



Republic of the Philippines  
Department of Education  
Region III  
**SCHOOLS DIVISION OF BULACAN**

February 18, 2026

**DIVISION MEMORANDUM**

No. *99*, s. 2026

**DIVISION SEARCH FOR PINASAYAW PARTICIPANTS FOR THE  
2026 REGIONAL FESTIVAL OF TALENTS (RFOT)**

To: Assistant Schools Division Superintendents  
CID/SGOD Chiefs  
Education Program Supervisors  
Public School District Supervisors  
Secondary School Heads  
MAPEH Department Heads/Coordinators and Advisers  
All Others Concerned

1. Pursuant to the updated specific guidelines for the different contests of the 2026 National Festival of Talents (NFOT) forwarded by the Central Office, wherein the Pinasayaw event is now included, this Office announces the search for participants for the upcoming Regional Festival of Talents (RFOT) on March 13-15, 2026.
2. In the division level search, only one (1) participating team per EDDIS is allowed to join, thereby an elimination round in the lower meet is required.
3. EDDIS level elimination round must be conducted on or before February 24, 2026. Thus, the Division level, with a live video online presentation scheme, will be held on February 27, 2026.
4. The participants of this contest are encouraged to wear PE uniforms or jogging pants and T-shirts as their costumes.
5. The champion team in the division search will be the participants in the 2026 RFOT Pinasayaw Event.
6. Attached is the mechanics of the contest for guidance.
7. Immediate and wide dissemination of this Memorandum is earnestly desired.

  
**CECILIA E. VALDERAMA, PhD, CESO VI** ✓  
Schools Division Superintendent



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## PinaSayaw

<b>COMPONENT AREA</b>	MAPEH and SPA
<b>KEY STAGE</b>	Key Stages Three (3) and Four (4)
<b>NO. OF PARTICIPANTS</b>	14 learner-participants and 1 teacher-coach
<b>TIME ALLOTMENT</b>	Showcase: Five (5) minutes from the start of the first note to the last note of the music. 1 minute entrance and 1 minute exit shall be allotted for each team.  Total of 180 minutes
<b>PERFORMANCE STANDARDS</b>	<p><b>PEH 7-</b> Participates in dance activities that promote community wellness, safe body mechanics, and expressive movement.</p> <p><b>PEH 8 -</b> Engages in dance creation that considers both aesthetic (artistic) and wellness</p> <p><b>PEH 9 -</b> Demonstrates technical precision and expressive quality in performance.</p> <p><b>PEH 10 -</b> Demonstrates responsible participation and leadership in dance production, valuing both artistic excellence and community well-being.</p> <p><b>SPA 7- FOLK DANCE &amp; BALLET STRAND</b></p> <ul style="list-style-type: none"> <li>• exhibits skills in different dance forms/genres.</li> <li>• performs basic dance movement combinations (<i>locomotor and non-locomotor</i>) about space.</li> <li>• creates basic movement combinations using the elements of dance under the movement framework of Rudolph Laban</li> <li>• creates movement combinations inspired by the local cultural experiences and/or a regional dance.</li> </ul> <p><b>SPA 8 - FOLK DANCE STRAND</b></p> <ul style="list-style-type: none"> <li>• showcases and skillfully perform selected local and national dances.</li> </ul> <p><b>SPA 8 - BALLET STRAND</b></p> <ul style="list-style-type: none"> <li>• Correctly performs some ballet steps and movements using the principles of classical ballet.</li> <li>• performs contemporary dance movements using the Cunningham technique.</li> </ul>



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	<ul style="list-style-type: none"><li>• showcases and skillfully perform selected classical/contemporary dances.</li></ul> <p><b>SPA 9 - DANCE - FOLK DANCE STRAND</b></p> <ul style="list-style-type: none"><li>• performs at least three (3) dances from different countries.</li><li>• interprets at least one (1) Philippine or foreign dance literature.</li></ul> <p><b>SPA 9- DANCE - BALLET STRAND</b></p> <ul style="list-style-type: none"><li>• creates dance pieces utilizing the modern dance technique.</li><li>• creates a collaborative ballet dance composition according to a “thematic concept.”</li></ul> <p><b>SPA 10- DANCE - FOLK DANCE &amp; BALLET STRAND</b></p> <ul style="list-style-type: none"><li>• prepares a design for mounting a dance production.</li><li>• organizes appropriate production rehearsal for the dance production.</li><li>• Develop an understanding of quality dance production.</li></ul> <p><b>VALUES EDUCATION 7</b></p> <ul style="list-style-type: none"><li>• Naisasagawa ng mag-aaral ang pansariling pagtugon sa panahon ng kalamidad upang malinang ang kahandaan.</li><li>• Naisasagawa ng mag-aaral ang sariling paraan bilang bahagi ng pagtupad sa tungkulin ng pamilyang kinabibilangan sa bayan bilang tanda ng nasyonalismo.</li><li>• Naisasagawa ng mag-aaral ang mga malikhaing paraan bilang tugon sa mga suliranin ng bayan gamit ang glokalisasyon bilang tanda ng pagiging malikhain.</li></ul> <p><b>VALUES EDUCATION 8</b></p> <ul style="list-style-type: none"><li>• Naisasagawa ng mag-aaral ang mga katangian ng Pilipino bilang kapuwa mamamayan ng daigdig upang malinang ang pakikiisa.</li><li>• Naisasagawa ng mag-aaral ang mga paraan ng pangangalaga sa mga hayop katuwang ang kapuwa upang malinang ang pagiging mapagmalasakit.</li></ul> <p><b>VALUES EDUCATION 9</b></p> <ul style="list-style-type: none"><li>• Naisasagawa ng mag-aaral ang sariling paraan ng pananagutan ng pamilya sa pangangalaga at pagpapayaman ng kalikasan bilang tanda ng pagiging mabuting katiwala.</li><li>• Naisasagawa ng mag-aaral ang mga paraan sa pagpapaunlad ng gawi sa pagtangkilik sa mga</li></ul>
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	<p>serbisyo, talento, at produktong gawang Pilipino bilang tanda ng nasyonalismo.</p> <p><b>VALUES EDUCATION 10</b></p> <ul style="list-style-type: none"> <li>Naisasagawa ng mga mag-aaral ang sariling pagtugon sa mga isyung pangkalikasan tungo sa sustenableng pag-unlad bilang tanda ng pagiging mabuting katiwala</li> </ul> <p><b>ARALING PANLIPUNAN 7</b></p> <ul style="list-style-type: none"> <li>Nakapagsasagawa ng pagtatanghal na nagpapahalaga sa nasyonalismo at pagkabansa ng Pilipinas at Timog Silangang Asya sa konteksto ng kolonyalismo</li> </ul> <p><b>ARALING PANLIPUNAN 8</b></p> <ul style="list-style-type: none"> <li>Nakagagawa ng pananaliksik na nakapagtataya sa mga napapanahong isyu at usapin sa sariling komunidad na nagpapakita ng pagtugon bilang mapanagutang mamamayan ng bansa at daigdig</li> </ul> <p><b>ARALING PANLIPUNAN 9</b></p> <ul style="list-style-type: none"> <li>Nakapagbibigay ng panukala/suhestiyon sa pagpapabuti ng mga sektor ng ekonomiya at mga patakarang pang-ekonomiya</li> </ul> <p><b>ARALING PANLIPUNAN 10</b></p> <ul style="list-style-type: none"> <li>Nakabubuo ng angkop na plano sa pagtugon sa hamong pangkapaligiran</li> </ul> <p><b>CREATIVE INDUSTRIES I</b>          Gr 11 -Applies elements and principles of art in creative productions.          Gr. 12 - Produces and performs advanced, large-scale works with cultural, narrative, or social relevance.</p>
<b>21<sup>ST</sup> CENTURY SKILLS</b>	Creativity Critical Thinking Collaboration Problem Solving Communication Leadership
<b>CREATIVE INDUSTRIES DOMAIN</b>	Create, produce, and manage artistic and cultural outputs professionally
<b>DESCRIPTION</b>	<p><b>PinaSayaw</b> is an NFOT contest that showcases "transformational dance," challenging student-artists to resolve local and global social issues through the lens of Filipino values and choreography fusing classical, contemporary, folk, and modern genres into a powerful</p>



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	<p>narrative. By enforcing a strict "no-props" and "no-lifts" policy, the contest prioritizes raw technical mastery and artistic expression to prepare student-artists for professional careers in the global creative industries.</p>							
<b>CAREER PATHWAYS</b>	<p><i>Performing Arts, Arts and Design/Creative Industries, Education and Training Tourism, and Cultural and Events Management</i></p> <p><b>International Competitions:</b> World of Dance (WOD), Hip Hop International (HHI)-World Hip Hop Championship</p>							
<b>TECHNICAL SPECIFICATIONS</b>								
<b>A. MATERIALS, TOOLS, AND EQUIPMENT</b>	<b>To be provided by the learner-participants:</b>	<b>To be provided by the Technical Committee:</b>						
	<ul style="list-style-type: none"> <li>• Costumes (No Props)</li> <li>• Music for Exhibition</li> </ul>	<ul style="list-style-type: none"> <li>• 6 pcs Two-way radio (optional) for the NTWG/TWG</li> <li>• Lights and sound system for Showcase</li> <li>• Speakers to be installed in strategic areas during the dance parade</li> <li>• LED wall during the showcase</li> <li>• Tables and chairs for judges and TWGs</li> <li>• Extension cords for the TWG table</li> <li>• Stopwatch</li> <li>• Signboards</li> </ul>						
<b>B. VENUE</b>	<ul style="list-style-type: none"> <li>• A thoroughly ventilated holding room/hall suitable for hosting organizers, judges and coaches is preferred (if available) during the pre-event orientation.</li> <li>• Preferably one (1) ventilated performing area that can accommodate an audience of 1500 pax Dance Parade and Bayle exhibition</li> </ul>							
<b>CRITERIA FOR JUDGING</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Criteria for PinaSayaw (NFOT/RFOT)</th> <th style="text-align: center;">Percentage</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> <b>Artistic Interpretation/Expression</b>                      (Ability to convey the theme, mood or story of the dance; emotional engagement and expressiveness)                 </td> <td style="text-align: center;">40</td> </tr> <tr> <td style="text-align: center;"> <b>Choreography &amp; Creativity</b>                      (Originality of movement, transitions and overall compositions)                 </td> <td style="text-align: center;">30</td> </tr> </tbody> </table>		Criteria for PinaSayaw (NFOT/RFOT)	Percentage	<b>Artistic Interpretation/Expression</b> (Ability to convey the theme, mood or story of the dance; emotional engagement and expressiveness)	40	<b>Choreography &amp; Creativity</b> (Originality of movement, transitions and overall compositions)	30
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	<b>Technique &amp; Execution</b> (Mastery of the dance movements, posture, balance, control and precision)	20
	<b>Costume and Music</b>	10
	<b>TOTAL</b>	<b>100</b>
<b>MECHANICS</b> (require to have a <i>pre, during, and after</i> the event)		
<b>Pre-Event</b>		
<b>A. Registration &amp; Documentation</b>		
<ol style="list-style-type: none"><li>1. Teams must submit a complete official entry form and other on or before the deadline. Forms must be signed by the Regional Director (RD) or the Regional Focal person.</li><li>2. Each region is represented by 14 dancers and 2 teacher-coaches.</li></ol>		
<b>B. Orientation &amp; Briefing</b>		
<ol style="list-style-type: none"><li>1. Mandatory orientations shall be held separately from the rest of the contingent for judges and coaches.</li><li>2. Organizers shall explain ground rules, the specific parade route, and the detailed judging criteria.</li></ol>		
<b>C. Technical Walkthrough</b>		
<ol style="list-style-type: none"><li>1. Teams shall have a scheduled rehearsal to familiarize themselves with the performance area and dance floor.</li><li>2. Drawing of Lots: The official sequence or order of performance shall be determined during this session.</li><li>3. The parade route and dance floor shall be clearly marked, and marshals shall be assigned to guide the teams.</li></ol>		
<b>During the Event</b>		
<b>A. Dance Mechanics</b>		
<ol style="list-style-type: none"><li>1. During the grand opening parade, all learner-participants shall join the contingent doing simple movements or routines.</li><li>2. During the showcase, teams must remain within the designated venue at all times.</li><li>3. Each team shall be called on stage with their assigned group number.</li><li>4. Time shall start soon as the first note of the music plays. Time shall stop soon as the last note of the music stops.</li><li>5. Dance routines must be transformational, showcasing a fusion of two or more styles (e.g., ballet, contemporary, jazz, hip-hop, folk, or neo-ethnic).</li><li>6. Groups may use music of their choice.</li></ol>		
<b>B. Costumes &amp; Props</b>		
<ol style="list-style-type: none"><li>1. Props are STRICTLY PROHIBITED.</li><li>2. Attached accessories to the costume (parts of the outfit) may be used for creative interpretation.</li><li>3. Costume changes are prohibited during the exhibition. Aesthetic variations (like flipping a skirt or loosening a garment) are allowed only if they are part of the original outfit.</li></ol>		



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**C. Safety & Prohibitions**

⚠ **DISQUALIFICATION:** Any violation of the following prohibitions shall result in immediate disqualification:

- No tossing of dancers or high lifts.
- No flammable materials (fireworks, pyrotechnics, etc.).
- No live animals.
- No pre-set stages or external props.

**D. Time Limits & Penalties**

1. The time limit shall be strictly enforced.
2. Deductions: A 1-point deduction from the general average shall be imposed for every minute exceeding the time limit.

**E. Safety Protocols**

1. Standby medics shall be available throughout the event.
2. Marshals and organizers shall monitor the crowd and ensure the performance area remains clear.

**After the Event**

1. Organizers and teams must ensure the cleanliness and safety of the venue immediately following the performances.
2. Judges shall provide Technical Assistance (TA), feedback, and a cliniquing session to help learners and coaches improve their craft.
3. Scores shall be officially tabulated and verified by the technical committee.
4. The decision of the Board of Judges is final and irrevocable.



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**Scoring Rubrics for PinaSayaw**

Criteria / Max Points	Excellent	Highly Proficient	Proficient	Developing	Beginning
<b>Thematic Interpretation: Social Issues &amp; Filipino Values</b> (30 pts)	<b>30 pts:</b> Masterful narrative addressing a social issue; Filipino values are seamlessly integrated as a clear, powerful solution.	<b>24 pts:</b> Strong narrative on a social issue; Filipino values are clearly presented as a solution with minor gaps in depth.	<b>18 pts:</b> Social issue is identifiable; Filipino values are present but the connection to the solution is simple.	<b>12 pts:</b> Vague connection to social issues; Filipino values feel forced or are not clearly used as a solution.	<b>6 pts:</b> No clear social issue or Filipino values identified; narrative is incoherent or missing.
<b>Choreography &amp; Creative Fusion</b> (30 pts)	<b>30 pts:</b> Exceptional "transformational" fusion of genres; innovative use of space and formations; highly original storytelling through movement.	<b>24 pts:</b> Clear and well-structured fusion of genres; creative formations and effective use of the performance area.	<b>18 pts:</b> Standard fusion of styles; choreography is consistent but relies on familiar or predictable patterns.	<b>12 pts:</b> Weak attempt at genre fusion; choreography is repetitive and lacks creative exploration of space.	<b>6 pts:</b> No evidence of genre fusion; choreography is disorganized or lacks structure.
<b>Technical Execution &amp; Body Purity (No Props/Lifts)</b> (20 pts)	<b>20 pts:</b> Flawless technique, control, and timing; demonstrates extreme physical discipline and mastery without relying on props or lifts.	<b>16 pts:</b> High level of technical skill and coordination; consistent control with very minimal lapses in timing.	<b>12 pts:</b> Acceptable execution; movements are synchronized but lack the sharpness or control of higher levels.	<b>8 pts:</b> Frequent technical errors; poor timing and noticeable lack of physical control or discipline.	<b>4 pts:</b> Disorganized execution; pervasive errors in movement; fails to demonstrate core technical dance skills.
<b>Artistic Expression &amp; Emotional Impact</b> (10 pts)	<b>10 pts:</b> Captivating and profound emotional expression;	<b>8 pts:</b> Strong artistic presence; consistent	<b>6 pts:</b> Appropriate expression is present	<b>4 pts:</b> Expression is inconsistent;	<b>2 pts:</b> Lacks expression; performance feels



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(Enclosure No. 2 to DepEd Memorandum No. s. 2026)

	every movement communicates the diwa (spirit) of the story to the audience.	emotional engagement that supports the narrative effectively.	but lacks the intensity or depth to fully move the audience.	performers seem disconnected from the theme or the music.	mechanical or void of emotional connection.
<b>Music &amp; Costume Synergy</b> (10 pts)	<b>10 pts:</b> Music choice and costume design (including attached accessories) perfectly amplify the theme and transformational styles.	<b>8 pts:</b> Music and costume are highly appropriate and support the creative vision of the performance.	<b>6 pts:</b> Music and costume are relevant but provide standard or minimal support to the overall impact.	<b>4 pts:</b> Music or costume choice clashes with the theme; lacks aesthetic cohesion.	<b>2 pts:</b> Music and costume are off-theme or distracting; no clear relevance to the performance.