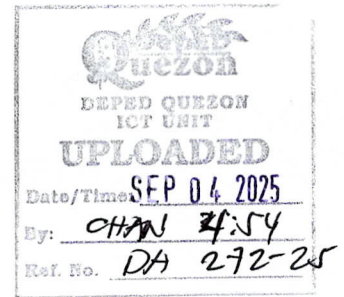




Republic of the Philippines
Department of Education
REGION IV-A
SCHOOLS DIVISION OF QUEZON PROVINCE



DIVISION ADVISORY NO. 272, s. 2025
August 26, 2025

In compliance with DepEd Order (DO) No. 8, s. 2013,
this advisory is issued not for endorsement as per DO 28, s. 2001,
but only for the information of DepEd officials,
personnel/staff, and the concerned public.
(Visit www.deped.gov.ph.)

INVITATION TO WATCH THE HIGHLAND TO ISLAND DANCE CONCERT

In celebration of the National Indigenous Peoples Month on October, the Terpsichorean Performing Arts Academy Inc. (TPPA) invites both the public and private schools to watch its cultural dance concert entitled "Highland to Island: A Cultural Journey through the Ancestral Dances of the Cordilleras and Mindanao on October 17-19, 2025 at *Sentro Pastoral* Auditorium, Lucena City.

The attached document, which details the MAPEH learning competencies by grade level, illustrates their alignment with the dance concert. Moreover, initiate a meeting with the school heads and Parent-Teachers Association to present and discuss the project details.

Participation of learners and teachers from public and private schools will be purely voluntary and will not hamper instructional time in compliance with the provision of DepEd Order No. 12, s. 2025 titled "Multi-Year Implementing Guidelines on the School Calendar and Activities for the School Year 2025-2026," and DepEd Order No. 9, s. 2005 titled "Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith" and the policy on off-campus activities stated in DepEd Order No. 66, s. 2017.

This is also subject to the no-collection policy as stated in Section 3 of Republic Act No. 5546 also known as An Act Prohibiting the Sale of Tickets and/or the Collection of Contribution for Whatever Project or Purpose from Students and Teachers of Public and Private Schools, Colleges, and Universities (Ganzon Law).

For more details on the conduct of the said activity, please see the attached letter.

cid-ints/18/27/2025

DEPED QUEZON-TM-SDS-04-011-003



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TERPSICHOOREAN PERFORMING ARTS ACADEMY INC.

2nd floor J/L Dinglasan Bldg., Quezon Ave., Corner Barcelona St., Lucena City

Contact no: 0917 571 5699 / 0991 377 8768

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July 25, 2025

Mr. ROMMEL C. BAUTISTA, CESO V

Schools Division Superintendent

Schools Division of Quezon

SDO Quezon

Thru: **Mr. JAY S. ALFARO**

Education Program Supervisor – MAPEH

Curriculum Implementation Division-SDO Quezon

Dear Madame,

Warm greetings of peace and cultural pride!

In celebration of National Indigenous Peoples Month this October, we are honored to invite you to our cultural dance concert entitled "Highland to Island: A Cultural Journey through the Ancestral Dances of the Cordilleras and Mindanao," to be held on **OCTOBER 17, 18, & 19, 2025** at **Sentro Pastoral Auditorium, Lucena City**.

This performance pays tribute to the rich and diverse heritage of the Philippines by showcasing traditional dances from the Cordillera highlands and the island communities of Mindanao. Through this artistic presentation, we aim to educate our audience and inspire the youth to honor and preserve our indigenous roots.

Your presence as a Division Supervisor of the Department of Education would be a great honor and would further encourage our learners and the community to deepen their appreciation for Philippine culture and identity. This concert supports the Department's efforts to integrate cultural awareness and indigenous knowledge into the K to 12 curriculum.

We would like to inform you that the purpose of this letter is to invite you to support us and participate with us to relay the important messages expressed in the piece, and with the intention of expanding the audience in the next few months and bringing the show to your local communities and schools. The proceeds of this show will support the young dance artists of Quezon.

In compliance to the no-collection policy as Stated in Section 3 of Republic Act No. 5546, this will be coordinated with the Parents Teachers Association (PTA).

For further inquiry and reservations, please get in touch with us through Mr. JOEL R. ARCAMO, Marketing Head at 09399129541, and Ms. RISSA MARIA REGIO, our project representative at 09175715699 / 09913778768 or E-mail us at terpsichorean17@gmail.com.

It is our desire to be your partner in this exciting and worthwhile event. Thank you for your consideration. God Bless!

Respectfully yours,


JOEL R. ARCAMO
Marketing Head


RISSA MARIA L. REGIO
Project Manager


JONAZ ROGEL P. EVORA
Artistic Director



TERPSICHOREAN PERFORMING ARTS ACADEMY

PRESENTS



OCTOBER 17, 18, & 19, 2025
Sentro Pastoral Auditorium
Lucena City



TERPSICHOREAN PERFORMING ARTS ACADEMY INC.

2nd floor J.L. Dinglasan Bldg., Quezon Ave., Corner Barcelona St., Lucena City

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PROGRAM TITLE:

HIGHLAND TO ISLAND: A CULTURAL JOURNEY THROUGH THE ANCESTRAL DANCES OF THE CORDILLERAS AND MINDANAO

RATIONALE

Article XIV, Section 14 of the 1987 Philippine Constitution affirms the State's commitment to cultural development, stating:

"The State shall foster the preservation, enrichment, and dynamic evolution of a Filipino national culture based on the principle of unity in diversity in a climate of free artistic and intellectual expression."

In line with this constitutional mandate, the month of October is recognized as National Indigenous Peoples Month in the Philippines, by virtue of Presidential Proclamation No. 1906, s. 2009. This observance is dedicated to celebrating, recognizing, and protecting the rights of Indigenous Cultural Communities (ICCs) and Indigenous Peoples (IPs), while promoting awareness and appreciation for their invaluable contributions to the nation's cultural heritage.

As the premier dance institution in Quezon Province, the Terpsichorean Performing Arts Academy Inc. (TPAA) remains committed to artistic excellence, cultural education, and nation-building through dance. TPAA's mission is to develop well-rounded, self-fulfilled, and creative performers who are actively engaged in national and international artistic endeavors. Our institution promotes a disciplined yet nurturing environment that encourages students to reach the highest standards of dance training and performance.

With this commitment, TPAA is proud to introduce the TPAA Dance Company, a new platform that expands the academy's vision by creating opportunities to showcase Filipino heritage through thematic and culturally grounded performances.

In today's increasingly digital age, many young learners are becoming disconnected from their roots and cultural identity. Through the concert "Highland to Island," TPAA seeks to bridge this gap by reintroducing traditional dances from the Cordillera highlands and the island cultures of Mindanao—two regions rich in indigenous traditions and ancestral stories.

This project will be presented to a wide audience, including public and private elementary and secondary schools. It aligns with the learning competencies of the K to 12 curriculum, particularly in the areas of Arts, Culture, and Physical Education, thus offering both artistic enrichment and educational value.

"Highland to Island" aims to foster a deeper sense of cultural pride among Filipino youth, promote inclusivity, and contribute to the preservation of our diverse indigenous legacies through the universal language of dance.



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INTRODUCTION:

"Highland to Island" is a cultural dance concert that celebrates the richness and diversity of Philippine indigenous heritage through dance. The concert features two distinct ethnolinguistic groups—the highland peoples of the Cordillera and the island communities of Mindanao—each with their own unique rhythms, rituals, and stories preserved through generations.

This production aims to immerse audiences in the beauty of tradition through vibrant music, colorful costumes, and powerful performances that pay homage to ancestral practices and beliefs.

PROJECT OBJECTIVES:

This project aims to:

- To promote cultural awareness and appreciation for the indigenous dances of the Philippines.
- To highlight the distinct traditions of Cordillera and Mindanao through artistic interpretation.
- To educate the youth and the community on the cultural significance of ethnic dances.
- To foster unity by showcasing the diversity of Filipino cultural identity through the arts.
- To enliven the interest and values of our young generations in the art appreciation
- To give students theater experience and learning aligned with the MELCs through arts exposition
- To adopt school/s to give workshops and training for the students
- To raise funds for the company members' future dance training and competition needs and to acquire costumes for the company
- And part of the proceeds will be given to the guest performing groups

NAME OF PROJECT PROPONENT: Terpsichorean Performing Arts Academy Inc. – The Company

LEARNING COMPETENCIES:

These are some of the Learning Competencies that are suited for the project. Students will not only enjoy the show but they will learn a lot specially about the different indigenous groups of the Philippines.

Grade and Subject	Content Standards	Performance Standards	Most Essential Learning Competencies
Quarter 3 Grade 4 Music and Arts	The learners demonstrate understanding of their cultural identity as expressed through local Music and Arts' concepts, processes, and practices, and in the relevant narratives/ stories in their province.	The learners produce creative works about relevant narratives/ stories in their province or culture using local Music and Arts concepts, processes, and practices.	<ul style="list-style-type: none"> • Discuss the use of the properties of sound, theatrical, dance and visual elements as expressed in relevant creative works • Relate stories/ narratives as expressed in relevant creative works to properties of sound, theatrical, dance and visual elements. • Determine cultural identity based on the concepts, processes and practices in the Music, Theater, Dance and Art if their respective provinces
Quarter 2 Grade 5 Music and Arts	The learners demonstrate understanding of the different mediums,	The learners produce creative works in Music and Arts using conventional and	<ul style="list-style-type: none"> • Categorize relevant creative works based on the use of mediums, patterns, symbolisms, and other



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	patterns, and techniques of the early Philippine Music and Arts.	contemporary processes and practices inspired by the early Philippine Music and Arts.	<p>relevant practices (i.e. use. Of rhythm and tempo; choice of motifs/ symbols materials, medium, etc.) in their region during the early Philippine period</p> <ul style="list-style-type: none"> Assess sample works based on the personal meanings derived from the early Philippine performing and visual arts
Quarter 4 Grade 6 Music and Arts	<p>The learners demonstrate understanding of the contemporary concepts, processes, practices, and technologies in</p> <p>Music and Arts during the Philippine Contemporary Period.</p>	The learners integrate their understanding of their Filipino identity informed by history, culture, and nationhood in a creative work using contemporary concepts, processes, practices, and technology in Music and Arts.	<ul style="list-style-type: none"> determine how Filipino identities are expressed in relevant creative works in terms of culture, history, and nationhood; assess creative work/s (selected or personal work) based on personal preferences and accepted conventions in performing and visual arts: and
Quarter 2 Grade 7 Music and Arts	The learners demonstrate understanding of the conventional local folk Music and Arts common to the Philippines and selected Southeast Asian countries, including the subjects, themes, concepts, mediums, processes, techniques, and/or practices.	The learners incorporate characteristics of selected Philippine and Southeast Asian traditional or folk music and art in their creative work, using conventional, contemporary, and emerging concepts, processes, techniques, and/or practices in Music and Arts.	<ul style="list-style-type: none"> Explain similarities within the Philippine regions and with selected Southeast Asian countries in terms of local subjects, themes, and mediums influenced by the concepts, processes, techniques, and/or practices; Explain the similarities in terms of contexts across the regions and the Philippines with selected Asian countries through their use of subjects, themes, concepts, mediums, processes, techniques, and/or practices. Correlate the concepts, processes, and/or practices of contemporary and emerging creative works to conventional local folk performing and visual arts of the Philippines and selected Southeast Asian countries.
Quarter 2 Grade 8 Music and Arts	The learners demonstrate understanding of significant folk Music and Arts of selected Asian countries in relation to the relevant conventional and emerging concepts, techniques, processes, and/or practices of their integrated creative work.	The learners produce creative works of selected Asian communities based on relevant conventional and emerging concepts, techniques, processes, and/or practices in Music and Arts.	<ul style="list-style-type: none"> determine distinct characteristics of significant folk performing and visual arts applied in the conventional significant folk performing arts and visual arts of Asia; relate significant folk performing and visual arts of Asia to emerging creative concepts, processes & practices; evaluate representative creative works of selected Asian communities based on relevant conventional and emerging concepts, techniques, processes, and/or practices in folk performing and visual arts



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Quarter 4 Grade 9 Arts	<p>The learner demonstrates...</p> <ul style="list-style-type: none"> How theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in Western Classical plays and opera as influenced by history and culture theater and performance as a synthesis of arts 	<p>The learner...</p> <ul style="list-style-type: none"> Create appropriate theater play/opera costume and accessories and improvise appropriate sound, music, gesture, movements, and costume for a chosen theatrical composition Take part in a performance of a selected piece from Western Classical plays and opera 	<ul style="list-style-type: none"> Identifies the elements and principles of arts as manifested in Western Classical plays and opera Shows the influences of the selected Western Classical play or opera on Philippine theatrical performance in terms of form and content of story Choreographs the movements and gestures needed in the effective delivery of a selected piece from Western Classical plays and opera Improvise accompanying sound and rhythm needed in the effective delivery of a selected piece from Western Classical plays and operas
Quarter 4 Grade 10 Arts	<p>The learner demonstrates...</p> <ul style="list-style-type: none"> how theatrical elements (sound, music, gesture, movement, and costume) affect the creation and communication of meaning in a theater play/performance incorporated with media Theater and performance as a synthesis of arts 	<p>The learner...</p> <ul style="list-style-type: none"> Create appropriate costumes, props, set accessories, costumes improvised lighting and other décor for Philippine plays Create/improvise appropriate sound, music, gesture, and movements for a chosen theatrical composition Participate in an original performance inspired by local Philippine stories, myths, and events relevant to current issues 	<ul style="list-style-type: none"> Explains how an idea or theme is communicated in a selected performance through the integration of musical sounds, songs, dialogue and dance Analyzes examples of plays based on theatrical forms, and elements of art as applied to performance Illustrates how the different elements are used to communicate the meaning Explains the uniqueness of each original performance Analyzes the uniqueness of the group that was given recognition for its performance and explain what component contributed to its selection
Quarter 3 & 4 Grade 5 & 6 Physical Education	<p>The learner demonstrates understanding of participation and assessment of physical activity and physical fitness</p>	<ul style="list-style-type: none"> The learner participates and assesses performance in physical activities. Assesses physical fitness 	<ul style="list-style-type: none"> Executes the different skills involved in the dance Recognizes the value of participation in physical activities
Quarter 3 & 4 Grade 7 Physical Education	<p>The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</p>	<p>The learner demonstrates understanding of guidelines and principles in exercise program design to achieve personal fitness</p>	<ul style="list-style-type: none"> Describes the nature and background of the dance Executes the skills involved in the dance
Quarter 4 Grade 8 Physical Education	<p>The learner demonstrates understanding of guidelines and principles in exercise program design to achieve fitness</p>	<p>The learner modifies a physical activity program for the family/school peers to achieve fitness</p>	<ul style="list-style-type: none"> Describes the nature and background of the dance Executes the skills involved in the dance Exerts best effort to achieve positive feeling about self and others



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Quarter 3 Grade 9 Physical Education	The learner demonstrates understanding of lifestyle and weight management to promote community fitness	The learner maintains an active lifestyle to influence the physical activity participation of the community practices healthy eating habits that support an active lifestyle	<ul style="list-style-type: none"> • executes the skills involved in the dance • involves oneself in community service through dance activities in the community
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Senior High Schools' Subjects:

The following are the SHS subjects that this project can greatly be used for:

- Oral Communication in Context
- 21st Century Literature in the Philippines and the World
- Filipino sa Piling Larang (Sining/Arts)
- Physical Education and Health 1 (Wellness and Fitness)
- Physical Education and Health 3 (Dance)
- Physical Education and Health 4 (Recreational Activities)
- Understanding Culture, Politics and Society
- Contemporary Philippines Arts from the Regions

PROJECT DETAILS

Date: **October 17,18,19 2025**
Venue: **Sentro Pastoral Auditorium, Lucena City**

Concert Guide

Time	
MORNING SHOW	
8:00 am – 9:00 am	Audience Arrival
9:00 am – 9:45 am	Open House
10:00 am – 12:00nn	Concert Proper
AFTERNOON SHOW	
12:00nn – 1:00pm	Audience Arrival
1:00 pm – 1:45 pm	Open House
2:00 pm – 4:00 pm	Concert Proper

TICKET PRICES:

- | | |
|-----------------------------------|-----------|
| • Regular – | Php 500 |
| • Students from private schools – | Php 350 |
| • Students from public schools – | Php 250 |
| • VIP – | Php 1,000 |
| • Sponsor – | Php 2,500 |

Given that your school joins this meaningful project:

1. Your school gets **50pesos/student** as the company's donation to your school. The use of the collected 50pesos/student are purely on the discretion of the school.
2. Accompanying Teachers are **FREE of charge** in the concert.



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PROPER DECORUM AT THE THEATER:

1. Be on time. It shows respect for the actors on the stage and your fellow theater-goers.
2. Go to the restroom before you sit down, or at the intermission, not during the performance. It will not only be disruptive to persons seated in your row and the rows around you, but also to the actors on the stage.
3. Unwrap any cough drops or candy before the show begins. The only sounds one should hear at a performance should be coming from the stage.
4. Do not fidget. It can be very distracting to persons sitting around you.
5. Eating during live performance is allowed, trashes should be properly disposed.
6. Do not talk loudly during a live performance once it has begun.
7. Take your hat off if you are wearing one that might block another person's view
8. Respect the space of the persons on either side of you. Try to stay within the boundaries of your own chair; do not take both arm rests; and do not take multiple shopping bags with you to the theater, unless you check them before you sit down.
9. Turn off your cell phone. As soon as you sit down, turn of your cell phone and put it away.
10. Be appreciative. Do show your appreciation by clapping at the appropriate times; and standing at the end of the show when all others around you are standing.


JOEL R. ARCAMO
Marketing Head


RISSA MARIA L. REGIO
Project Manager


JONAZ ROGEL P. EVORA
Artistic Director