> </ul>	<b>Elements of 21<sup>st</sup> Century Learning</b> <ul style="list-style-type: none"> <li>• Use video demonstrations to facilitate teaching and learning through the PASSOC Project YouTube channel found here: <a href="https://www.youtube.com/channel/UC60fHjENDfeR_7vxIW_Ep-Q">https://www.youtube.com/channel/UC60fHjENDfeR_7vxIW_Ep-Q</a></li> <li>• Collaboration: working in pairs to understand and present choreography</li> </ul>
<b>Resources</b> <ul style="list-style-type: none"> <li>• For music please see: <a href="https://www.youtube.com/watch?v=fNJ9WuHwaFk">https://www.youtube.com/watch?v=fNJ9WuHwaFk</a></li> </ul>	
<b>Teaching Notes</b> <ul style="list-style-type: none"> <li>• Always break down the steps when needed into smaller steps.</li> <li>• Do not move onto the next step if students are not understanding. Take extra time to practice. You do not have to get through all the videos to assess students.</li> <li>• Ask parents/guardians to join the lesson so that you have extra support.</li> <li>• Filipino parents may have stories of their childhood to share. They may have done the dance as a child. Allow them time to share.</li> </ul>	

# Dance Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Understanding of the choreography</b>	Student lacked confidence and could not remember the choreography without assistance.	Student remembered most of the steps but would watch others as they performed.	Student remembered most of the steps with confidence.	Student shined with confidence during the performance and remembered all the steps.
<b>Understanding of the music</b>	Student could not stay on beat the entire performance.	Student could stay on beat but needed to count aloud. They were off beat a few times.	Student was on beat most of the time and counted in their head.	Student was always on beat and kept their group on time.
<b>Focus</b>	Student needed several reminders to focus during lessons.	Student paid attention most of the time during lessons.	Student was focused during lessons.	Student was very focused and enthusiastic during lessons.
<b>Performance</b>	Student lacked any effort when performing and made many mistakes.	Student performed well with only a few mistakes.	Student performed really well and made only 1 mistake.	Student rocked the performance and made no mistakes!

Notes from your teacher:

## Dance Self-Assessment Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
<b>Understanding of the dance</b>	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.
<b>Understanding of the music</b>	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.
<b>Focus</b>	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.
<b>Performance</b>	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: