



THE PHILIPPINE CULTURAL FOUNDATION, INC.

presents

FIESTA PHILIPPINES

PHILIPPINE CULTURAL FOUNDATION, INC.
PHILIPPINE MUSIC, THEATER, DANCE AND ART PROGRAM

Fiesta
philippines

A COLORFUL SHOW
THAT WILL TAKE STUDENTS ON A
CULTURAL JOURNEY ON THE
RICHNESS AND SPLENDOR
OF PHILIPPINE FIESTAS

THURSDAY, FEBRUARY 21, 2019, 10:30 AM

BAYANIHAN ARTS AND EVENTS CENTER
PHILIPPINE VILLAGE
14301 NINE EAGLES DRIVE
TAMPA, FL 33626

FOR MORE INFORMATION
CALL (813) 925-1232
VISIT WWW.PCFITAMPA.ORG

PHILIPPINE PERFORMING ARTS COMPANY, INC.

MUSIKONG KAWAYAN BAMBOO ENSEMBLE

PHILIPPINE CHORAL GROUP

BAHAY KUBO COMPLEX

In cooperation with
ARTS COUNCIL
HILIPINONG KANAYAN
PHILIPPINE CHORAL
PHILIPPINE PERFORMING ARTS COMPANY, INC.

About the Performance

Take your students on a journey to see the Philippine Cultural Center and the Philippine Enrichment Complex right here in Tampa. Let your students enjoy a fabulous and entertaining performance of Philippine folk dances, a unique bamboo orchestra, and Filipino singers. Members of the Philippine Performing Arts Company, the Philippine Choral Group and the Musikong Kawayan Bamboo Ensemble will present, “FIESTA PHILIPPINES.” You will be fascinated by the beautiful color and sounds that will leave you wanting to know more about the Philippines.

Before the Show

Your students will experience the hospitality of the Filipinos when they enter the spectacular Philippine Cultural Center - “Bayanihan Arts & Events Center.” They will be taught how to say the proper greeting in the Philippine language *Mabuhay* (mah-boo-high).

The Show

The colorful show will take students on a journey through various times in Philippine history, sharing energy of the joyful Philippine spirit.

“FIESTA PHILIPPINES” includes

- An entertaining performance of folk dances by the Philippine Performing Arts Company,
- a unique bamboo musical presentation by the Musikong Kawayan-Bamboo Ensemble, and
- the beautiful voices of the Philippine Choral Group.

This program is presented as part of the Arts in Education Program, which is funded and jointly sponsored by the Hillsborough County School District and the Arts Council of Hillsborough County.

Theatre Etiquette:

The quality of the performance is dependent on your students being prepared to exhibit appropriate behavior. Please read and discuss the following behavioral mandates with your students before the performance.

Your Role as an Audience Member

The audience is an important part of any performance. Your behavior as an audience member will affect the performance you see. Performers are people too and will be working really hard to perform for you. Their performance and everyone's experience of it will be even better if you follow the following instructions:

- Enter the performance space quietly and take your seat as directed.
- Remember that seeing a live show is not like watching TV or a movie. The performers are in the same room with you and can see and hear you. **Please don't talk during the performance.** The performers need you to watch and listen quietly. Talking to friends disturbs the performers and other members of the audience and is rude and disrespectful.
- Please stay in your seats during the performance. Please show respect for the performers and your fellow audience members by sitting up in your seats and keeping your feet on the floor.
- You can laugh if something is funny and clap at the end of the performance or after a song.
- Using your cell phone, taking pictures or recording is not allowed during the performance.
- Please remain seated at the end of the performance. **Standards for Theatre**

Etiquette:

TH.K.S.1.1-Demonstrate appropriate audience behavior at a live performance

TH.1.S.1.1-Exhibit appropriate audience etiquette and response.

TH.2.S.1.1-Exhibit the behavior necessary to establish audience etiquette, response, and constructive criticism.

TH.3.S.1.1-Demonstrate effective audience etiquette and constructive criticism for a live performance.

TH.4.S.1.1.-Exhibit proper audience etiquette, give constructive criticism, and defend personal responses.

TH.5.S.1.1-Describe the difference in responsibilities between being an audience member at live or recorded performances.

This review and discussion support Standards governing appropriate behavior and Theatre Etiquette. Distributing adult supervision amongst the students will help ensure appropriate

behavior. Teacher and chaperone behavior is critical as well so please remember to silence your cell phones and refrain from using your phones for texting or anything else during the performance. Taking pictures or recording during the performance is not permitted. We hope this helps you prepare your students so they will experience a quality performance.

Post-Performance Activities

At the end of the show, pre-selected student volunteers will be asked to interact with the dancers and try their skills in playing the bamboo instruments as well as dancing *Tinikling*, a bamboo dance. No worries - the skilled clappers will make sure that the bamboos are open if your students' feet are caught inside. Color-coded Participant Cards will be mailed to the teachers prior to the event. Teachers will choose the participants.

- Red cards - play the bamboo instruments.
- Yellow cards - try the bamboo dance.

At the end of the performance, students holding these cards will be asked to come up on stage. Weeks prior to the field trip, teachers may use the cards as an incentive for their students, based on grades, behavior or overall conduct.

After the Show

After the show, you will have the option to visit the *Bahay Kubo* (bah-HIGH koo-BO) which means “the little house” made of bamboos. It is at the other end of the parking lot, and there are covered areas for the students to enjoy their lunch before boarding buses.



About Philippine Folk Dances

Philippine folk dance is one of the most enjoyable folk dances in Asia because of its variety of influences from different countries. History says that the original inhabitants of the islands were a mix of Polynesians and Aborigines that still exist today in New Zealand and Papua New Guinea. Then came the Arabs in the 14th century, followed by a short occupation from the British, the Dutch, and the French. In 1521 the Spanish colonizers came and stayed more than three hundred years. They also introduced Christianity and converted most of the population. They also brought with them European culture and traditions which were adopted by the people. The people named the country after King Philip II of Spain. Your students will be entertained and mesmerized with dances that the company will be presenting.



Some of the traditional dances are....

Aray/Manton – A combination of a Spanish-influenced, flirtatious dance that involves the graceful use of tambourines and a skillful display of the *manton*, elaborately decorated silk shawl.

Sayaw sa Bangko – A dance that requires skill while dancing on a narrow bench, or set of stacked benches. The dancers twist and jumps as shouts and applause encourage them not to fall off the bench.

Ate-Ate Sa Bukid – A very lively dance showing the joyous and happy character of Filipinos. This dance is similar to an American square dance.

Binasuan - A difficult dance featuring women balancing glasses filled with “tuba” (rice wine) on their heads and one on each palm, doing rolls on the floor and sometimes whirling in circles.

Tinikling - Honored as the Philippine national dance, *Tinikling* (tee- nick-kling) is a favorite in the Visayan islands, especially on the island of Leyte. The dance imitates the movement of the *tikling* birds as they walk between grass stems, run over tree branches, or dodge bamboo traps set by rice farmers. Dancers imitate the *tikling* bird's legendary grace and speed by skillfully maneuvering between clapping bamboo poles. Pre-selected volunteer students will be called after the dance to try their skills in jumping in and out of clapping bamboo poles. No worries, the skilled clappers will make sure that the bamboos are open if your students feet are caught inside.

About the Music

The *angklung* is a musical instrument made of two bamboo tubes attached to a bamboo frame. The tubes are carved to have a resonant pitch when struck and are tuned to octaves. The base of the frame is held in one hand, whilst the other hand strikes the instrument. This causes a repeating note to sound. Each of three or more performers in an *angklung* ensemble play just one note or more, but altogether complete melodies are produced. The *angklung* is popular throughout Southeast Asia particularly in the Philippines, but it originated in what is now known as Indonesia and has been played by the Sundanese for many centuries. The bamboo orchestra together with the Philippine Choral Group will present tunes familiar as well as original compositions of Mr. Nick Pacis. They will also play some of the music while the dancers are performing.



About the Artists

PHILIPPINE PERFORMING ARTS COMPANY - is a non-profit Philippine folk dance group based in Tampa and a cultural arm of the Philippine Cultural Foundation, Inc. The group is known all over Florida as one of the best Philippine folk dance company in the state. They have also performed in other states and at the Carrassauga International Festival in Mississauga, Canada. They have been invited by CIOFF and UNICEF to perform in different international festivals in Europe.



The group will perform dances from all over the 7,107 beautiful islands of the Philippines. Each dance set will be explained by Jose Omila, the Director of Cultural Affairs of the Philippine Cultural Foundation, Inc. who is also the Director and Choreographer of the company. Mr. Omila was a former member of the world-renowned Bayanihan National Philippine Dance Company and have toured the world promoting the Philippine culture. www.ppacflorida.org

MUSIKONG KAWAYAN BAMBOO ENSEMBLE –

(mu-si-kong ka-wa-yan) The Philippine Cultural Foundation, Inc. (PCFI) of Tampa Bay, Florida is proud to present Musikong Kawayan, the ‘bamboo orchestra’ section of its Music and Instrumental Program. It is presently composed of more than twenty-five talented members under the direction of



Nhick Ramiro Pacis, a composer and arranger from the University of the Philippines. general, through ethnic instrumental and music instructions, musical productions and music composition. Musikong Kawayan classes are held at the Bayanihan Arts and Events Center. These classes are free to the public. For more information, please contact the Philippine Cultural Foundation, Inc. at the Bayanihan Arts Center in Tampa, FL at www.pcfitampana.org

PHILIPPINE CHORAL GROUP – is another cultural arm of the Philippine Cultural Foundation, Inc. (PCFI) Membership consist of Filipino-Americans from a more varied range ethnicity, age and profession, bound together by the passion for singing. Under the continued leadership of its founder, PCFI Board Member Olive Santiano, and the music directorship of former Philippine Madrigal Singer, Connie Chanrasmi, the group has participated in almost every Filipino-American event in the Tampa Bay Area. The group’s success can be attributed to the versatility of its repertoire which ranges from Philippine ethnic, folk and popular music to church hymns and Broadway tunes. It also encourages Filipino-American children and youth to join in some of its performances, especially during the yearly Baccalaureate Mass for the St. Petersburg Catholic High School and the Sto. Nino Celebrations at St. Paul’s Catholic Church, much to the appreciation of the clergy, especially Bishop Robert Lynch of the Diocese of St. Petersburg. Songs to be performed by the group will presented in special choreographed numbers together with the bamboo orchestra and some with the dancers.



Standards that relate to Music:

MU.4.H.1.1

Examine and describe a cultural tradition, other than one's own, learned through its musical style and/or use of authentic instruments.

MU.5.H.1.1

Identify the purposes for which music is used within various cultures.

MU.5.H.1.3

Compare stylistic and musical features in works originating from different cultures.

MU.68.H.1.1

Describe the functions of music from various cultures and time periods.

MU.68.H.1.4

Classify authentic stylistic features in music originating from various cultures.

MU.912.H.1.1

Investigate and discuss how a culture’s traditions are reflected through its music.

About the Foundation

THE PHILIPPINE CULTURAL FOUNDATION, INC. (PCFI) – is a 501c3 cultural foundation. Its Board consist of leaders in the Philippine community of Tampa Bay. The completion of the 10-acre Philippine Cultural Enrichment Complex , the Philippine

Cultural Center named “Bayanihan Arts and Events Center” and the *Bahay Kubo* (Little House) is the work of generous and focused people who have diligently and selflessly given their time and energies since the founding of foundation in 1995. The mission of the foundation is to preserve and present the Philippine heritage and culture as our legacy to future generations and our contribution to the diversity of this region and the State of Florida. The community and the general public are enjoying the beautifully appointed and upscale Bayanihan Arts & Events Center with cultural and community events happening almost every weekend, and the festival grounds located in the same compound where the annual 3-day Philippine festival “PhilFest” takes place every year attended by more than 11,000 people from all over the state.

About the Country - Philippines Population: 102,250,133 (2016) Capital: Manila
Area: 115,830 square miles (300,000 sq km) Coastline: 22,549 miles (36,289 km)
Highest Point: Mount Apo at 9,691 feet (2,954 m)

The Philippines, officially called the Republic of the Philippines, is an island nation located western Pacific Ocean in Southeast Asia between the Philippine Sea and the South China Sea. The country is an archipelago made up of 7,107 islands and is near the countries of Vietnam, Malaysia and Indonesia. The Philippines has a population of just over 100 million people and it is the 12th largest country in the world.

History of the Philippines

In 1521, European exploration of the Philippines began when Ferdinand Magellan claimed the islands for Spain. He was killed shortly thereafter however after getting involved in tribal warfare on the islands. During the rest of the 16th century and into the 17th and 18th centuries, Christianity was introduced to the Philippines by Spanish conquistadores. During this time, the Philippines were also under the administrative control of Spanish North America and as a result, there was migration between the two areas. In 1810 though, Mexico claimed its independence from Spain and control of the Philippines went back to Spain. During Spanish rule, Roman Catholicism increased in the Philippines and a complex government was established in Manila.

In the 19th century, there were numerous uprisings against Spanish control by the local population of the Philippines. For example, in 1896, Emilio Aguinaldo led a revolt against Spain. The revolt continued until 1898 when American forces defeated the Spanish at Manila Bay in May of that year during the Spanish-American War. After the defeat, Aguinaldo and the Philippines declared independence from Spain on June 12, 1898. Shortly thereafter, the islands were ceded to the United States with the Treaty of Paris.

From 1899 to 1902, the Philippine-American War took place as Filipinos fought against American control of the Philippines. On July 4 1902, a Peace Proclamation ended the war but hostilities continued until 1913.

In 1935, the Philippines then became a self-governing commonwealth after the Tydings-McDuffie Act. During World War II however, the Philippines were attacked by Japan and in 1942, the islands came under Japanese control. Beginning in 1944, full-scale fighting began in the Philippines in an effort to end Japanese control. In 1945, Filipino

and American forces caused Japan to surrender, but the city of Manila was largely destroyed and over one million Filipinos were killed.

On July 4, 1946, the Philippines then became fully independent as the Republic of the Philippines. Following its independence, the Philippines struggled to gain political and social stability until the 1980s. During the late 1980s and into the 1990s, the Philippines began to regain stability and grow economically despite some political conspiracies in the early 2000s.

About Philippine Culture

The culture of the Philippines reflects the country's complex history. It is a Malayo-Polynesian culture. The Philippines was first settled by Melanesians; today, although few in numbers, they preserve a very traditional way of life and culture. After them, the Austronesians or more specifically, Malayo-Polynesians, arrived on the islands. Today the Austronesian culture is very evident in the ethnicity, language, food, dance and almost every aspect of the culture. These Austronesians engaged in trading with China, India, Japan, the Ryukyu Islands, the Middle East, Borneo, and other places. As a result, those cultures have also left a mark on Filipino culture.^{[1][2]}

The Spanish colonized the islands and after more than three centuries of colonization Hispanic influence has heavily impacted the culture. The Philippines being governed from both Mexico and Spain, had received a fair bit of Hispanic influence. Mexican and Spanish influence can be seen in dance and religion as well as many other aspects of the culture. After being colonized by Spain, the Philippines became a U.S. territory for about 40 years. Influence from the United States is seen in the wide use of the English language, and the modern pop culture.

“FIESTA PHILIPPINES”

Teacher’s Guide - Class Discussion (3rd – 12th Grade) PRE-PERFORMANCE ACTIVITY

Lead class discussion using the following questions. The goal is to build interest and generate independent thinking about different cultures.

1. Locate the Philippines on a map. What countries are near the Philippines? (Social Studies)
 - Some of these countries have had an influence on the Philippine culture. This will be evident in the cultural performances.
2. Name some differences between the Philippines and the United States. (Language Arts)
 - Philippines is a group of many islands.
 - Philippines is much smaller in size.
3. What do you think the climate is like in the Philippines? (Science)
 - It is hot because it is close to the equator.
 - It also has heavy rains, monsoons, and typhoons.
4. The *Bahay Kubo* (ba-HIGH koo-BOH) is a **single-room** bamboo house where family members rolled out mats to sleep on the floor at night and then put the mats away to use their daily living space. What does this tell you about the family environment? (Social Studies)
 - Filipinos value family closeness.
 - They enjoy the noise and business of everyone talking around each other.
5. Allow the students to color the flag and read about the meaning of the flag. (See Color-the-Flag Worksheet on Page 13).

Standards that relate to the activity:

LAFS.3.RI.3.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LAFS.3.W.1.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LAFS.3.W.1.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood

LAFS.4.W.3.8- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

SC.4.N.1.1- Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

SS.5.A.1.1- Use primary and secondary sources to understand history.

LAFS.6.RI.3.7- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

SC.6.E.7.6- Differentiate between weather and climate.

LAFS.68.RH.3.7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

LAFS.68.RH.1.1- Cite specific textual evidence to support analysis of primary and secondary sources

SS.8.A.1.2- Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.

SS.912.A.1.2- Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.

SS.912.A.1.4- Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.

LAFS.1112.RH.1.1- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Additional Resources:

www.experiencephilippines.org See all the wonderful facets of culture which make Philippines special. The Philippines Department of Tourism showcases the beauty of the country.

www.pcfitampana.org Read more about the Philippine Cultural Foundation and its year-round activities in the Tampa Bay area.

www.ppacflorida.org The Philippine Performing Arts Company began right here in Tampa Bay. Read about the history, the dances, and the performances. Browse the photos of the colorful

costumes and beautiful dancers.

“FIESTA PHILIPPINES”
Short Essay Questions (3rd – 12th Grade)
POST PERFORMANCE ACTIVITY

Answer the following using complete sentences.

1. What is a *fiesta*? What do people do at a *fiesta*? Compare and contrast a fiesta with a party in the United States. (Use a Venn diagram to organize your information.)

2. The Philippine climate and land make it a great place for agriculture. Find out what their climate is like and compare it to the climate of your hometown.

3. The Spanish people ruled over the Philippines and introduced new changes to the Philippine culture. Do you see parts of your everyday life that are influenced by other cultures, in the food you eat, the things you do? List a few below and discuss them as a class.

4. You saw bamboos being used in different ways in the cultural presentation. Have you ever seen a bamboo tree? You can see them in different places throughout the Tampa Bay area and in Florida. Do some research and draw a bamboo pole, showing the bamboo rings at regular intervals.

Standards that relate to the activity:

LAFS.K.SL.2.5- Add drawings or other visual displays to descriptions as desired to provide additional detail.

LAFS.1.W.2.5- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

LAFS.3.RI.3.7- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LAFS.3.W.1.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

LAFS.3.W.1.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

LAFS.4.W.3.8- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

LAFS.4.RI.3.7- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.



Standards for Post-Performance:

DA.K.F.3.1- Follow classroom instructions given by the teacher.

DA.1.O.1.2- Demonstrate awareness of expectations in class and at informal performances.

DA.1.S.1.1- Discover movement through exploration, creativity, self-discovery, and experimentation in dance.

DA.2.C.1.2- Demonstrate listening, observing, and following skills while learning dance movements; and perform them with the teacher and alone.

DA.3.C.1.2- Learn movement quickly and accurately through application of learning strategies.

DA.3.H.1.1- Practice and perform social, cultural, or folk dances, using associated traditional music, to identify commonalities and differences.

DA.4.H.1.1- Perform dances from different cultures, emulating the essential movement characteristics and traditions.

DA.5.C.3.1- Critique a dance piece using established criteria.

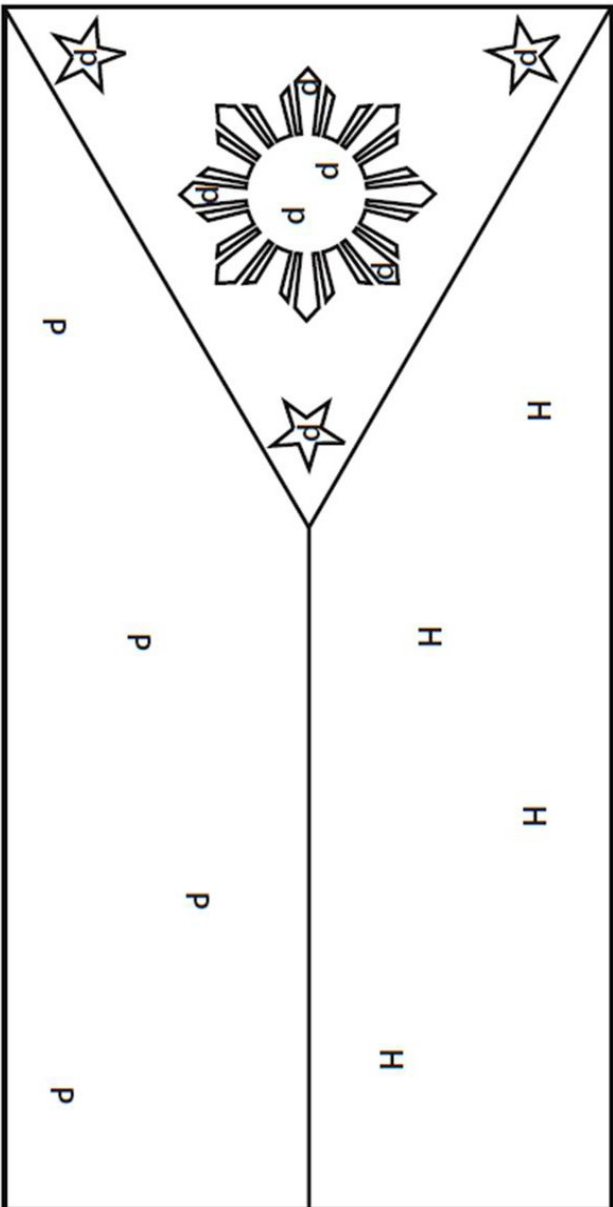
DA.68.F.1.3- Practice creative risk-taking through dance improvisation and performance.

DA.912.S.3.9- Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy.

DA.912.C.1.3- Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response.

Color The Flag by Letter: Philippines

Color the spaces with an uppercase "P" red.
Color the spaces with a lowercase "p" yellow.
Color the spaces with an uppercase "H" blue.



Each point of the five-pointed star represents a region of islands in the Philippines.

The blue represents peace, truth, and justice, while the red shows patriotism. T

The yellow sun represents unity, freedom, democracy, and sovereignty,

The sun's rays represents one of the original provinces of the Philippines, at the time of the Revolution in 1896.

Standards of Art

VA.K.H.1.1-Describe art from selected cultures and places. VA.1.C.2.1-Describe visual imagery used to complete artwork. VA.2.F.3.2-Work with peers to complete a task in art.

VA.3.F.3.2-Collaborate to complete a task in art.

VA.4.S.3.1-Experiment with various materials, tools, techniques, and processes to achieve a variety of results in two- and/or three-dimensional artworks.

VA.5.F.3.3-Work collaboratively with others to complete a task in art and show leadership skills.