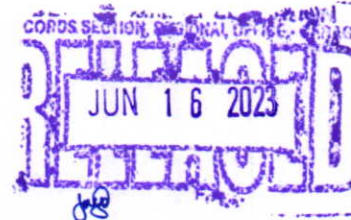




Republic of the Philippines  
Department of Education  
CARAGA REGION



June 14, 2023

REGIONAL MEMORANDUM

No. 0523,s, 2023

SCHOOLS DIVISION SUPERINTENDENTS

This Region

2023 RFOT – SINING TANGHALAN COMPETITION

1. Pursuant to DepEd Memorandum No. 023.s, 2023, conducts the National Festival of Talents (NFOT) and Regional Memorandum No.0342.s, 2023, conducts the Regional Festival of Talent(RFOT) on June 17-18, 2023 in Bislig City.

2. The RFOT- Sining Tanghalang competition are the following:

- |                            |                            |
|----------------------------|----------------------------|
| 1. Bayle sa Kalye (online) | 6. Derik ko Ganap Mo (f2f) |
| 2. Siniliksik (f2f)        | 7. Guhit Bulilit (online)  |
| 3. Himig Bulilit (f2f)     | 8. Pintahusay (f2f)        |
| 4. Likhawitan (f2f)        | 9. Creative Writing (f2f)  |
| 5. Folk Dance (f2f)        |                            |

3. All SDO contestants are requested to bring their own contest materials and equipment of their specific entry.

4. The conduct of the 2023 RFOT shall be guided by the enclosed guidelines on the following:

- Enclosure No. 1: Schedule of Contest  
Enclosure No. 2: List of Contest Administrators and TWG  
Enclosure No. 3 : Contest guidelines NFOT, 023.s, 2023

5. The RFOT will be judged by the experts from the National Commission for Culture and Arts, (NCCA), its decision shall be final and executory.

6. Immediate and wide dissemination of this Memorandum is desired.

**MARIA INES C. ASUNCION**  
Officer-In-Charge  
Office of the Regional Director

Encls: As stated

References: DM 023.s, 2023, and RM 0342.s, 2023

To be indicated in the Perpetual Index

Under the following Subjects:

ARTS                      PROGRAMS                      RFOT

CLM/bca  
06/14/23



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2023-06-08167

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| Effectivity    | 02.01.23    | Page | 1 of 1 |

**SCHEDULE OF ACTIVITIES**

| <b>EVENT</b>      | <b>VENUE<br/>SHS Building</b> | <b>TIME</b>                   | <b>Contest<br/>Coordinators</b>          | <b>Bislig TWG</b>                        |
|-------------------|-------------------------------|-------------------------------|------------------------------------------|------------------------------------------|
| FOLK DANCE        | ASCB Gym                      | (5 mins.)<br>8:00-10:00       | Rosalita Mora<br>Wilma Petallo           | Rosalie Roldan<br>Cathy Isabel Maliza    |
| HIMIG BULILIT     | ASC Gym                       | 10:00-12:00<br>3-5 mins.      | Raul Cabatingan<br>Narcie Fe Solloso     | Ruth Solloso<br>Alma Masancay            |
| SINELIKSIK        | OB LAB COM<br>103-105         | 8:00-5:00<br>8 hrs.           | Ponciano Alngog<br>Danny Baldos          | Michael Quintana<br>Crisfel Pabroquez    |
| PINTAHUSAY        | Highland                      | 8:00-5:00<br>8 hrs            | Antonio Salazar<br>Michael Martin        | Jay Charlene Misagal<br>Bernardita Mezo  |
| BAYLE SA KALYE    | ASC Gym<br>Showing            |                               | Rosalita Mora<br>Danny Baldos            | April Virtudazo<br>Geraldine Ruaya       |
| GUHIT BULILIT     | New Building<br>101-103       | 8:00-12:00<br>2 hrs (5 mins.) | Abigail Gerong<br>Juan Espina            | Jiwani Glee Pia<br>Salveregina Tayo      |
| CREATIVE WRITING  | SHS 201                       | 8:00-12:00<br>4 hrs           | Elias Brina<br>Ponciano Alngog           | Daphne Weisyl Feliscuzo<br>Wylene Abarca |
| DIREK ko GANAP ko | SHS OB 202-203                | 8:00-5:00<br>8 hours          | Susan Corvera<br>Delbert dela<br>Calzada | Richard Tamayo<br>Rhunald Mori           |
| LIKHAWITAN        | OB 204-205                    | 8:00-12:00<br>4 hrs           | Raul Cabatingan<br>Narcie Fe Solloso     | Marian Tiempo<br>Lotis Bantolinao        |

**Enclosure -2****2023 RFOT – SINING TANGHALAN COMPETITION****CONTEST FACILITATORS**

| <b>Contest</b>              | <b>Names</b>                          | <b>SDO</b>                          |
|-----------------------------|---------------------------------------|-------------------------------------|
| <b>1. Bayle Sa Kalye</b>    | Rosalita Mora<br>Danny Baldos         | Surigao del Norte<br>Agusan del Sur |
| <b>2. Siniliksik</b>        | Ponciano Alngog<br>Danny Baldos       | Tandag City<br>Agusan Sur           |
| <b>3. Likhawitan</b>        | Narcie Fe Solloso<br>Raul Cabatingan  | Bislig City<br>Bayugan City         |
| <b>4. Himig Bulilit</b>     | Narcie Fe Solloso<br>Raul Cabatingan  | Bislig City<br>Bayugan City         |
| <b>5. Guhit Bulilit</b>     | Abigail Gerong<br>Juan Espina         | Agusan del Norte<br>Dinagat Island  |
| <b>6. Pintahusay</b>        | Antonio Salazar<br>Michael U. Martin  | Surigao del Sur<br>Butuan City      |
| <b>7. Derik Ko Ganap Mo</b> | Susan Corvera<br>Delbert dela Calzada | Cabadbaran City<br>Bayugan City     |
| <b>8. Folk Dance</b>        | Rosalita Mora<br>Wilma Petallo        | Surigao Norte<br>Surigao City       |
| <b>9. Creative Writing</b>  | Elias Brina<br>Ponciano Alngog        | Siargao<br>Tandag City              |

**TECHNICAL WORKING GROUP- SINING TANGHALAN**

|                             |                         |                   |
|-----------------------------|-------------------------|-------------------|
| Contest Administrator       | Dr. Isidro M. Biol, Jr  | Chief, CLMD       |
| Contest In-charged          | Mr. Bernard C. Abellana | EPS, CLMD , SPA   |
| Billeting & Program         | Dr. Narcie Fe Solloso   | EPS, Bislig City  |
| Meals & Snacks              | Dr. Celsa Cataluna      | EPS, CLMD         |
| Logistics/ Painting Contest | Dr. Norben Moldez       | PSDS, Surigao Sur |
| Logistics/ Music            | Dr. Noel Zamora         | PII, Surigao Sur  |
| Logistics/ Dance            | Mr. Nicolas Orias       | HT, Butuan City   |
| Logistics/ ICT              | Mr. Gregorio Cuago      | HT, Surigao Sur   |
| Logistics/Transpo           | Mr. Antonio Pal         | Butuan City       |

## Regional Festival of Talent, Sining Tanghalan

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>COMPONENT AREA</b>        | <b>MAPEH and SPA</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>KEY STAGE</b>             | Key Stage 3 or 4 (Grades 7-12)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>EVENT TITLE</b>           | <b>Bayle sa Kalye and Bayle Exhibition ( F to F )</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>NO. OF PARTICIPANT/ S</b> | 20 learner-participants from Key stage 3 or 4 per SDOs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>TIME ALLOTMENT</b>        | <p>A. Bayle sa Kalye – whole parade route, using one music only, SAYAW PINOY</p> <p>B. Bayle Exhibition – Five minutes performance including entrance and exit, an exhibition of rich culture of each City through dance movements.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>PERFORMANCE STANDARD</b>  | <p><b>SPA 7-Folk Dance &amp; Ballet Strand</b><br/>Performance Standards:</p> <ul style="list-style-type: none"> <li>➤ Exhibits skills on the different dance forms/genres</li> <li>➤ Perform basic dance movement combinations (locomotor and non-locomotor) in relation to space.</li> <li>➤ Create basic movement combinations using the elements of dance in accordance with the movement framework of Rudolph Laban</li> <li>➤ Creates movement combinations inspired by the local cultural experiences and/or division/city dance.</li> </ul> <p><b>SPA8 – Folk Dance Strand</b></p> <ul style="list-style-type: none"> <li>➤ Performs skillfully selected local/regional/national dances from Luzon, Visayas and Mindanao, based on dance literature.</li> <li>➤ Showcasing skillfully performs selected local and national dances</li> </ul> <p><b>SPA8 – Ballet Strand</b></p> <ul style="list-style-type: none"> <li>➤ Performs correctly some ballet steps and movements using the principles of classical ballet</li> <li>➤ Performs contemporary dance movements using the Cunningham technique</li> <li>➤ Showcases and skillfully performs selected classical/contemporary dances.</li> </ul> <p><b>SPA9 – Dance-Folk Dance Strand</b></p> <ul style="list-style-type: none"> <li>➤ Performs at least three (3) dances from different countries</li> <li>➤ Executes the different ballroom/ dance sport movement with precision.</li> <li>➤ Interprets at least one (1) Philippine foreign dance literature</li> <li>➤ Conducts documentation of selected local dances through videos and other multimedia facilities.</li> </ul> <p><b>SPA9 – Dance – Ballet Strand</b></p> <ul style="list-style-type: none"> <li>➤ Performs choreographed ballet movements phrases.</li> <li>➤ Creates dance pieces utilizing the modern dance technique.</li> </ul> <p><b>SPA10 – Dance -Folk Dance &amp; Ballet Strand</b></p> <ul style="list-style-type: none"> <li>➤ Prepares the design in mounting a dance production.</li> <li>➤ Creates a plan for the ballet and folk-dance production</li> <li>➤ Organizes appropriate production rehearsal for the dance production.</li> <li>➤ Develops understanding of quality dance production</li> </ul> <p><b>PE 4-10 (Quarters 3 &amp; 4)</b></p> <ul style="list-style-type: none"> <li>➤ Executes the skills involved in the dance.</li> </ul> |

|                                        |                                                                                                                                                                                                                                      |                                    |                                        |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------------|
|                                        | Arts and design                                                                                                                                                                                                                      |                                    |                                        |
| <b>21<sup>ST</sup> CENTURY SKILL/S</b> | Creativity, collaboration, critical thinking, leadership                                                                                                                                                                             |                                    |                                        |
| <b>CREATIVE INDUSTRIES DOMAIN</b>      | Performing Arts, Traditional Cultural Expressions                                                                                                                                                                                    |                                    |                                        |
| <b>DESCRIPTION</b>                     | <b>Sayaw ng Kabataang Pinoy</b> (F to F modality) is an RFOT event category of Sining Tanghalan that allows learner-participants to showcase dancers from the lowland rural communities/from the countryside and mimetics in nature. |                                    |                                        |
| <b>CRITERIA FOR PRESENTATION</b>       | <b>Criteria</b>                                                                                                                                                                                                                      | <b>Percentage for Dance Parade</b> | <b>Percentage for Dance Exhibition</b> |
|                                        | <b>Choreography</b><br>(Creativity/Composition/Originality/Style)                                                                                                                                                                    | 30%                                | 20%                                    |
|                                        | <b>Performance</b><br>(Skills and Technique, Timing and Coordination, Showmanship and Mastery)                                                                                                                                       | 40%                                | 50%                                    |
|                                        | <b>Production Design</b><br>(costume/props) and music                                                                                                                                                                                | 20%                                | 10%                                    |
|                                        | <b>Theme/Concept</b>                                                                                                                                                                                                                 | 10%                                | 20%                                    |
|                                        | <b>Total</b>                                                                                                                                                                                                                         | <b>100%</b>                        | <b>100%</b>                            |

### Event Rules and Mechanics

- A. The Bayle-Sayaw ng Kabataang Pinoy is a modern contemporary dance parade and dance exhibition. Concept or theme for performance, costume and props must be reflective and relevant to their locality but not limited to the festivals.
- B. The "Bayle" shall have two (2) separate categories:
  - a. Modern Street Dance Parade – a choreograph parade routine using **Sayaw Pinoy** music as they travel during the Festival parade.
  - b. Dance Exhibition – is full presentation of the group's choreographed dance performance showcasing cultural locality.
- C. One entry per division is allowed. The result of dance parade and dance exhibition will be combined to determine the winner and will represent NCR to the national level.
- D. Both dance parade (bayle sa kalye) and dance exhibition will be performed on face to face.
- E. Twenty (20) dancers and two teacher-coaches per division shall be allowed.
- F. The steps in street dance parade/bayle sa kalye shall be progressive in nature.
- G. The group may use any music of their choice during the dance exhibition, but the dance routines should be purely transformational in nature which is characterized by the use of dance steps and movements which could be a fusion of two or more dance

forms such as classical ballet, contemporary/modern dance, jazz, hip hop, folkdance, neo-ethnic, and other genre.

H. The following are **strictly prohibited**:

- Tossing
- Lifting
- Use of flammable materials (fireworks/pyrotechnics)
- Live animals as part of the performance
- Props more than 12x12 inches in dimension including textile length
- Extender
- Provision for pre-set stage

I. Participants are encouraged to use costumes and props that may represent their city/division.

J. Only hand-held props shall be allowed to be used in the parade and exhibition.

K. The sound for bayle sa kalye will be provided by the host division, SDO-Paranaque.

L. During parade, participants are expected to demonstrate skills. No exhibition routines that require pausing or stopping shall be done within the parade route. Judges will be designated to three (3) different places, and marshalls shall be assigned to guide the participants and ensure the smooth flow of parade.

### Resource Requirements

|                          | Participants                                                                              | Host Division                                                                                                                                                                                         |
|--------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Supplies and Materials   |                                                                                           | <ul style="list-style-type: none"> <li>➤ Folders-20</li> <li>➤ Typewriting 1 ream</li> <li>➤ Calculators-3</li> <li>➤ Pencils-5</li> <li>➤ 5 pcs. Long mail enveloped</li> <li>➤ Clipboard</li> </ul> |
| Tools and Equipment      | <ul style="list-style-type: none"> <li>➤ Props</li> <li>➤ Music for exhibition</li> </ul> | <ul style="list-style-type: none"> <li>➤ Sound system for street dance and dance exhibition</li> <li>➤ Stopwatch</li> <li>➤ Tables and chair for the judges</li> </ul>                                |
| Room/Hall Specifications |                                                                                           | <ul style="list-style-type: none"> <li>➤ Holding areas for the dancers of 16 SDOs</li> </ul>                                                                                                          |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Component Area</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>MAPEH &amp; SPA</b>                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                    |
| <b>Key Stage</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Key stage three (3): Grades 7-10; Key stage four (4): Grades 11-12                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                    |
| <b>Event Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Direk Ko, Ganap mo</b> (In-person)                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                    |
| <b>No. of Participant/s</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 2 Learner-participants either from Key Stage Three (3) or four (4)                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                    |
| <b>Time Allotment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1 day (8hrs)                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                    |
| <b>Performance Standard</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>➤ The learner performs creative pieces using body movements and vocal improvisations in the integrated arts process that exhibit understanding of the different elements of artistic expressions and principles of organization.</li> <li>➤ The learner performs tasks and activities in the pre-production phase based on the criteria set.</li> </ul> |                                                                                                                                                    |
| <b>21<sup>st</sup> Century Skill/s</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Creativity, communication, collaboration, critical thinking, flexibility, adaptability, initiative, self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility                                                                                                                                                                           |                                                                                                                                                    |
| <b>Creative Industries Domain</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Performing Arts, Creative Services                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                    |
| <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>The Direk ko, Ganap Mo</b> (in-person) is an RFOT event category of Sining Tanghalan relevant to acting showcase that allows learner-participants to follow the direction and instruction given by a theater director in relation to the script and scene provided.                                                                                                                         |                                                                                                                                                    |
| <b>Criteria for Presentation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Criteria                                                                                                                                                                                                                                                                                                                                                                                       | Percentage                                                                                                                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Interpretation of the whole script                                                                                                                                                                                                                                                                                                                                                             | 25%                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Acting Technique                                                                                                                                                                                                                                                                                                                                                                               | 40%                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Delivery (voice, clarity, projection etc.)                                                                                                                                                                                                                                                                                                                                                     | 35%                                                                                                                                                |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>TOTAL</b>                                                                                                                                                                                                                                                                                                                                                                                   | <b>100%</b>                                                                                                                                        |
| <b>Event Rules and Mechanics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                    |
| A. <b>“Direk ko Ganap Mo”</b> is an in-person acting showcase.<br>B. Each division shall register two (2) learner-participants and one (1) teacher-coach<br>C. Participants must NOT be previously declared winners in any international acting competition.<br>D. Participants must NOT have any experience in performing with any professional theater company or part of any talent managing firm. (e.g. PETA, Repertory Philippines, Tanghalang Pilipino, ABS-CBN Talent Center and the likes.<br>E. Participants shall be given a copy of the script before the event.<br>F. During the event, a theater director/resource person shall give instructions to participants as to how the script should be performed.<br>G. Performance shall be done in a closed room with only resource person and event coordinators. A video camera shall record the all proceedings inside the room.<br>H. Other participants waiting for their turn to perform shall be contained in a holding room with coaches.<br>I. Participants must come on time; thus late participants shall no longer be entertained. |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                    |
| <b>Resource Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Participants                                                                                                                                                                                                                                                                                                                                                                                   | Host Division                                                                                                                                      |
| A. Supplies and Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>▪ Typewriting paper</li> <li>▪ Twenty pcs. (20) pencils</li> <li>▪ Twenty (20) long sized folder</li> </ul> |
| B. Tools and Equipment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>▪ One (1) unit video camera of good quality</li> </ul>                                                      |

|                            |  |                                                                                                                                                                   |
|----------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            |  | <ul style="list-style-type: none"> <li>▪ One (1) unit TV monitor</li> <li>▪ Memory card</li> <li>▪ Four unit lapel mic with batteries and sound system</li> </ul> |
| C. Room/Hall Specification |  | Fully airconditioned room that can accommodate 20 Pax                                                                                                             |

|                                        |                                                                                                                                                                                                                                                                                                                                                                                         |                   |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Component area</b>                  | <b>SPA Creative Writing</b>                                                                                                                                                                                                                                                                                                                                                             |                   |
| <b>Key Stage</b>                       | Key Stage three (3): Grades 7-10                                                                                                                                                                                                                                                                                                                                                        |                   |
| <b>Event Title</b>                     | <b>Sulatanghal (on-site)</b>                                                                                                                                                                                                                                                                                                                                                            |                   |
| <b>No. of Participant/s</b>            | 1 Learner-participants and 1 coach                                                                                                                                                                                                                                                                                                                                                      |                   |
| <b>Time Allotment</b>                  | 4 hrs.                                                                                                                                                                                                                                                                                                                                                                                  |                   |
| <b>Performance Standard</b>            | <ul style="list-style-type: none"> <li>▪ The learner creates literary works that apply the features/elements of rituals, festival, folklore, myths, and legends.</li> <li>▪ The learner develops literary works using the combination of local/traditional and digital-based literary styles.</li> <li>▪ The learner creates literary works that spur social transformation.</li> </ul> |                   |
| <b>21<sup>st</sup> century Skill/s</b> | Creativity, Communication, Collaboration, Critical Thinking, Flexibility, Adaptability, Initiative, Self-direction, Social and Cross-cultural skills, Productivity and Accountability, Leadership and Responsibility.                                                                                                                                                                   |                   |
| <b>Creative Industries Domain</b>      | Performing Arts, Creative Services, Publishing and Printed Media                                                                                                                                                                                                                                                                                                                        |                   |
| <b>Description</b>                     | <b>Sulatanghal</b> (in-person) is an RFOT event category of Sining Tanghalan that showcases on-the-spot playwriting. The learner is given 4 hours to develop and create a one-act stage play depending on the given theme.                                                                                                                                                              |                   |
| <b>Criteria for Presentation</b>       | <b>Criteria</b>                                                                                                                                                                                                                                                                                                                                                                         | <b>Percentage</b> |
|                                        | Plot (use of form and stage)                                                                                                                                                                                                                                                                                                                                                            | 20%               |
|                                        | Character (Originality and character development)                                                                                                                                                                                                                                                                                                                                       | 20%               |
|                                        | Dialogue (appropriate use of language)                                                                                                                                                                                                                                                                                                                                                  | 20%               |
|                                        | Themes and Ideas (relationship between form and content)                                                                                                                                                                                                                                                                                                                                | 20%               |
|                                        | Theatrically (Ambition of the work and intended genre)                                                                                                                                                                                                                                                                                                                                  | 20%               |
|                                        | <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                            | <b>100%</b>       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Events Rules and Mechanics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>A. Sulatanghal is a playwriting event.</p> <p>B. One participant per division accompanied by one teacher-coach.</p> <p>C. Participant should not won in any international playwriting/screenwriting competition.</p> <p>D. Have not any play produced by a professional theater company.</p> <p>E. Have not had any play published in a literary journal.</p> <p>F. An orientation with participants by a resource person will be done before the start of the event.</p> <p>G. During the writing phase, each participant will be asked to write a one-act stage play based on a given theme. They will be given four (4) hours to write.</p> <p>H. Scripts should be submitted with the following requirements:</p> <ul style="list-style-type: none"> <li>▪ Dialogue should be tailored for two (2) actors/actresses</li> <li>▪ Written in Filipino and/or English.</li> <li>▪ Saved in doc./docx format (Font size 12, double-spaced, letter size paper)</li> </ul> <p>I. The best play/script for Sulatanghal will be used for the Direk ko Ganap mo, in the RFOT of the following year.</p> |

J. Participants must be on time thus late participants will no longer be entertained.

| <b>Source Requirements</b>        |                                                                                                                                 |                                                                                                                                                           |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | <b>Participants</b>                                                                                                             | <b>Host Division</b>                                                                                                                                      |
| <b>A. Supplies and Materials</b>  | <ul style="list-style-type: none"><li>- Typewriting paper</li><li>- Two pcs. Pencils</li><li>- Two long sized folders</li></ul> |                                                                                                                                                           |
| <b>B. Tools and Equipment</b>     | -                                                                                                                               | One desktop/laptop each participant for livestream<br>Three webcam with fast internet connection<br>Tables and chair for judges and participants<br>Timer |
| <b>C. Room/Hall Specification</b> |                                                                                                                                 | One fully airconditioned room that can accommodate 20-50 persons                                                                                          |

|                                        |                                                                                                                                                                                                                                                                  |                   |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Component Area</b>                  | <b>MAPEH and SPA Media Arts</b>                                                                                                                                                                                                                                  |                   |
| <b>Key Stage</b>                       | Key Stage Three (3): Grades 7-10; Key Stage Four (4) Grades 11-12                                                                                                                                                                                                |                   |
| <b>Event Title</b>                     | <b>Sineliksik (in-person)</b>                                                                                                                                                                                                                                    |                   |
| <b>No. of Participant/s</b>            | 2 Learner-participants either from Keys stage Three (3) or Four (4) per region                                                                                                                                                                                   |                   |
| <b>Time Allotment</b>                  | <ul style="list-style-type: none"> <li>▪ Four (4) hours for shooting</li> <li>▪ Four (4) hours for editing</li> <li>▪ Showcase (the next day)</li> </ul>                                                                                                         |                   |
| <b>Performance Standard</b>            | The learner produces a play using application of theater and drama for different developmental goals in society with emphasis on the role of the director and different artistic tasks in a production.                                                          |                   |
| <b>21<sup>st</sup> Century Skill/s</b> | Creativity and Innovation, Critical Thinking and Problem-Solving, Communication and Collaboration, Flexibility and Adaptability, Initiative and Self-Direction, Social and Cross-Cultural Skills, Productivity and Accountability, Leadership and Responsibility |                   |
| <b>Creative Industries</b>             | Audiovisual Media, Creative Services                                                                                                                                                                                                                             |                   |
| <b>Description</b>                     | <b>Sineliksik</b> (in Person) is an RFOT event category of Sining Tanghalan that allows learner-participants to prepare and showcase a short film.                                                                                                               |                   |
| <b>Criteria for Presentation</b>       | <b>CRITERIA</b>                                                                                                                                                                                                                                                  | <b>Percentage</b> |
|                                        | <b>Storyline, narrative flow:</b> overall cohesive storytelling, unified look and feel, clear narrative focus and direction of storytelling                                                                                                                      | 40%               |
|                                        | <b>Cinematic Technique and Creativity:</b> controlled camera work, clear quality of sound, attention to composition and framing.<br>Creativity: originality or uniqueness of take, slant, or topic; freshness of technique or treatment                          | 25%               |
|                                        | <b>Insight/Relevance to the Theme:</b> ability for the whole film to look into and discuss the theme/subject matter. Suitability of the narrative or storytelling to the audience appeal.                                                                        | 25%               |
|                                        | <b>Quality:</b> flawlessness of editing, clarity of sound, readability of text, focus of shots.                                                                                                                                                                  | 10%               |
|                                        | <b>Total</b>                                                                                                                                                                                                                                                     | <b>100%</b>       |

#### EVENT RULES AND MECHANICS

- A. **Sineliksik** is a short film competition
- B. Each division will showcase one (1) entry.

- C. Two learner-participants per division are allowed. They must be accompanied by one (1) teacher-coach provided that they should not assist the participants in the development, conceptualization, production, and/or editing of the video.
- D. Participants are required to bring their own laptop/s or computers with video editing softwares, digital cameras or video cameras with computer cable for uploading, tripod, extension cords and other paraphernalia related to video shooting and editing. Use of drones is not allowed.
- E. Film must:
- Be cut and edited according to the creative direction of the team;
  - Contain text and graphic elements;
  - Use music, live sound, and/or narration; music must **be original or royalty-free**; and
  - Only use primary footages taken/captured during the actual conduct of RFOT and music used be acknowledged accordingly in the end credits.
- F. The films may:
- Incorporate color correction and visual effects; and
  - Use b-roll or establish footage taken outside the competition period but these must be taken/produced during the RFOT days and from the designated location/s (e.g. traffic shots, time lapses, sunrise/sunset scenes)
- G. The finished output must be:
- 4-5 minutes in duration not including opening/closing credits
  - A maximum of 30 seconds (0.5 minutes) for opening credits
  - A maximum of 60 seconds (1 minute) for closing credits
  - Total output duration must not exceed 6:30 minutes (390 seconds)
- H. Submitted entries must not include any indication or reference to the creators, the creator's school, division, or other identifying marks. Only the film's title may be used to identify the project. Teams are allowed to produce a version with complete titles and credits for their personal consumption, but this copy should not be submitted to the showcase.
- I. Entries should be saved in a flash drive encoded in MP4, M4A, WMV, AVI or MOV format submitted on the event date before the specified cut-off of deadline.
- J. Medium of communication should be in Filipino and/or English. However, subtitles may be used ONLY for films in local languages. Video should be an original work of the learner-participants and shall not infringe any copyrights or any third party.
- K. Images shown and presented in the film must be taken during the 2023 RFOT. If the output requires pre-existing stock or news footage, these may be used to a maximum of 20% of the film and must:
- Be royalty-free, in the public domain or under a Creative Commons license for attribution (BY) and no-commercial use (NC);
  - Be obtained from recognized news or information agency (e.g. CNN, GMA, News, etc.); and
  - Properly cite artists and works in the closing credits (Artist Title, website/source).

- L. Films are encouraged to use music or sound elements taken and produced during the 2023 RFOT. Films are also allowed to use non-original music and sounds provided that:
- The works are available for use royalty-free, in the public domain, or under a Creative Commons license for attribution (BY) and non-commercial use (NC) and these are obtained from recognized royalty-free or Creative Commons sources (e.g. SoundCloud, Jamendo, WikiMedia); and
  - The artist and works are properly cited in the closing credits (Artist, Title, website/source).
- M. Participants may use to choose any style (e.g. observational, participative, journalistic, or reflexive) and utilize various tools to deliver content (e.g. narration, on-camera, interviews music, dramatization/s, etc.) but it must be noted that the emphasis of the showcase is on visual storytelling rather than narrative or textual stories.
- N. Participants shall be briefed on the rules and parameters of the showcase. They shall be given access to the same general film location and a space for post-production.
- O. Resource Persons/RTWG/NTWG shall prepare a theme for the draw lots to be used in the actual competition during the orientation.
- P. The official showcase theme shall begin and end at a time allotted by the NTWG. All participants shall start from a location designated by the NTWG. Films must be submitted to the marshals at the assigned date and time.
- Q. An additional three (3) actors(learners/spectators in the location) may be requested to take part in the film.
- R. Roles of Teacher-Coaches;
- They are responsible for managing the participants, keeping them focused and on-track, maintaining team dynamics, and ensuring completion and adherence to the rules in the film.
  - They may secure and manage production equipment but are not allowed to set up or configure equipment such as cameras, tripods, or editing systems; and
  - They should not interfere, influence, or involved in the creative and technical development of the film during the shooting and editing.
- S. Teacher-Coaches are not allowed to edit, do camera or sound work, or similar involvement in the production process.

| <b>Resource Requirements</b>     |                                                      |                                                                                                                                                               |
|----------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  | <b>Participants</b>                                  | <b>Host Division</b>                                                                                                                                          |
| <b>D. Supplies and Materials</b> |                                                      | <ul style="list-style-type: none"> <li>- Typewriting</li> <li>- Twenty (20) pencils</li> <li>- Twenty (20) pcs long-sized folders</li> <li>- Timer</li> </ul> |
| <b>E. Tools and Equipment</b>    | - laptop/s or computers with video editing software, | <ul style="list-style-type: none"> <li>- Two (2) LCD units</li> <li>- Two big screens for public viewing of the finished short films;</li> </ul>              |

|                                   |                                                                                                                       |                                                                                                                                                                                                      |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | - digital cameras or video cameras with computer cable for uploading, tripod, extension cord, and other paraphernalia | - Tables and chair for the judges and audience                                                                                                                                                       |
| <b>F. Room/Hall Specification</b> |                                                                                                                       | <ul style="list-style-type: none"> <li>- Fully airconditioned hall that can accommodate all participants during the film editing;</li> <li>- Fully airconditioned hall for public viewing</li> </ul> |

|                                        |                                                                                                                                                                                  |                   |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Component Area</b>                  | <b>Music</b>                                                                                                                                                                     |                   |
| <b>Key Stage</b>                       | Key stage Three (3); Grades 7-10; Key Stage Four (4) Grades 11-12                                                                                                                |                   |
| <b>Event Title</b>                     | <b>Likhawitan</b>                                                                                                                                                                |                   |
| <b>No. of Participants</b>             | One (1) learner-participant either from Keys Stage Three (3) or Four (4) per division                                                                                            |                   |
| <b>Time Allotment</b>                  | 4 hours for songwriting<br>3 to 5 minutes performance                                                                                                                            |                   |
| <b>Performance Standard</b>            | The learner creates a musical work using media and technology, performs music in solo and with accompaniment, and demonstrates musical skills in voice and/or instrument-playing |                   |
| <b>21<sup>st</sup> Century Skill/s</b> | Creativity, communication, Critical Thinking, Social and Cross-cultural Skills, Flexibility, Productivity                                                                        |                   |
| <b>Creative Industries Domain</b>      | <ul style="list-style-type: none"> <li>➤ Audiovisual Media</li> <li>➤ Performing Arts</li> </ul>                                                                                 |                   |
| <b>Description</b>                     | <b>Likhawitan</b> is an in-person RFOT event category of sinig Tanghalanthat allows learner-participants to showcase their talents in songwriting, singing                       |                   |
| <b>Criteria for Presentation</b>       | <b>Criteria</b>                                                                                                                                                                  | <b>Percentage</b> |
|                                        | <b>Song Writing</b>                                                                                                                                                              |                   |
|                                        | - Lyrics (Relevance to the theme)                                                                                                                                                | 25%               |
|                                        | - Music (Arrangement and melody)                                                                                                                                                 | 25%               |
|                                        | - Originality (Authenticity of the piece)                                                                                                                                        | 15%               |
|                                        | <b>Performance</b>                                                                                                                                                               |                   |
|                                        | - Vocal quality (harmony)                                                                                                                                                        | 15%               |
|                                        | - Accompaniment                                                                                                                                                                  | 10%               |
|                                        | - Showmanship (Stage presence Interpretation)                                                                                                                                    | 10%               |
|                                        | <b>Total</b>                                                                                                                                                                     | <b>100%</b>       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Event Rules and Mechanics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>A. There shall be one (1) entry per division composed of one (1) learner-participant from either Key stage Three (3) or Four (4) accompanied by one coach.</p> <p>B. Participants shall showcase their musical skills including composition writing, singing and playing musical accompaniment.</p> <p>C. Participants should have not previously joined any professional group or performed/won in any international vocal solo and songwriting competition.</p> <p>D. Participants should have not previously published works in any paid format like channels/websites, including a recording company.</p> <p>E. Songs can be in Filipino or local language.</p> <p>F. The lyrics should be relevant to the theme and/or depict local culture and heritage.</p> <p>G. Participants may choose any type of music genre (ballad, rock, etc) for the composition.</p> <p>H. Each participant shall be given four (4) hours to compose the song based on the theme which shall be provided during the event orientation (7:45 am-8:00 am)</p> <p>I. A live accompaniment must be played during the performance. Participants shall bring their preferred musical accompaniment like guitar, ukulele, piano/keyboard, rhythm instruments etc.</p> <p>J. The handwritten composition with the lyrics and chords shall be submitted to the event administrator.</p> |

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Resource Requirements</b>                                                                                                                                                                 |
| <ul style="list-style-type: none"><li>➤ Supplies and Materials (Music Writing Notebook Pencil)</li><li>➤ Tools and Equipment (Microphone, mic stand, Sound System of good quality)</li></ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Component Area</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Music</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |
| <b>Key Stage</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Keys Stage one (1): Kindergarten to Grade 2; Key stage two (2) Grades 3-4                                                                                                                                                                                                                                                                                                                                                                                                        |                   |
| <b>Event Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Himig Bulilit</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |
| <b>No. of Participants</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 4 Learner-participants either from Key Stage One (1) or Two (2) per division                                                                                                                                                                                                                                                                                                                                                                                                     |                   |
| <b>Time Allotment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3 to 5 minutes performance                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |
| <b>Performance Standard</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>➤ Participants actively in a group performance to demonstrate different vocal and instrumental sounds</li> <li>➤ Accurate performance of songs following the musical symbols pertaining to melody indicated in the piece</li> <li>➤ Participates in a group performance to demonstrate different vocal and instrumental sounds</li> <li>➤ Applies learned concepts of melody and other elements of composition and performance</li> </ul> |                   |
| <b>21<sup>st</sup> Century Skill/s</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Creativity, Communication, Critical Thinking, Social and Cross-cultural Skills, Flexibility , Productivity                                                                                                                                                                                                                                                                                                                                                                       |                   |
| <b>Creative Industries Domain</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>➤ Audiovisual Media</li> <li>➤ Performing Arts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                 |                   |
| <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Himig Bulilit is an RFOT event category of Sining Tanghalan that allows learner-participants to showcase their talents in singing (Quartet).                                                                                                                                                                                                                                                                                                                                     |                   |
| <b>Criteria for Presentation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Percentage</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Musicality (rhythm, balance, tonality, and harmony)                                                                                                                                                                                                                                                                                                                                                                                                                              | 35%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Interpretation(expression, dynamics< phrasing)                                                                                                                                                                                                                                                                                                                                                                                                                                   | 30%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Vocal Quality (harmony)                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 25%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Showmanship (stage presence)                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 10%               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Total</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>100%</b>       |
| <b>Event Rules and Mechanics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |
| A. Himig Bulilit is a children's quartet exhibition.<br>B. There will be one (1) entry per division.<br>C. The group should be composed of four (4) elementary learners (k to 6) per division. They shall sing and actively participate during the exhibition with one (1) teacher/coach.<br>D. The group shall sing two (2) songs in acapella; One (1) warm-up song of choice and one (1) common piece.<br>E. The common song will be provided by the NTWG.<br>F. The common piece shall be provided by the NTWG.<br>G. The groups are encouraged to wear any appropriate attire. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |
| <b>Resource Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Each Participating Division</b>                                                                                                                                                                                                                                                                                                                                                                                                                                               |                   |
| <b>Supplies and Materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | - USB drive for recording of performance                                                                                                                                                                                                                                                                                                                                                                                                                                         |                   |
| <b>Tools and Equipment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | - Microphones with mic stand<br>- Online audio-visual system of good quality<br>- TV monitor connected online<br>- Good internet connection<br>- Tables and chairs for the judges and participants                                                                                                                                                                                                                                                                               |                   |
| <b>Room/Hall Specifications</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | One (1) fully airconditioned room for the showcasing of talents that accommodate 50 pax<br>One (1) holding area for the participants                                                                                                                                                                                                                                                                                                                                             |                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                   |                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>Component Area</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Dance</b>                                                                                                                                                                                      |                      |
| <b>Key Stage</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Key Stage two (2); Grade 4-6                                                                                                                                                                      |                      |
| <b>Event Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Philippine Folk Dance</b>                                                                                                                                                                      |                      |
| <b>No. of Participants</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 6 learner-participants either form Key Stage Two (2) per division                                                                                                                                 |                      |
| <b>Time Allotment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Maximum of five (5) minutes<br>In dances where the literature does not specify the entrance/exit, the trainer may arrange one, however both must not exceed sixteen (16) measures                 |                      |
| <b>Performance Standard</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | PE 4-6 (Quarters 3 & 4)<br>The learner executes the skill involved in the dance.                                                                                                                  |                      |
| <b>21<sup>st</sup> Century Skill/s</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Creativity, Collaboration, Critical Thinking, Leadership                                                                                                                                          |                      |
| <b>Creative Industries Domain</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Performing Arts, Traditional Cultural Expressions                                                                                                                                                 |                      |
| <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Philippine Folk Dance</b> is an RFOT event in Sinng Tanghalan that allows learner-participants to showcase dances from the lowland rural communities/ from the countryside and mimetics nature |                      |
| <b>Criteria for Presentation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Criteria</b>                                                                                                                                                                                   | <b>Percentage</b>    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Performance (Spacing, Formations, Execution showmanship)                                                                                                                                          | <b>40%</b>           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Interpretation of Written Instructions                                                                                                                                                            | <b>25%</b>           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Stagging                                                                                                                                                                                          | <b>25%</b>           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Overall Impact                                                                                                                                                                                    | <b>10%</b>           |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Total</b>                                                                                                                                                                                      | <b>100%</b>          |
| <b>Event Rules and Mechanics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                   |                      |
| <p>A. The objective of this showcase is to promote appreciation and understanding for folk dances of the division. It aims to raise the awareness of the people on culture and he arts through folk dance performances.</p> <p>B. Only (1) entry per divisionis allowed.</p> <p>C. A minimum of six(6) performers and one (1) teacher-coach shall be allowed per division.</p> <p>D. The dance literature is a rural folk dance highlighting mimetics activity.</p> <p>E. The dance must be from any of he following published Philippine Folk dance books:</p> <ul style="list-style-type: none"> <li>▪ Philippine Folk Dances, Volume 1-6 by Francisca Reyes Aquino</li> <li>▪ Philippine National Dances by Francisca Reyes Aquino</li> <li>▪ Visayan Folk Dance, Volumes 1-3 by Libertad Fajardo</li> <li>▪ Pangasinan Folk Dances by Jovita Sison Friese</li> <li>▪ Samar folk Dances, by Juan C. Miel</li> <li>▪ Handumanan by Jose Balcena</li> <li>▪ Philippine Folk Dances and Songs by the Bureau of Public Schools, 1965</li> <li>▪ Sayaw: Dances of the Philippine Islands, Volume 1-9 by the Philippine Fol Dance Society</li> <li>▪ Classic Collection of the Philippine Folk dances by the Philippine Folk Dance Society Volume 1-11</li> </ul> <p>F. The dance must be accompanied by canned music prescribed by the book. Live accompaniment is not allowed.</p> <p>G. Medley (combination) of different dances is not allowed.</p> <p>H. In dances where the literature does not specify or describe the entrance/exit, the trainer must arrange one, however, both must not exceed 16 measures.</p> |                                                                                                                                                                                                   |                      |
| <b>Resource Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                   |                      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Participants</b>                                                                                                                                                                               | <b>Host Division</b> |

|                                    |                                                                                         |                                                                                                                                                                                                                                               |
|------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A. Supplies and Materials</b>   |                                                                                         | <ul style="list-style-type: none"> <li>- Clipboard</li> <li>- Typewriting paper</li> <li>- Twenty pcs. Pencil</li> <li>- Twenty pcs long-sized folders</li> <li>- 3 pcs calculators</li> <li>- Five pcs. Long-sized mail envelopes</li> </ul> |
| <b>B. Tools and Equipment</b>      | <ul style="list-style-type: none"> <li>- Props</li> <li>- Music of the dance</li> </ul> | <ul style="list-style-type: none"> <li>- Sound System</li> <li>- Tables and chairs for the judges and TWG</li> <li>- Stopwatch</li> <li>- Signboards</li> </ul>                                                                               |
| <b>C. Room/Hall Specifications</b> |                                                                                         | <ul style="list-style-type: none"> <li>- Hall that accommodate audiences</li> </ul>                                                                                                                                                           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>Component Area</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Sining Biswal</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |
| <b>Key Stage</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Kindergarten                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                   |
| <b>Event Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Guhit Bulilit</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |
| <b>No. of Participants</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | I Kindergarten learner-participant per division                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |
| <b>Time Allotment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Part 1 Draw: 2 hours<br>Part 2 Tell: Maximum of 5 minutes per learner, kindergarten                                                                                                                                                                                                                                                                                                                                                                                         |                   |
| <b>Performance Standard</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Malikhaing Pagpapahayag (Creative Expression)<br>Pagpapahayag ng kaisipan at imahinasyon sa malikhain at malayang pamamaraan                                                                                                                                                                                                                                                                                                                                                |                   |
| <b>21<sup>st</sup> Century Skill/s</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>▪ Critical thinking</li> <li>▪ Creativity and Innovation</li> <li>▪ Flexibility and Adaptability</li> <li>▪ Initiative and Self-Direction</li> </ul>                                                                                                                                                                                                                                                                                 |                   |
| <b>Creative Industries Domain</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Visual Arts, Audiovisual Media                                                                                                                                                                                                                                                                                                                                                                                                                                              |                   |
| <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Draw and Tell</b> is an RFOT event category of Sining Tanghalan for Kindergarten learners that follow the principles of "Show and Tell." In this event, Kindergarten learner-participant shall be asked to draw an image on a piece of paper and describe it using their own words. This event showcases learners aesthetic expression and fine motor skills through drawing and coloring, as well as oral communication skills through oral presentation of their work. |                   |
| <b>Criteria for Presentation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Criteria</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Percentage</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Draw</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Relevance to the theme                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>15%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Visual Organization                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>15%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Color Harmony                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>20%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Workmanship                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>20%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Tell</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Delivery (fluency, expression, confidence)                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>30%</b>        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Total                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>100%</b>       |
| <b>Event Rules and Mechanics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |
| A. Guhit Bulilit is open to all learners who are officially enrolled in Kindergarten<br>B. Only one (1) participant per division is allowed.<br>C. Participants may be accompanied by one (1) teacher-coach, however they are only allowed to assist the participant during the setting up of materials on the event.<br>D. Participants should be at the venue on time.<br>E. Materials shall be provided by the RTWG.<br>F. Participants are not allowed to bring photos for reference of their entries.<br>G. The subject of the drawing shall be based on the theme which shall be given during the event.<br>H. Participants shall use pencil and crayons or ten (10) inches by eight (8) inches illustration board (10x8).<br>I. Participants shall be given two (2) hours to finish their artworks/outputs.<br>J. The delivery is in Mother Tongue / L1 for maximum of five (5) minutes (Tell).<br>K. The RTWG shall facilitate the drawing of lots and provide the necessary instructions for the smooth conduct of the contest. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |
| <b>Resource Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                   |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Each Participating division</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |                   |
| <b>A. Supplies and materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | One pc. 10x8 inches illustration board<br>1 box of crayons (16 per box)                                                                                                                                                                                                                                                                                                                                                                                                     |                   |

|                                    |                                                                                                                               |
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|                                    | 2 pcs. Pencils number 2<br>1 pc sharpener<br>2 marking pens (black )<br>1 pc. Ruler 12 inches<br>1 pc eraser<br>1 long folder |
| <b>B. Tools and Equipment</b>      | Online audio-visual system of good quality<br>Tables and chair s for the judges and participants                              |
| <b>C. Room/Hall Specifications</b> | Fully airconditioned room for the showcasing of talent<br>One holding room for participants                                   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                     |                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Component Area</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                     | <b>Sining Biswal</b>                                                                                                                                                                                                                     |
| <b>Key Stage</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                     | Key Stage Three (3); Grades 7-10; Keys Stage Four (4); Grade 11-12                                                                                                                                                                       |
| <b>Event Title</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                     | <b>Pintahusay</b>                                                                                                                                                                                                                        |
| <b>No. of Participant/s</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                     | One (1) learner-participant per division either key stage 3 or 4                                                                                                                                                                         |
| <b>Time Allotment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                     | 8 hours                                                                                                                                                                                                                                  |
| <b>Performance Standard</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                     | Create varied artworks using elements and principles of designs in the composition of structures and landscapes in various positions and different angles                                                                                |
| <b>21<sup>st</sup> Century Skill/s</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                     | <ul style="list-style-type: none"> <li>▪ Critical Thinking</li> <li>▪ Creativity and Innovation</li> <li>▪ Flexibility and Adaptability</li> <li>▪ Initiative and Self-Direction</li> </ul>                                              |
| <b>Creative Industries Domain</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                     | Visual Arts                                                                                                                                                                                                                              |
| <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                     | On-the-Spot Painting is an event category of Sining Tanghalan for Junior and Senior High School students showcasing their creative interpretation of a given theme through visual representation using acrylic paint on canvas as medium |
| <b>Criteria for Presentation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Criteria</b>                                                                                     | <b>Percentage</b>                                                                                                                                                                                                                        |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Artistic Merit</b> (Elements and Principles of Art)                                              | <b>30%</b>                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Interpretation of the Theme</b> (Relevance)                                                      | <b>30%</b>                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Difficulty</b> (Techique)                                                                        | <b>20%</b>                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Overall Impression of the Art</b> (Artwork on its own as a complete and outstanding work of art) | <b>20%</b>                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Total</b>                                                                                        | <b>100%</b>                                                                                                                                                                                                                              |
| <b>Event Rules and Mechanics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                     |                                                                                                                                                                                                                                          |
| <p>A. Pintahusay is an on-the-spot Painting Showcase.</p> <p>B. One (1) learner-participant either from key stage 3 or 4per division.</p> <p>C. Learner-participant are given eight (8) hours to finish their output.</p> <p>D. Participant maybe accompanied by one (1) teacher-coach, however the teacher-coach are only allowed to assist them during the setting up of materials during the event.</p> <p>E. The participant should execute one solid composition or concept (poster concept is not allowed)</p> <p>F. Participants must bring their own easels and canvas (36x48 inches), paintbrushes, sponges, paint containers, and paint cleaning materials (newspaper, washcloth etc.) while acrylic paint in primary colors (re, blue, yellow) and neutral colors (black and white)</p> <p>G. Participants are not allowed to bring pictures or images as references of their entries.</p> <p>H. The subject of the painting shall focused on PLEIN AIR or outdoor painting.</p> <p>I. Participants must come on time, however late participants shall be accommodated but time shall not be extended.</p> |                                                                                                     |                                                                                                                                                                                                                                          |
| <b>Resource Requirements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                     |                                                                                                                                                                                                                                          |
| <b>A. Supplies and materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                     | <ul style="list-style-type: none"> <li>- Typewriting</li> <li>- 20 pcs. Pencils</li> <li>- Twenty long-folders</li> </ul>                                                                                                                |
| <b>B. Tool and Equipment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                     | <ul style="list-style-type: none"> <li>- 17 sets of acrylic paints</li> <li>-blue (5L)</li> <li>-red (5L)</li> <li>- yellow (5L)</li> </ul>                                                                                              |

|                                   |  |                                                                                                                                                                                                 |
|-----------------------------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   |  | <ul style="list-style-type: none"> <li>- black (5L)</li> <li>- white (5L)</li> <li>- Tables and chairs for judges and contestants</li> <li>- Newspaper and rags</li> <li>- Stopwatch</li> </ul> |
| <b>C. Room/Hall Specification</b> |  | <ul style="list-style-type: none"> <li>- Any open space conducive and safe for the showcase</li> <li>- Airconditioned room for the arts display</li> </ul>                                      |
|                                   |  |                                                                                                                                                                                                 |