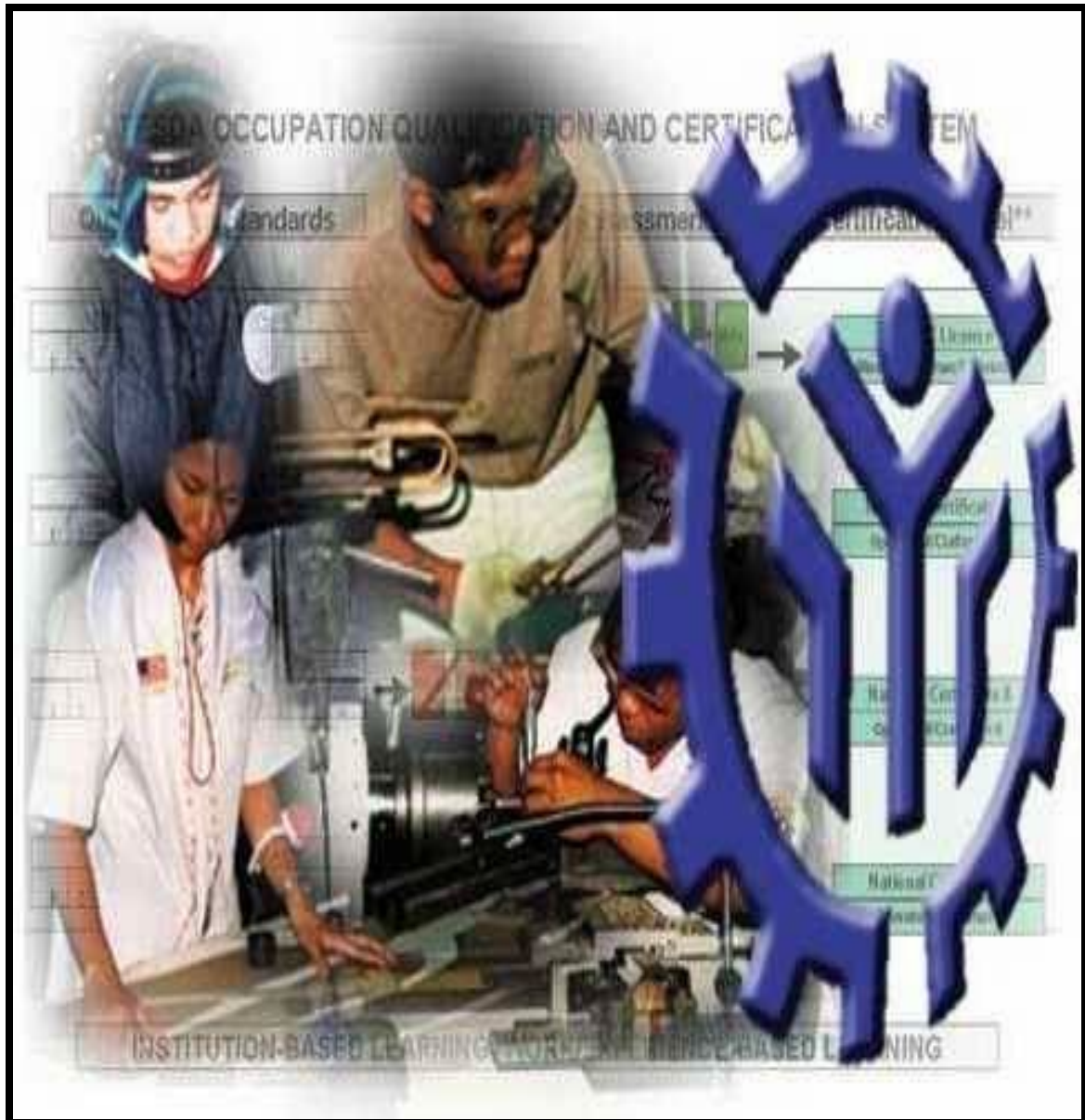


TRAINING REGULATIONS

PERFORMING ARTS (DANCE) NC II



**HEALTH, SOCIAL, AND OTHER COMMUNITY
DEVELOPMENT SERVICES SECTOR**

Technical Education and Skills Development Authority

East Service Road, South Superhighway, Taguig, Metro Manila

*Technical Education and Skills Development Act of 1994
(Republic Act No. 7796)*

Section 22, “Establishment and Administration of the National Trade Skills Standards” of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

The Training Regulations (TR) serve as basis for the:

1. Competency assessment and certification;
2. Registration and delivery of training programs; and
3. Development of curriculum and assessment instruments.

Each TR has four sections:

- | | |
|-----------|---|
| Section 1 | Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification. |
| Section 2 | Competency Standards - gives the specifications of competencies required for effective work performance. |
| Section 3 | Training Standards - contains information and requirements in designing training program for certain Qualification. It includes curriculum design; training delivery; trainee entry requirements; tools, equipment and materials; training facilities; trainer's qualification; and institutional assessment. |
| Section 4 | National Assessment and Certification Arrangement - describes the policies governing assessment and certification procedure. |

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TRAINING REGULATIONS FOR PERFORMING ARTS (DANCE)

SECTION 1 PERFORMING ARTS (DANCE) NC II QUALIFICATION

The **PERFORMING ARTS (DANCE) NC II** Qualification consists of competencies that a person must achieve to perform ballet movements and routines, perform jazz movements and routines , perform fundamentals of Philippine folk dances and perform in production shows.

The Units of Competency comprising this Qualification include the following:

UNIT CODE	BASIC COMPETENCIES
500311105	Participate in workplace communication
500311106	Work in team environment
500311107	Practice career professionalism
500311108	Practice occupational health and safety procedures

UNIT CODE	COMMON COMPETENCIES
HCS245201	Maintain an effective relationship with clients/customers
HCS245202	Manage own performance

UNIT CODE	CORE COMPETENCIES
HCS245301	Perform ballet movements and routines
HCS245302	Perform jazz movements and routines
HCS245303	Perform fundamentals of Philippine folk dances
HCS245304	Perform in production shows

A person who has achieved this Qualification is competent to be:

- Dancer**

SECTION 2 COMPETENCY STANDARDS

This section gives the details of the contents of the basic, common and core units of competency required in **PERFORMING ARTS (DANCE) NC II**.

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE : 500311105

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources . 1.2 Effective questioning , active listening and speaking skills are used to gather and convey information. 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used. 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed. 1.6 Defined workplace procedures for the location and storage of information are used. 1.7 Personal interaction is carried out clearly and concisely.
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time. 2.2 Own opinions are clearly expressed and those of others are listened to without interruption. 2.3 Meeting inputs are consistent with the meeting purpose and established protocols . 2.4 Workplace interactions are conducted in a courteous manner. 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to. 2.6 Meetings outcomes are interpreted and implemented.
3. Complete relevant work related documents	3.1 Range of forms relating to conditions of employment is completed accurately and legibly. 3.2 Workplace data is recorded on standard workplace forms and documents. 3.3 Basic mathematical processes are used for routine calculations. 3.4 Errors in recording information on forms/ documents are identified and properly acted upon. 3.5 Reporting requirements to supervisor are completed according to organizational guidelines.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	1.1 Team members 1.2 Suppliers 1.3 Trade personnel 1.4 Local government 1.5 Industry bodies
2. Medium	2.1 Memorandum 2.2 Circular 2.3 Notice 2.4 Information discussion 2.5 Follow-up or verbal instructions 2.6 Face to face communication
3. Storage	3.1 Manual filing system 3.2 Computer-based filing system
4. Forms	4.1 Personnel forms, telephone message forms, safety reports
5. Workplace interactions	5.1 Face to face 5.2 Telephone 5.3 Electronic and two way radio 5.4 Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
6. Protocols	6.1 Observing meeting 6.2 Compliance with meeting decisions 6.3 Obeying meeting instructions

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared written communication following standard format of the organization. 1.2 Accessed information using communication equipment. 1.3 Made use of relevant terms as an aid to transfer information effectively. 1.4 Conveyed information effectively adopting the formal or informal communication.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Effective communication 2.2 Different modes of communication 2.3 Written communication 2.4 Organizational policies 2.5 Communication procedures and systems 2.6 Technology relevant to the enterprise and the individual's work responsibilities
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Follow simple spoken language 3.2 Perform routine workplace duties following simple written notices 3.3 Participate in workplace meetings and discussions 3.4 Complete work related documents 3.5 Estimate, calculate and record routine workplace measures 3.6 Basic mathematical processes of addition, subtraction, division and multiplication 3.7 Ability to relate to people of social range in the workplace 3.8 Gather and provide information in response to workplace Requirements
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Fax machine 4.2 Telephone 4.3 Writing materials 4.4 Internet
<p>5. Method of assessment</p>	<p>Competency MUST be assessed through:</p> <ul style="list-style-type: none"> 5.1 Direct Observation 5.2 Oral interview and written test
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed individually in the actual workplace or through accredited institution.

UNIT OF COMPETENCY : WORK IN TEAM ENVIRONMENT

UNIT CODE : 500311106

UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Describe team role and scope	1.1. The <i>role and objective of the team</i> is identified from available <i>sources of information</i> . 1.2. Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources.
2. Identify own role and responsibility within team	2.1. Individual role and responsibilities within the team environment are identified. 2.2. Roles and responsibility of other team members are identified and recognized. 2.3. Reporting relationships within team and external to team are identified.
3. Work as a team member	3.1. Effective and appropriate forms of communications used and interactions undertaken with team members who contribute to known team activities and objectives. 3.2. Effective and appropriate contributions made to complement team activities and objectives, based on individual skills and competencies and <i>workplace context</i> . 3.3. Observed protocols in reporting using standard operating procedures. 3.4. Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	1.1 Work activities in a team environment with enterprise or specific sector 1.2 Limited discretion, initiative and judgement maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	2.1 Standard operating and/or other workplace procedures 2.2 Job procedures 2.3 Machine/equipment manufacturer's specifications and instructions 2.4 Organizational or external personnel 2.5 Client/supplier instructions 2.6 Quality standards 2.7 OHS and environmental standards
3. Workplace context	3.1 Work procedures and practices 3.2 Conditions of work environments 3.3 Legislation and industrial agreements 3.4 Standard work practice including the storage, safe handling and disposal of chemicals 3.5 Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Operated in a team to complete workplace activity. 1.2 Worked effectively with others. 1.3 Conveyed information in written or oral form. 1.4 Selected and used appropriate workplace language. 1.5 Followed designated work plan for the job. 1.6 Reported outcomes.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Communication process 2.2 Team structure 2.3 Team roles 2.4 Group planning and decision making
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Communicate appropriately, consistent with the culture of the workplace
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 4.2 Materials relevant to the proposed activity or tasks
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Observation of the individual member in relation to the work activities of the group 5.2 Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal 5.3 Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in workplace or in a simulated workplace setting 6.2 Assessment shall be observed while task are being undertaken whether individually or in group

UNIT OF COMPETENCY: PRACTICE CAREER PROFESSIONALISM**UNIT CODE : 500311107****UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Integrate personal objectives with organizational goals	1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession. 1.2 Intra and interpersonal relationships are maintained in the course of managing oneself based on performance evaluation . 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties.
2. Set and meet work priorities	2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives. 2.2 Resources are utilized efficiently and effectively to manage work priorities and commitments. 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per established procedures.
3. Maintain professional growth and development	3.1 Trainings and career opportunities are identified and availed of based on job requirements. 3.2 Recognitions are sought/received and demonstrated as proof of career advancement. 3.3 Licenses and/or certifications relevant to job and career are obtained and renewed.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Evaluation	1.1 Performance Appraisal 1.2 Psychological Profile 1.3 Aptitude Tests
2. Resources	2.1 Human 2.2 Financial 2.3 Technology 2.3.1 Hardware 2.3.2 Software
3. Trainings and career opportunities	3.1 Participation in training programs 3.1.1 Technical 3.1.2 Supervisory 3.1.3 Managerial 3.1.4 Continuing Education 3.2 Serving as Resource Persons in conferences and workshops
4. Recognitions	4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations 4.4 Commendations 4.5 Awards 4.6 Tangible and Intangible Rewards
5. Licenses and/or certifications	5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Attained job targets within key result areas (KRAs). 1.2 Maintained intra and interpersonal relationship in the course of managing oneself based on performance evaluation. 1.3 Completed trainings and career opportunities which are based on the requirements of the industries. 1.4 Acquired and maintained licenses and/or certifications according to the requirement of the qualification.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Work values and ethics (Code of Conduct, Code of Ethics, etc.) 2.2 Company policies 2.3 Company-operations, procedures and standards 2.4 Fundamental rights at work including gender sensitivity 2.5 Personal hygiene practices
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Appropriate practice of personal hygiene 3.2 Intra and Interpersonal skills 3.3 Communication skills
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace or assessment location 4.2 Case studies/scenarios
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Portfolio Assessment 5.2 Interview 5.3 Simulation/Role-plays 5.4 Observation 5.5 Third Party Reports 5.6 Exams and Tests
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the work place or in a simulated work place setting.

UNIT OF COMPETENCY : PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES

UNIT CODE : 500311108

UNIT DESCRIPTOR : This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Identify hazards and risks	1.1 Safety regulations and workplace safety and hazard control practices and procedures are clarified and explained based on organization procedures. 1.2 Hazards/risks in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment in accordance with organization procedures. 1.3 Contingency measures during workplace accidents, fire and other emergencies are recognized and established in accordance with organization procedures.
2. Evaluate hazards and risks	2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage are identified based on threshold limit values (TLV). 2.2 Effects of the hazards are determined. 2.3 OHS issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OHS legislation.
3. Control hazards and risks	3.1 Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace are consistently followed. 3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with organization OHS policies. 3.3 Personal protective equipment (PPE) is correctly used in accordance with organization OHS procedures and practices. 3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol.
4. Maintain OHS awareness	4.1 Emergency-related drills and trainings are participated in as per established organization guidelines and procedures. 4.2 OHS personal records are completed and updated in accordance with workplace requirements.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety regulations	May include but are not limited to: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Philippine Occupational Safety and Health Standards 1.6 DOLE regulations on safety legal requirements 1.7 ECC regulations
2. Hazards/Risks	May include but are not limited to: 2.1 Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation 2.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects 2.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 2.4 Ergonomics <ul style="list-style-type: none"> • Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles • Physiological factors – monotony, personal relationship, work out cycle
3. Contingency measures	May include but are not limited to: 3.1 Evacuation 3.2 Isolation 3.3 Decontamination 3.4 (Calling designed) emergency personnel
4. PPE	May include but are not limited to: 4.1 Mask 4.2 Gloves 4.3 Goggles 4.4 Hair Net/cap/bonnet 4.5 Face mask/shield 4.6 Ear muffs 4.7 Apron/Gown/coverall/jump suit 4.8 Anti-static suits
5. Emergency-related drills and training	5.1 Fire drill 5.2 Earthquake drill 5.3 Basic life support/CPR 5.4 First aid 5.5 Spillage control 5.6 Decontamination of chemical and toxic 5.7 Disaster preparedness/management
6. OHS personal records	6.1 Medical/Health records 6.2 Incident reports 6.3 Accident reports 6.4 OHS-related training completed

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Explained clearly established workplace safety and hazard control practices and procedures. 1.2 Identified hazards/risks in the workplace and its corresponding indicators in accordance with company procedures. 1.3 Recognized contingency measures during workplace accidents, fire and other emergencies. 1.4 Identified terms of maximum tolerable limits based on threshold limit value- TLV. 1.5 Followed Occupational Health and Safety (OHS) procedures for controlling hazards/risks in workplace. 1.6 Used Personal Protective Equipment (PPE) in accordance with company OHS procedures and practices. 1.7 Completed and updated OHS personal records in accordance with workplace requirements.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 OHS procedures and practices and regulations 2.2 PPE types and uses 2.3 Personal hygiene practices 2.4 Hazards/risks identification and control 2.5 Threshold Limit Value -TLV 2.6 OHS indicators 2.7 Organization safety and health protocol 2.8 Safety consciousness 2.9 Health consciousness
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Practice of personal hygiene 3.2 Hazards/risks identification and control skills 3.3 Interpersonal skills 3.4 Communication skills
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Workplace or assessment location 4.2 OHS personal records 4.3 PPE 4.4 Health records
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Portfolio Assessment 5.2 Interview 5.3 Case Study/Situation
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the work place or in a simulated work place setting.

COMMON COMPETENCIES

UNIT OF COMPETENCY : **MAINTAIN EFFECTIVE RELATIONSHIP WITH CLIENTS/CUSTOMERS**

UNIT CODE : **HCS245201**

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in building and maintaining effective relationship with clients, customers and the public.

ELEMENT	PERFORMANCE CRITERIA
	<i>Italicized terms</i> are elaborated in the Range of Variables
1. Maintain a professional image	1.1 Uniform and personal grooming maintained to assignment requirements. 1.2 <i>Personal presence</i> maintained according to <i>employer standards</i> . 1.3 Visible work area kept tidy and uncluttered. 1.4 Equipment stored according to assignment requirements.
2. Meet client/customer requirements	2.1 <i>Client requirements</i> identified and understood by referral to the <i>assignment instructions</i> . 2.2 Client requirements met according to the assignment instructions. 2.3 Changes to <i>client's needs and requirements</i> monitored and <i>appropriate action taken</i> . 2.4 All communication with the client or <i>customer</i> is clear and complies with assignment requirements.
3. Build credibility with customers/clients	3.1 Client expectations for reliability, punctuality and appearance adhered to. 3.2 Possible causes of client/customer dissatisfaction identified, dealt with and recorded according to employer policy. 3.3 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Personal Presence	May include: <ul style="list-style-type: none"> 1.1 Stance 1.2 Posture 1.3 Body Language 1.4 Demeanour 1.5 Grooming
2. Employer Standards	May include: <ul style="list-style-type: none"> 2.1 Standing Orders
3. Client Requirements	May include: <ul style="list-style-type: none"> 3.1 Assignment Instructions 3.2 Post Orders 3.3 Scope to modify instructions/orders in light of changed situations
4. Assignment Instructions	May be conveyed in: <ul style="list-style-type: none"> 4.1 Writing 4.2 Verbally 4.3 Electronically
5. Client's Needs and Requirements	May be detected by: <ul style="list-style-type: none"> 5.1 Review of the client brief and/or assignment instructions 5.2 Discussion with the client/customer
6. Appropriate Action	May include: <ul style="list-style-type: none"> 6.1 Implementing required changes 6.2 Referral to appropriate employer personnel 6.3 Clarification of client needs and instructions
7. Customers	May include: <ul style="list-style-type: none"> 7.1 All members of the public

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Maintained a professional image. 1.2 Interpreted client/customer requirements from information contained in the client brief and/or assignment instructions. 1.3 Dealt successfully with a variety of client/customer interactions. 1.4 Monitored and acted on changing client or customer needs. 1.5 Met client/customer requirements. 1.6 Built credibility with customers/clients.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Uniform and personal grooming requirements of the employer and the client 2.2 Occupational health and safety requirement for the assignment 2.3 Assignment instructions
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Attention to detail when completing client/employer documentation 3.2 Interpersonal and communication skills required in client contact assignments 3.3 Customer service skills required to meet client/customer needs 3.4 Punctuality 3.5 Customer service 3.6 Telephone technique 3.7 Problem solving and negotiation 3.8 Maintaining records
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Assessment centers/venues 4.2 Accredited assessors 4.3 Evaluation reports 4.4 Access to a relevant venue, equipment and materials 4.5 Assignment instructions 4.6 Logbooks 4.7 Operational manuals and makers'/customers' instructions (if relevant) 4.8 Assessment Instruments, including personal planner and assessment record book

<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <p>5.1 Written Test/Examination</p> <p>5.2 Demonstration with questioning</p> <p>5.3 Observation with questioning</p>
<p>6. Context of assessment</p>	<p>6.1 Company</p> <p>6.2 On-Site</p> <p>6.3 Assessment activities are carried out through TESDA accredited assessment centers/venues by using closely simulated workplace environment</p> <p>6.4 Continuous assessment in an institutional setting that stimulates the conditions of performance describe in the elements, performance criteria and range of variables statement that make up this unit</p> <p>6.5 Continuous assessment in the workplace, taking into account the range of variables affecting performance</p> <p>6.6 Self-assessment on the same terms as those described above</p> <p>6.7 Simulated assessment or critical-incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance criteria</p>

UNIT OF COMPETENCY : MANAGE OWN PERFORMANCE

UNIT CODE : HCS245202

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in effectively managing one's workload and quality of work.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Plan for completion of own workload	1.1 Tasks accurately identified. 1.2 Priority allocated to each task. 1.3 Time lines allocated to each task or series of tasks. 1.4 Tasks deadlines known and complied with whenever possible. 1.5 Work schedules are known and completed within agreed time frames. 1.6 Work plans developed according to assignment requirements and employer policy. 1.7 Uncompleted work or tasks detailed and responsibility for completion passed to incoming shift or other appropriate persons.
2. Maintain quality of own performance	2.1 Personal performance continually monitored against agreed performance standards . 2.2 Advice and guidance sought when necessary to achieve or maintain agreed standards. 2.3 Guidance from management applied to achieve or maintain agreed standards. 2.4 Standard of work clarified and agreed according to employer policy and procedures.
3. Build credibility with customers/clients	3.1 Client expectations for reliability, punctuality and appearance adhered to. 3.2 Possible causes of client/customer dissatisfaction identified, dealt with and recorded according to employer policy. 3.3 Client fully informed of all relevant security matters in a timely manner and according to agreed reporting procedures.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Tasks	1.1 May be identified through: <ul style="list-style-type: none"> 1.1.1 Assignment instructions 1.1.2 Verbal instructions by senior officer 1.1.3 Policy documents 1.1.4 Duty statements 1.1.5 Self assessment 1.2 May be: <ul style="list-style-type: none"> 1.2.1 Daily tasks 1.2.2 Weekly tasks 1.2.3 Regularly or irregularly occurring tasks
2. Performance Standards	May include: <ul style="list-style-type: none"> 2.1 Assignment instructions 2.2 Procedures established in policy documents

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Planned for completion of own workload. 1.2 Assessed verbal or written work plan through observation and discussion of site and employer requirements. 1.3 Demonstrated capacity to complete task within specified time frame. 1.4 Maintained quality of own performance.
<p>2. Underpinning knowledge and attitudes</p>	<ul style="list-style-type: none"> 2.1 Site and assignment requirements 2.2 Employer policy on performance management 2.3 Indicators of appropriate performance for each area of responsibility 2.4 Steps for improving or maintaining performance
<p>3. Underpinning skills</p>	<ul style="list-style-type: none"> 3.1 Capacity to plan and prioritize security work loads and requirements 3.2 Time and task management
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Assessment Centers/Venues 4.2 Accredited Assessors 4.3 Modes of Assessment 4.4 Evaluation Reports 4.5 Access to a relevant venue, equipment and materials 4.6 Assignment Instructions 4.7 Logbooks 4.8 Operational manuals and makers'/customers' instructions (if relevant) 4.9 Assessment Instruments, including personal planner and assessment record book
<p>5. Method of assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Written Test/Examination 5.2 Demonstration with questioning 5.3 Observation with questioning
<p>6. Context of assessment</p>	<ul style="list-style-type: none"> 6.1 Company 6.2 On-Site 6.3 Assessment activities are carried out through TESDA accredited assessment centers/venues by using closely simulated workplace environment 6.4 Continuous assessment in an institutional setting that stimulates the conditions of performance describe in the elements, performance criteria and range of variables statement that make up this unit 6.5 Continuous assessment in the workplace, taking into account the range of variables affecting performance 6.6 Self-assessment on the same terms as those described above 6.7 Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance criteria

CORE COMPETENCIES

UNIT OF COMPETENCY : PERFORM BALLET MOVEMENTS AND ROUTINES

UNIT CODE : HCS245301

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in performing basic ballet movements and routines such as floor, warm-up exercises, barre, adagio and sautes.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare for performance	1.1 Tapes/CDs, uniform, ballet soft shoes for performance routine checked as per standard operating procedure. 1.2 Completeness of performance routine checked as per standard operating procedure. 1.3 Physical preparations prior to performance routine checked as per standard operating procedure. 1.4 Recorded rehearsals reviewed as per standard operating procedure.
2. Perform warm-up routine	2.1 Ballet warm-up exercises performed as per standard procedure.
3. Perform barre exercises	3.1 Barre exercises are performed based on standard procedures. 3.2 Barre exercises are performed based on musicality.
4. Perform ballet movement	4.1 Ballet movements are performed based on standard procedures.
5. Maintain ballet kit, costumes, supplies and materials	5.1 The principles of 5S are applied in the management of ballet kit, costumes, footwear, supplies and materials. 5.2 Costumes and supplies are checked one (1) hour before the show. 5.3 The necessary remedial repair of damaged costumes during the show and the proper reporting after the show are undertaken. 5.4 The proper SOPs in the care of costumes and supplies are followed during changes of costumes during the show. 5.5 The necessary stewardship for costumes of other talents who are currently performing in the same show are applied. 5.6 The necessary SOPs in turning over costumes and kits for both day and evening shows are applied. 5.7 Make-up supplies to supplement the basic make-up provided are sourced.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Warm-up Exercises	1.1 Floor Exercises 1.2 Standing Exercises
2. Barre Exercises	2.1 Plie 2.2 Battement Tendu 2.3 Battement Glisse 2.4 Frappe 2.5 Ron de Jambe a Terre 2.6 Passe 2.7 Fondu 2.8 Grande Battement
3. Ballet Movement	3.1 Adagio 3.2 Sautes 3.3 Balance 3.4 Connecting Steps 3.5 Pique Turns 3.6 Reverence

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared for performance. 1.2 Performed warm-up routine. 1.3 Performed barre movements and routines. 1.4 Performed ballet center movements and routines. 1.5 Maintained ballet kit, costumes, footwear, supplies and materials.
2. Underpinning knowledge and attitudes	<ul style="list-style-type: none"> 2.1 Classical Ballet 2.2 Dance Execution/Interpretation 2.3 Uniform 2.4 Music 2.5 Code of Ethics 2.6 Desirable Attitudes and Attributes <ul style="list-style-type: none"> - Safety Consciousness - Intelligence - Honesty - Artistry - Punctuality - Discipline - Alertness
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Observing Code of Ethics 3.2 Executing dance steps 3.3 Donning the dance uniform 3.4 Ability to follow instructions
4. Resource implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Dance facilities and equipment 4.2 Other relevant participants where practical ensemble work is being assessed 4.3 Appropriate venue with adequate space and required paraphernalia
5. Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Observation of performance 5.2 Oral questioning on performance 5.3 Authenticated details of relevant courses or training sessions attended/participated in` 5.4 Authenticated details of relevant artistic and/or commercial achievements 5.5 Relevant portfolio kit, videos, VCDs, biographies
6. Context of assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the workplace or in a simulated workplace setting. 6.2 Assessment shall be while tasks are undertaken either individually or as part of a team under limited supervision individual. 6.3 Assessment are carried out through TESDA and other accredited assessment centers/venues by using closely simulated workplace environment.

UNIT OF COMPETENCY: PERFORM JAZZ MOVEMENTS AND ROUTINES**UNIT CODE: HCS245302****UNIT DESCRIPTOR:** This unit covers the knowledge, skills and attitudes in performing jazz center movements and routines such as floor warm-up routines, turns and adagio.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare for performance	1.1 Tapes/CDs, uniform, jazz shoes for performance routine checked as per SOP. 1.2 Completeness of performance routine checked as per SOP. 1.3 Physical preparations prior to performance routine checked as per SOP. 1.4 Recorded rehearsals reviewed as per SOP.
2. Perform warm-up routine	2.1 <i>Jazz warm-up exercises</i> executed as per standard jazz warm-up procedure.
3. Perform <i>jazz exercises</i>	3.1 Turns executed as per standard jazz exercises procedure. 3.2 Travelling steps executed as per standard jazz exercises procedure. 3.3 Adagio (slow combination) executed as per standard jazz exercises procedure. 3.4 Allegro (fast combination) executed as per standard jazz exercises procedure.
4. Maintain jazz kit, costumes, supplies and materials	4.1 The principles of 5S are applied in the management of jazz kit, costumes, footwear supplies and materials. 4.2 The costumes and supplies are checked as per SOP at least one (1) hour before the show. 4.3 The necessary remedial repair of damaged costumes during the show and the proper reporting after the show are undertaken. 4.4 The proper SOPs in the care of costumes and supplies are followed during changes of costumes during the show. 4.5 The necessary stewardship for costumes of other talents who are currently performing in the same show is applied. 4.6 The necessary SOPs in turning over costumes and kits for both day and evening shows are applied. 4.7 Make-up supplies to supplement the basic make-up provided are sourced.

RANGE OF VARIABLES

VARIABLE	RANGE
1. Jazz Warm-Up Exercises	1.1 Floor Exercises 1.2 Standing Exercises
2. Jazz Exercises	2.1 Turns 2.2 Traveling Steps 2.3 Adagio 2.4 Allegro

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Prepared for performance.</p> <p>1.2 Performed warm-up routine.</p> <p>1.3 Performed jazz movements and routines.</p> <p>1.4 Maintained jazz kit, costumes, supplies and other materials.</p>
<p>2. Underpinning knowledge and attitudes</p>	<p>2.1 Classical Ballet</p> <p>2.2 Modern Jazz</p> <p>2.3 Proper Use and Care of Uniform</p> <p>2.4 Music</p> <p>2.5 Code of Ethics</p> <p>2.6 Desirable Attitudes:</p> <ul style="list-style-type: none"> - Safety Consciousness - Artistry - Courtesy - Honesty - Punctuality - Discipline - Alertness - Obedience - Loyalty - Fairness - Patient - Courage - Compassion - Godliness - Creativity - Team-Orientation - Ethical Behavior - Tactfulness - Professionalism - Friendliness - Positive Thinking - Flexibility - Calmness under pressure - Dependability - Imaginativeness - Trustworthiness
<p>3. Underpinning skills</p>	<p>3.1 Observing code of ethics</p> <p>3.2 Executing dance steps</p> <p>3.3 Donning the dance uniform</p> <p>3.4 Ability to follow instructions and implement corrections.</p>

4. Resource implications	<p>The following resources MUST be provided</p> <p>4.1 Dance Facilities and Equipment</p> <p>4.2 Dance Uniform</p>
5. Method of assessment	<p>Competency MUST be assessed through:</p> <p>5.1 Through direct observation of application to tasks and questions related to underpinning knowledge.</p> <p>5.2 Under general guidance, checking various stages of the processes and at the completion of the activity against performance criteria and specifications while tasks are being undertaken.</p>
6. Context of assessment	<p>6.1 Competency may be assessed in the workplace or in a simulated workplace setting.</p> <p>6.2 Assessment shall be done while tasks are undertaken either individually or as part of a team under limited supervision.</p> <p>6.3 Assessment activities are carried out through TESDA and other accredited assessment centers/venues by using closely simulated workplace environment.</p>

UNIT OF COMPETENCY : PERFORM FUNDAMENTALS OF PHILIPPINE FOLK DANCES

UNIT CODE : HCS245303

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in performing fundamentals of Philippine folk dances such as warm-up exercises and fundamental arm routines.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare for performance	1.1 Tapes/CDs, uniforms, shoes for performance routine are checked as per SOP. 1.2 Completeness of performance routine is checked as per SOP. 1.3 Physical preparations prior to performance routine are checked as per SOP. 1.4 Recorded rehearsals are reviewed as per SOP.
2. Perform warm-up routine	2.1 Warm-up exercises executed as per standard dance procedure.
3. Perform dance exercises	3.1 Five (5) fundamental arms and feet positions are executed as per standard dance procedure. 3.2 Basic dance steps and patterns are executed as per standard dance procedure. 3.3 Dance steps and exercises performed with grace and musicality.
4. Maintain kit, costumes, supplies and materials	4.1 The principles of 5S are applied in the management of kit, costumes, footwear, supplies and materials. 4.2 The costumes and supplies are checked as per SOP at least one (1) hour before the show. 4.3 The necessary remedial repair of damaged costumes during the show and the proper reporting after the show are undertaken. 4.4 The proper SOPs in the care of costumes and supplies are followed during changes of costumes during the show. 4.5 Stewardship for costumes of other talents who are currently performing in the same show is observed. 4.6 SOPs in turning over costumes and kits for both day and evening shows are applied. 4.7 Make-up supplies to supplement the basic make-up provided are sourced.

RANGE OF VARIABLES

VARIABLE	RANGE	
1. Warm-up Routine	1.1	Floor Exercises
2. Basic Dance Steps and Patterns	1.2	Standing Exercises
	2.1	2/4 time signature
	2.2	¾ time signature

EVIDENCE GUIDE

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> 1.1 Prepared for performance. 1.2 Performed warm-up routine. 1.3 Performed dance exercises. 1.4 Maintained kit, costumes, supplies and materials.
<p>2. Underpinning knowledge and attitudes</p>	<ol style="list-style-type: none"> 2.1 Classical Ballet 2.2 Modern Jazz 2.3 Philippine Folk Dance 2.4 Specialized Dances, Commercial, Int'l 2.5 Dance Execution/Interpretation 2.6 Costumes 2.7 Music 2.8 Props 2.9 Code of Ethics 2.10 Desirable Attitudes <ul style="list-style-type: none"> - Safety Consciousness - Artistry - Courtesy - Honesty - Punctuality - Discipline - Alertness - Obedience - Loyalty - Fairness - Patience - Courage - Compassion - Godliness - Creativity - Team Orientation - Ethical Behavior - Tactfulness - Professionalism - Friendliness - Positive Thinking - Flexibility - Calmness under pressure - Dependability - Imaginativeness - Trustworthiness
<p>3. Underpinning skills</p>	<ol style="list-style-type: none"> 3.1 Observing code of ethics 3.2 Performing choreographed dance steps 3.3 Use and care of the uniform, costumes footwear and props 3.4 Following instructions
<p>4. Resource implications</p>	<p>The following resources MUST be provided:</p> <ol style="list-style-type: none"> 4.1 Dance facilities and equipment 4.2 Other relevant dancers where practical ensemble work is being assessed 4.3 Appropriate venue with adequate space and required paraphernalia

5. Method of assessment	<p>Competency may be assessed through:</p> <p>5.1 Direct observation of application to tasks and questions related to underpinning knowledge (interview)</p> <p>5.2 Under general guidance, checking various stages of the processes and at the completion of the activity against performance criteria and specifications while tasks are being undertaken</p> <p>5.3 Portfolio Assessment</p>
6. Context of assessment	<p>6.1 Competency may be assessed in the workplace or in a simulated workplace setting.</p> <p>6.2 Assessment shall be done while tasks are being undertaken either individually or as part of a team under limited supervision.</p> <p>6.3 Assessment activities are carried out through TESDA and other accredited assessment center/venues by using closely simulated workplace environment.</p>

UNIT OF COMPETENCY : PERFORM IN PRODUCTION SHOWS

UNIT CODE : HCS245304

UNIT DESCRIPTION : This unit covers the knowledge, skills and attitudes required in performing as member of a dance troupe or production show.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables
1. Prepare for performance	1.1 Tapes/CDs, uniforms, shoes for performance routine are checked as per SOP. 1.2 Completeness of performance routine is checked as per SOP. 1.3 Physical preparations prior to performance routine is checked as per SOP. 1.4 Recorded rehearsals are reviewed as per SOP.
2. Perform warm-up routine	2.1 <i>Warm-up exercises</i> executed as per standard dance procedure.
3. Perform dance exercises	3.1 <i>Dance exercises</i> are performed based on procedure. 3.2 Dance exercises are performed based on musicality.
4. Maintain kit, costumes, footwear supplies and materials	4.1 The principles of 5S are applied in the management of kit, costumes, footwear, supplies and materials. 4.2 The costumes, footwear and supplies are checked as per SOP at least one (1) hour before the show. 4.3 The necessary remedial repair of damaged costumes during the show and the proper reporting after the show are undertaken. 4.4 The proper SOPs in the care of costumes, footwear and supplies are followed during changes of costumes during the show. 4.5 The necessary stewardship for costumes, footwear of other talents who are currently performing in the same show are applied. 4.6 The necessary SOPs in turning over costumes, footwear and kits for both day and evening shows are applied. 4.7 Make-up supplies to supplement the basic make-up provided are sourced.

RANGE OF VARIABLES

VARIABLE	RANGE	
1. Warm-up Routine	1.1	Floor Exercises
	1.2	Standing Exercises
2. Dance Exercises	2.1	Lyrical Jazz Adagio
	2.2	Jazz Allegro
	2.3	Choreographic Work
	2.4	Pre-set Combinations of Skills Jazz

EVIDENCE GUIDE

1. Critical aspects of competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared for performance. 1.2 Performed warm-up routine. 1.3 Performed dance exercises. 1.4 Maintained kit, costumes, footwear, supplies and materials.
2. Underpinning knowledge and attitudes	<ul style="list-style-type: none"> 2.1 Classical Jazz 2.2 Dance execution/interpretation 2.3 Uniform 2.4 Music 2.5 Code of Ethics 2.6 Desirable Attitudes: <ul style="list-style-type: none"> - Artistry - Honesty - Courtesy - Friendliness - Punctuality - Discipline - Alertness
3. Underpinning skills	<ul style="list-style-type: none"> 3.1 Observing code of ethics 3.2 Performing choreographed dance steps 3.3 Use and care of the uniform, costumes and props 3.4 Following instructions
4. Resource implications	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 4.1 Dance facilities and equipment 4.2 Dancers where practical ensemble work is being assessed 4.3 Appropriate venue with adequate space and required paraphernalia
5. Method of assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 5.1 Observance of performance 5.2 Oral questioning on performance 5.3 Authenticated details of relevant courses or training sessions 5.4 Authenticated details of relevant artistic and/or commercial achievements 5.5 Relevant portfolio kit, videos, VCDs, biographies
6. Context of assessment	<ul style="list-style-type: none"> 6.1 Competency may be assessed in the workplace or in a simulated workplace setting. 6.2 Assessment shall be while tasks are undertaken either individually or as part of a team under limited supervision. 6.3 Assessment activities are carried out through TESDA and other accredited assessment center/venues by using closely simulated workplace environment.

SECTION 3 TRAINING STANDARDS

This set of standards provides Technical and Vocational Education and Training (TVET) providers with information and other important requirements to consider when designing training programs for the **PERFORMING ARTS (DANCE) NC II** qualification.

This includes information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; trainer's qualification and institutional assessment

3.1 CURRICULUM DESIGN

Course Title: **PERFORMING ARTS (DANCE)**

NC Level: **NC II**

Nominal Training Duration: **271 Hours**

Course Description:

This course is designed to enhance the knowledge, skills and attitudes of dancers in performing the dance syllabus and choreographed dance in accordance with industry standards. It covers the basic, common and core competencies in NC II.

BASIC COMPETENCIES (18 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Participate in workplace communication	1.1 Obtain and convey workplace information. 1.2 Complete relevant work related documents. 1.3 Participate in workplace meeting and discussion.	<ul style="list-style-type: none">• Group discussion• Interaction	<ul style="list-style-type: none">• Demonstration• Observation• Interviews/questioning
2. Work in a team environment	2.1 Describe and identify team role and responsibility in a team. 2.2 Describe work as a team member.	<ul style="list-style-type: none">• Discussion• Interaction	<ul style="list-style-type: none">• Demonstration• Observation• Interviews/questioning
3. Practice career professionalism	3.1 Integrate personal objectives with organizational goals. 3.2 Set and meet work priorities. 3.3 Maintain professional growth and development.	<ul style="list-style-type: none">• Discussion• Interaction	<ul style="list-style-type: none">• Demonstration• Observation• Interviews/questioning
4. Practice occupational health and safety	4.1 Evaluate hazard and risks 4.2 Control hazards and risks 4.3 Maintain occupational health and safety awareness	<ul style="list-style-type: none">• Discussion• Plant tour• Symposium	<ul style="list-style-type: none">• Observation• Interview

COMMON COMPETENCIES
(18 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Maintain an effective relationship with clients/customers	1.1 Maintain a professional image 1.2 Meet client/customer requirements 1.3 Build credibility with customers/clients	<ul style="list-style-type: none"> • Group Discussion • Interaction 	<ul style="list-style-type: none"> • Written Test • Practical/ Performance Test • Interview
2. Manage own performance	2.1 Identify tasks accurately 2.2 Allocate priority to each task 2.3 Allocate time lines to each task 2.4 Meet and comply deadlines 2.5 Know and comply deadlines 2.6 Develop work plans 2.7 Monitor personal performance 2.8 Get advice and guidance 2.9 Apply guidance from management 2.10 Clarify standard of work	<ul style="list-style-type: none"> • Group Discussion • Interaction 	<ul style="list-style-type: none"> • Written Test • Practical/ Performance Test • Interview

CORE COMPETENCIES (235 Hours)

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
1. Perform ballet movements and routines	1.1 Check tapes, CDs, uniform, ballet shoes 1.2 Check completeness and correctness of performance routine 1.3 Check completeness of physical preparations 1.4 Review recorded rehearsals 1.5 Prepare for performance 1.6 Perform ballet warm-up routine 1.7 Execute plie 1.8 Execute battement tendu 1.9 Execute battement glisse 1.10 Execute frappes 1.11 Execute ronde de jambe a terre 1.12 Execute passé 1.13 Execute fondu 1.14 Execute grande battement 1.15 Perform barre exercises 1.16 Execute adagio 1.17 Execute sautés 1.18 Execute balance 1.19 Execute connecting steps 1.20 Execute pique turns 1.21 Execute reverence 1.22 Perform ballet exercise 1.23 Maintain ballet kit, costumes, footwear, supplies and materials	<ul style="list-style-type: none"> • Discussion/ Demonstration 	<ul style="list-style-type: none"> • Written Examination • Demonstration • Observation
2. Perform jazz movements and routines	2.1 Check tapes/CDs, uniform, jazz shoes 2.2 Check completeness and correctness of performance routine 2.3 Check completeness of physical preparations 2.4 Review recorded rehearsals 2.5 Prepare for performance 2.6 Perform jazz warm-up routine 2.7 Execute turns 2.8 Execute traveling steps 2.9 Execute adagio 2.10 Execute allegro 2.11 Perform jazz exercises 2.12 Maintain jazz kit, costumes, supplies and materials	<ul style="list-style-type: none"> • Discussion/ Demonstration 	<ul style="list-style-type: none"> • Written Examination • Demonstration • Observation

Unit of Competency	Learning Outcomes	Methodology	Assessment Approach
3. Perform fundamentals of Philippine Folk dances	3.1 Check tapes/CDs, costumes, footwear and other accessories 3.2 Check completeness and correctness of performance routine 3.3 Check completeness of physical preparations 3.4 Review recorded rehearsals 3.5 Prepare for performance 3.6 Perform warm-up exercises 3.7 Execute five (5) fundamental arms and feet positions 3.8 Execute basic dance steps and patterns in ¾ time signatures (waltz, waltz turn, native waltz, sway balance series [point, brush, waltz, raise, hop], mazurka and redoba) 3.9 Execute basic dance steps and patterns in 2/4 time signatures (contraganza, change step, polka series, [plain polka, slide polka, hop polka, heel and toe polka]) 3.10 Perform dance routine 3.11 Maintain dance kit, costumes, footwear and other dance paraphernalia	<ul style="list-style-type: none"> • Discussion/ Demonstration 	<ul style="list-style-type: none"> • Written Examination • Demonstration • Observation
4. Perform in production shows	4.1 Check tapes, CDs, uniform, ballet shoes 4.2 Check completeness and correctness of performance routine 4.3 Check completeness of physical preparations 4.4 Review recorded rehearsals 4.5 Prepare for performance 4.6 Perform warm-up routine 4.7 Perform lyrical adagio dance 4.8 Execute jazz allegro dance 4.9 Perform choreographic work 4.10 Perform pre-set combinations of skills jazz 4.11 Maintain kit, costumes footwear and other dance paraphernalia	<ul style="list-style-type: none"> • Discussion/ Demonstration 	<ul style="list-style-type: none"> • Written Examination • Demonstration • Observation

3.2 TRAINING DELIVERY

The delivery of training should adhere to the design of the curriculum. Delivery should be guided by the 10 basic principles of competency-based TVET.

- The training is based on curriculum developed from the competency standards;
- Learning is modular in its structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based in the collection of evidence of the performance of work to the industry required standard;
- Training is based both on and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and
- Approved training programs are Nationally Accredited

The competency-based TVET system recognizes various types of delivery modes, both on and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities may be adopted when designing training programs:

- The dualized mode of training delivery is preferred and recommended. Thus programs would contain both in-school and in-industry training or fieldwork components. Details can be referred to the Dual Training System (DTS) Implementing Rules and Regulations.
- Modular/self-paced learning is a competency-based training modality wherein the trainee is allowed to progress at his own pace. The trainer just facilitates the training delivery.
- Peer teaching/mentoring is a training modality wherein fast learners are given the opportunity to assist the slow learners.
- Supervised industry training or on-the-job training is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies prescribed in the training regulations.
- Distance learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video or computer technologies.
- Project-Based Instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applicants.

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students wishing to enroll in this course qualifications should possess the following requirements:

- Must be literate (knows how to read and write)
- Must be physically and mentally healthy
- Must be at least 18 years of age*

* for trainees wishing to work overseas

3.4 TOOLS, EQUIPMENT AND MATERIALS PERFORMING ARTS (DANCE) NC II

Recommended list of tools, equipment and materials for the training of a maximum of 25 trainees for Performing Arts (Dance) NC II are as follows:

QTY.	TOOLS	QTY.	EQUIPMENT	QTY.	MATERIALS
1 unit	Executive Table	1 unit	AV Equipment	5 units	Make-up Kit
25 pcs.	Armed Chairs	1 unit	Sound System	1 box	CD/VCD
1 unit	Clerical Table	1 unit	Cassette Player	1 box	Cassette Tapes
1 pc.	Whiteboard	1 unit	Computer with Printer	25 pcs.	Number
1 pc.	Blackboard		Airconditioning Units		Stage Props
1 pc.	Microphone	1 unit	Monitor/Television Set	*1 set	Uniform (Ladies) Black Leotards & Light Pink tights
2 pcs.	Speakers			*1 set	Rehearsal Uniform (Ladies) Peplum or Skirt on top of tights or leggings for Folk Dance practice
				*1 set	Uniform (Men) White T-Shirt, Black Tights and White Socks
				*1 set	Rehearsal Uniform (Men) Leggings and Fitted Shirt
				*1 pair	Ladies – White or Light Pink Ballet Shoes
				*1 pair	Men – White Ballet Shoes
				*1 pair	Any flat shoes w/o heels

***Note: For demo purposes only**

3.5 TRAINING FACILITIES

Based on a class intake of 25 students/trainees

Space Requirement	Size in Meters	Area in Sq. Meters
Student/Trainee Performance Space (S/TPS)	5 x 8 m.	40 sq. m.
Learning Resource Center (LRC)	1 x 5 m.	5 sq. m.
Circulation Area	$(S/TPS+LRC+SDR+CR) \times 30\%$ $(40+5+15+10) \times 30\%=21 \text{ sq.m.}$	21 sq. m.
Separate Dressing Rooms for Male and Female Trainees/ Students (SDR)	3 x 5 m.	15 sq. m.
Separate Restrooms for Male and Female Trainees/ Students (CR)	2 x 5 m.	10 sq. m.
	Total Workshop Area	91 sq. m.

3.6 TRAINER'S QUALIFICATIONS FOR SERVICES SECTOR

PERFORMING ARTS (DANCE) NC II TRAINER QUALIFICATION (TQ II)

- Must be TESDA accredited/certified trainer
- Must be a member of a reputable/recognized dance company/organization
- Must be physically and mentally fit
- Must have at least three (3) years teaching experience*

3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

SECTION 4 NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

- 4.1 To attain the National Qualification of Performing Arts (Dance) NC II, the candidate must demonstrate competence through project-type assessment covering all the units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.
- 4.2 The following are qualified to apply for assessment and certification:
 - 4.2.1 Graduates of formal, non-formal and informal including enterprise-based training programs
 - 4.2.2 Experienced Workers (wage employed or self-employed)
- 4.3 Reassessment is allowed only after one month from the date of assessment. Reassessment for a National Certificate shall be done only on the task/s that the candidate did not successfully achieve.
- 4.4 A candidate who fails the assessment for two (2) consecutive times will be required to go through a refresher course before taking another assessment.
- 4.5 Only certified individuals in this Qualification may be nominated by the industry for accreditation as competency assessor.
- 4.6 Only accredited competency assessors are allowed to conduct competency assessment, however, trainers who are accredited competency assessors are not allowed to assess their trainees.
- 4.7 Assessment of competence must be undertaken only in the TESDA accredited assessment center. The performance assessment (demonstration of competence), however, may be done in any venue or workplace duly designated by an accredited assessment center.
- 4.8 The guidelines on assessment and certification are discussed in detail in the Procedures Manual on Assessment and Certification.

**COMPETENCY MAP
PERFORMING ARTS (DANCE) NC II**

BASIC COMPETENCIES	Participate in workplace communication	Work in a team environment
	Practice career professionalism	Practice occupational health and safety procedures
	COMMON COMPETENCIES	
	Maintain an effective relationship with clients/customers	Manage own performance
CORE COMPETENCIES	Perform ballet movements and routines	Perform jazz movements and routines
	Perform fundamentals of Philippine folk dances	Perform in production shows

DEFINITION OF TERMS

1. **Adage/Adagio** – a series of exercises consisting of a succession of slow movements performed with grace, fluidity and ease.
2. **Arm Positions**
 - Bras Bas** - the arms are in a long curve and held at the sides with the little fingers touching the middle of the thighs.
 - First Position** - the arms form a circle in front of the body in line with the diaphragm, with the fingertips about 1 inch apart and the palms facing the body.
 - Second Position** - the arms are held out to the sides slightly in front of the body in a long, curved line so that the elbow is slightly lower than the shoulder, the wrist slightly lower than the elbow and the palms facing slightly forward and downward.
 - Third Position** - one arm is in long curve above the head while the other is held in the 2nd position.
 - Fourth Position** - one arm is in a long curve above the head while the other is in first position.
 - Fifth Position** - both arms are in a long curve above and slightly in front of the head with the fingertips slightly apart.
3. **Audition** – a test demonstrating the skills of a performer for a specific undertaking in the performing arts.
4. **Balance** - waltz step; a coordinated step that shifts weight from one foot to the other foot on two levels, with accompanying arms.
5. **Ballet** – the most basic of all dance forms and/or a theatrical work or entertainment in which a choreographer expresses his ideas in dance movement using musical accompaniment, costumes, scenery and lighting.
6. **Barre** - the horizontal bar which the dancer holds for support. Every ballet class begins with exercises at the bar.
7. **Battement Tendu** - a slow lengthening of the legs and feet to strengthen and develop the leg muscles and insteps.
8. **Chaines** - chains, links; a series of rapid turns on the points or demi-pointes done in a straight line or in a circle.
9. **Chasse** - chased; a step in which one foot literally chases the other foot out of its position.
10. **Choreographer** – one who conceptualizes and creates a series of movements to represent a theme or idea.
11. **Combination** - a series of steps and movements together and done in different tempos.
12. **Coordination** – the ability to make use of the different parts of the body and make them act or move in a harmonious manner.
13. **Coupe** – cut, cutting; a small intermediary step done as a preparation or impetus for some other steps.
14. **Dance Form** – refers to a particular style or discipline of dance.
15. **Dance Master** – one who has studied and mastered the skills and technique of dance and is therefore eligible to teach and conduct dance courses in his/her specialized field.
16. **Dance Style** – refers to a distinct manner of movement that identifies a particular dance form, performer, choreographer or a period.
17. **Dance Syllabus** - a compilation of dance exercises containing the curriculum of a dance form in various levels.

18. **Demi-Plie** – half bend of the knees.
19. **Demi-Pointes** – on the half-point indicating that the dancer is to stand on the balls of the feet and under part of the toes.
20. **En l'air** - in the air; off the floor movements done with jumps or extensions.
21. **Fondu** - sinking down; a lowering of the body by bending the knee of the supporting leg.
22. **Foot Positions** - all movements begin, end or pass through one of these positions. In all positions the knees are straight and the legs are turned out from the hip. The weight is evenly placed on each foot.
 - First Position** - the aim is to make a straight line with the feet, which may not be possible at first.
 - Second Position** - heels about 12 inches apart.
 - Third Position** - heel of one foot close to the instep of the other foot.
 - Fourth Position** - right foot about 10 inches in front of the left foot with heel in line of the arch of the left foot (and vice versa).
 - Fifth Position** - feet touching. The aim is for the heel of the right foot to be placed in front of the left toe, although this may not be possible at first.
23. **Frappe** – struck (to strike); the brushing of the foot against the floor in a slow or fast tempo to develop strength and speed in footwork.
23. **Glissade** – glide; a traveling step executed by gliding the working foot from the fifth position in the required direction, and the other foot closing to it.
24. **Glisse** – glided or gliding; the foot sliding against the floor.
25. **Grande Battement** – an exercise in which the working leg is raised from the hip into the air and brought down again, with both knees straight.
26. **Grande Jetes** – large jete; in this step the legs are thrown to 90 degrees with a corresponding high jump.
27. **Isolation** – to move a particular section of the body set apart from the rest of the anatomy.
28. **Jazz Runs/Walks** – a walk or run in a rhythmic pattern based on the jazz form.
29. **Jete** – a leap from one foot to the other in which the working leg is brushed onto the air.
30. **Passe** – passed; a movement in which the foot of the working leg is picked up and passes in back or in front of the knee of the supporting leg.
31. **Pas De Bourree** – three-step movement, i.e. the feet going back side, front.
32. **Pique** – pricked, pricking; executed by stepping directly on the pointe or demi-pointe of the working foot in any desired position, with the other foot raised in the air.
33. **Pique Turn** – a stepping on demi-pointe and turning with the working leg in passe' position.
34. **Piroette** - whirl or spin; a complete turn of the body on one foot, on pointe or demi-pointe.
35. **Placement** – placing; well aligned head, neck, shoulders, hips, spine and proper turn out while executing movements or poses.
36. **Plie'** – a slow, continuous bending of the knees downward and rising upward with coordinated movement of the arms and the legs.
37. **Pointe** – on the points; rising of the body on the tips of the toes.
38. **Porte De Bras** – carriage of the arms; the arms passing through various positions in a flowing and continuous way to develop grace and coordination in the entire body.

39. **Projection** – the ability to communicate to an audience a dramatic role, idea, personality, feelings, etc. in an effective way.
40. **Releve** – a smooth, continuous rising of the feet on pointe or demi-pointe to strengthen the Achilles tendon, insteps and thighs.
41. **Repertoire** – an index of dance numbers that a performer or a group of performers are prepared to present before an audience.
42. **Reverence** – a courtesy performed by the artist to acknowledge the applause of the audience and/or show respect to the dance master at the end of a dance class.
43. **Ronde De Jambe A Terre** – an exercise at the barre or in the center in which one leg is made to describe a series of circular movements on the ground. There are 2 kinds of ronde de jambe a terre: those done *an dedans* (inward) and those done *an dehors* (outward).
44. **Saute' In All Positions** – series of jumps; springing and landing on one or both feet, various positions.
45. **Soutenu** – sustained; a turn held in place.
46. **Spotting** – a term given to the movement of the head and focusing of the eyes in *pirouettes* and other turns. In these turns, the dancer chooses a spot in front and as the turn is made away from the spot, the head is the last to leave and the first to arrive as the body completes the turn. This rapid movement or snap of the head gives the impression that the face is always turned forward and prevents the dancer from becoming dizzy.
47. **Style** – a dancer's or choreographer's artistic interpretation of movement.
48. **Technique** – skilled and disciplined execution of movement required in the different forms of dance (i.e. Ballet Technique or Jazz Technique); it is the correct posture and placement of body and the correct direction and movement of the feet, hands, head, shoulders, and arms. It is also the correct turnout, balance, extension of legs, execution of jumps, turns, etc.
49. **Timing** – adherence to tempo of the music according to the instructions of a choreographer, dance master or a written syllabus. It is also referred to as MUSICALITY.
50. **Turn-Out** – the ability of the dancer to turn his or her feet and legs out from the hip joints to a 90-degree position.

ACKNOWLEDGEMENTS

The Technical Education and Skills Development Authority (TESDA) wishes to extend thanks and appreciation to the many representatives of business, industry, academe and government agencies who rendered their time and expertise to the development and validation of these Training Regulations.

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