



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
SCHOOLS DIVISION OF BATANGAS

3 Aug 2026

DIVISION MEMORANDUM

No. 380 s. 2026

**IMPLEMENTATION OF PROJECT ARTE ALA EH (ARTISTIC RENDITION OF
TEACHERS' EXPERTISE AND LEARNERS' AESTHETIC EXECUTION OF
ENDOWMENTS AT A HIGHER LEVEL) IN ALL SCHOOLS IN THE SCHOOLS
DIVISION OF BATANGAS PROVINCE**

To: OIC - Asst. Schools Division Superintendents
Education Program Supervisor – MAPEH
Public Schools District Supervisors
OIC in-charge of District
School Heads of Public Elementary and Secondary

1. Background and Rationale

The Department of Education recognizes the significant role of Music, Arts, Physical Education, and Health (MAPEH) in developing learners' creativity, cultural awareness, physical well-being, confidence, collaboration, and appreciation of Filipino identity and heritage. Through meaningful and authentic learning experiences, learners are provided opportunities to discover, develop, and showcase their talents and artistic potential.

In support of this thrust, the Schools Division Office of Batangas Province shall implement **PROJECT ARTE ALA EH (Artistic Rendition of Teachers' Expertise and Learners' Aesthetic Execution of Endowments at a Higher Level)** in all public elementary and secondary schools.

Project ARTE ALA EH is a division-wide initiative designed to strengthen the implementation of MAPEH through the development of teachers' expertise and the enhancement of learners' artistic talents, creativity, skills, and cultural appreciation. The project shall provide opportunities for learners to create, perform, exhibit, and showcase artistic outputs and performances anchored on the competencies of the MAPEH curriculum.

The project shall likewise promote the integration of **Batangueno culture, traditions, indigenous practices, local history, and artistic heritage** into appropriate learning experiences and creative outputs. Through this initiative, schools are encouraged to develop contextualized and innovative activities that will allow learners to express their identity and appreciation of local and national culture.

2. Objectives

Project ARTE ALA EH aims to:



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- 2.1 strengthen the implementation of the MAPEH curriculum through authentic, creative, and learner-centered experiences;
- 2.2 enhance the artistic, creative, technical, and performance skills of learners in Music, Arts, Physical Education, and Health;
- 2.3 provide opportunities for learners to develop and showcase their talents through individual and collaborative projects;
- 2.4 enhance teachers' pedagogical, technical, and artistic expertise in facilitating MAPEH learning experiences;
- 2.5 promote appreciation and preservation of Filipino and Batangueno culture, traditions, heritage, and artistic expressions;
- 2.6 encourage the development of innovative, contextualized, and culture-responsive MAPEH projects and learning resources;
- 2.7 establish a culture of creativity, collaboration, excellence, and continuous improvement among teachers and learners; and
- 2.8 provide opportunities for the recognition and showcasing of exemplary learner outputs and performances at the school, district, and division levels.

3. **Scope and Coverage**

The implementation of Project ARTE ALA EH shall cover all public elementary and secondary schools in the **Schools Division of Batangas Province**.

The project may be implemented through individual, group, classroom-based, school-based, district-based, or division-supported activities, depending on the nature and scope of the project.

The following areas may be considered:

- **Music** – vocal and instrumental performances, songwriting, composition, rhythmic activities, music appreciation, and other creative music outputs;
- **Arts** – drawing, painting, visual arts, crafts, digital art, photography, sculpture, and other creative visual expressions;
- **Physical Education and Dance** – creative movement, folk dances, cultural dances, contemporary dance, fitness activities, and other performance-based outputs; and
- **Health** – health advocacy campaigns, wellness projects, information materials, multimedia presentations, and other creative health-related outputs.



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Integrated and interdisciplinary projects involving two or more MAPEH components may also be developed and implemented.

3. Attached is the program implementation guidelines for your reference.
4. Immediate and wide dissemination of this memorandum is desired


MARITES A. IBANEZ, CESO V
Schools Division Superintendent

Encl.: As stated.
Reference: none

To be indicated in the Perpetual Index
under the following subjects:

Issuance Division Memorandum

JJM/ IMPLEMENTATION OF PROJECT ARTE ALA EH (ARTISTIC RENDITION OF TEACHERS' EXPERTISE AND LEARNERS' AESTHETIC EXECUTION OF ENDOWMENTS AT A HIGHER LEVEL) IN ALL SCHOOLS IN THE SCHOOLS DIVISION OF BATANGAS PROVINCE/ RO 154419 / 8/3/2024



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PROJECT ARTE ALA EH (*Artistic Rendition of Teacher's Expertise And Learners' Aesthetic Execution of Endowments at a Higher Level*)

Program Area: MAPEH – Music, Arts, Physical Education, and Health

Primary Focus: Arts, Music, Dance, and Theater

Program Type: Learner Performance and Talent Development Program

Proponent: MAPEH/Sports Education Program Supervisor

Implementing Units: Schools Division Office, Districts, and Public Elementary and Secondary Schools

Implementation Period: Year Round

Target Beneficiaries: Learners in Elementary and Secondary Schools

Coverage: Division-wide

I. RATIONALE

The Department of Education recognizes the important role of MAPEH in developing the holistic potential of learners by providing opportunities for creativity, self-expression, cultural appreciation, physical development, collaboration, and the development of life skills. Through Music, Arts, Physical Education, and Health, learners are given meaningful opportunities to demonstrate knowledge, skills, values, creativity, and talents through authentic performance-based activities.

However, the implementation of MAPEH programs may sometimes focus more heavily on classroom-based activities and written assessments, resulting in limited opportunities for learners to showcase their actual performance competencies and creative abilities. There is a need to strengthen mechanisms that will document, monitor, and assess the development of learners' performance outputs throughout the school year.

In response to this need, the Schools Division Office proposes **PROJECT ARTE ALA EH (*Artistic Rendition of Teacher's Expertise and Learners' Aesthetic Execution of Endowments at a Higher Level*)**. The program aims to provide a structured and sustainable platform where teachers can enhance their expertise in teaching performance-based MAPEH competencies while learners are given opportunities to create, perform, exhibit, and present outputs in Music, Arts, Dance, and Theater.

The project emphasizes the development of **learner performance portfolios** and authentic outputs that can be monitored quarterly. These may include artworks, musical performances, dance presentations, theatrical performances, cultural presentations, creative compositions, and integrated MAPEH productions.

The program also seeks to establish a systematic monitoring mechanism that will enable schools and the Schools Division Office to determine the percentage of



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learners producing required outputs, the quality of performance based on agreed-upon rubrics, the number of outputs completed, and the level of learner participation. Data gathered from quarterly monitoring will be used to identify gaps, provide technical assistance, replicate effective practices, and continuously improve the delivery of MAPEH programs.

Ultimately, PROJECT ARTE ALA EH aims to foster a culture where **every learner is given an opportunity to create, perform, appreciate, and excel**, while every MAPEH teacher is supported in developing effective strategies for nurturing the artistic and creative potential of learners.

II. GENERAL OBJECTIVE

To strengthen the implementation of MAPEH through a structured, performance-based program that enhances teacher expertise and develops learners' creativity, artistic expression, cultural appreciation, and performance competencies through measurable outputs in Music, Arts, Dance, and Theater.

III. SPECIFIC OBJECTIVES

The project specifically aims to:

1. Provide learners with regular opportunities to demonstrate their competencies through authentic MAPEH performance outputs;
2. Develop and document learner portfolios containing selected performance outputs and creative works;
3. Enhance learners' skills in Music, Visual Arts, Dance, Theater, and other related creative disciplines;
4. Promote creativity, innovation, cultural appreciation, collaboration, discipline, confidence, and self-expression among learners;
5. Strengthen teachers' capacity to facilitate performance-based and learner-centered MAPEH activities;
6. Establish a common framework for monitoring and evaluating learner performance outputs on a quarterly basis;
7. Determine the percentage of learners producing expected MAPEH outputs and participating in performance-based activities;
8. Monitor the quality of learner outputs using appropriate performance assessment rubrics;
9. Identify learners with exceptional talents and provide opportunities for further enhancement and development;
10. Identify gaps and challenges in MAPEH implementation and provide appropriate technical assistance and intervention; and
11. Establish and showcase effective practices in MAPEH that may be replicated across schools and districts.



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IV. TARGET BENEFICIARIES

Primary Beneficiaries

- Elementary learners
- Junior High School learners

V. PROGRAM COMPONENTS

PROJECT ARTE ALA EH shall consist of the following major components:

A. ARTE – Artistic Creation and Production

Learners create original and meaningful outputs based on the competencies prescribed in the MAPEH curriculum.

Sample outputs:

- Drawing and painting
- Sculpture and three-dimensional art
- Digital art
- Crafts and indigenous art
- Photography
- Music composition
- Music Competition (Solo, Duet or Group)
- Song interpretation
- Instrumental performance
- Dance choreography
- Folk dance presentation
- Dramatic presentation
- Monologue and role-playing
- Short theater production

B. ALA – Arts, Literature, and Aesthetic Appreciation

Activities that develop learners' appreciation of Philippine culture, local heritage, indigenous arts, music, dances, theater, and contemporary creative expressions.

Sample activities:

- Batangueño cultural arts appreciation
- Philippine folk dance appreciation
- Local music and traditional instruments
- Modelling
- Cultural storytelling
- Art appreciation sessions
- Heritage-inspired visual art
- Local theater and dramatic interpretation



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C. EH – Execution at a Higher Level

Learners are provided opportunities to present their completed outputs through:

- Classroom presentations
- School-based exhibits
- School MAPEH showcases
- District-level presentations
- Division MAPEH showcases
- Cultural performances
- Art exhibits
- Music concerts
- Dance festivals
- Theater presentations

D. Learner Performance Portfolio

Each learner shall maintain a **MAPEH Performance Portfolio** containing selected outputs and evidence of performance.

The portfolio may include:

1. Learner profile;
2. Selected artworks;
3. Music performance evidence;
4. Dance performance evidence;
5. Theater performance evidence;
6. Performance task rubrics;
7. Photos/videos or QR-coded digital documentation ;
8. Reflection journals;
9. Teacher feedback; and
10. Quarterly progress records.



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PROGRAM IMPLEMENTATION FRAMEWORK

PROJECT ARTE ALA EH

Artistic Rendition of Teacher's Expertise and Learners' Aesthetic Execution of Endowments at a Higher Level

The implementation of **PROJECT ARTE ALA EH** shall follow a **continuous performance development and improvement cycle** designed to ensure that learners are provided with progressive opportunities to develop, demonstrate, assess, and enhance their competencies in **Music, Arts, Dance, and Theater**.

IDENTIFY → PLAN → CREATE → DEVELOP → PERFORM → ASSESS → REFLECT → ENHANCE → DOCUMENT → SHOWCASE → MONITOR → IMPROVE

The implementation of PROJECT ARTE ALA EH shall adopt a **continuous performance development and improvement cycle** that begins with identifying learners' needs, talents, and competencies and proceeds through planning, creation, skills development, performance, assessment, reflection, enhancement, documentation, and showcasing of learner outputs. The implementation shall be supported by systematic quarterly monitoring and evaluation to track learner participation, output completion, quality of performance, and progress. Results of monitoring and assessment shall serve as the basis for technical assistance, intervention, enrichment, and continuous improvement of MAPEH teaching and learning practices.

1. IDENTIFY – Determine Learner Needs and Potential

Teachers identify learners' existing competencies, interests, talents, strengths, and areas for improvement through baseline performance tasks and profiling.

Key Activities:

- Conduct baseline assessment;
- Identify learner strengths and areas for improvement;
- Identify learners' interests and talents;
- Determine priority competencies for development.

Expected Output:

Learner performance profile and baseline data.

2. PLAN – Align Competencies and Performance Outputs

Teachers identify the curriculum competencies and develop appropriate performance tasks and outputs aligned with the learning standards and quarterly competencies.



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Key Activities:

- Identify priority MAPEH competencies;
- Develop quarterly performance outputs;
- Prepare performance criteria and rubrics;
- Set learner and class targets.

Expected Output:

Quarterly MAPEH Performance Output Plan.

3. CREATE – Produce Meaningful and Authentic Outputs

Learners create individual or collaborative outputs that demonstrate their understanding, creativity, skills, and personal expression.

Sample Outputs:

- Visual artworks;
- Music compositions;
- Art portfolios;
- Digital creative works;
- Dance compositions;
- Theater scripts and presentations.

Expected Output:

Individual or collaborative learner-created outputs.

4. DEVELOP – Practice, Refine, and Strengthen Skills

Learners undergo guided practice, coaching, mentoring, and rehearsal to improve the quality of their outputs and performances.

Key Activities:

- Skills enhancement sessions;
- Rehearsals and practice;
- Peer feedback;
- Teacher coaching;
- Revision and refinement of outputs.

Expected Output:

Improved and refined learner outputs and performances.

5. PERFORM – Demonstrate Learning and Competence



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Learners demonstrate their acquired knowledge, skills, creativity, and artistic expression through authentic performances and presentations.

Sample Activities:

- Music performances;
- Art presentations;
- Folk and creative dance;
- Theater performances;
- Cultural presentations;
- Integrated MAPEH productions.

Expected Output:

Learner performance or presentation.

6. ASSESS – Measure Performance and Quality of Outputs

Learner outputs and performances are evaluated using appropriate, standardized, or contextualized performance rubrics.

Assessment Areas:

- Creativity and originality;
- Technical skills;
- Artistic expression;
- Performance quality;
- Cultural relevance;
- Collaboration;
- Communication and presentation.

Expected Output:

Performance assessment results and rubric ratings.

7. REFLECT – Analyze Performance and Learning

Learners and teachers reflect on the strengths, challenges, accomplishments, and areas for improvement based on the assessment results.

Key Activities:

- Learner self-reflection;
- Peer assessment;
- Teacher feedback;
- Performance review;
- Identification of learning gaps.



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Expected Output:

Reflection notes and identified areas for improvement.

8. ENHANCE – Improve and Enrich Learner Performance

Learners improve, revise, and enhance their outputs based on feedback and assessment results.

Key Activities:

- Revision of artworks;
- Improvement of performances;
- Additional coaching;
- Remediation and enrichment;
- Advanced training for identified learners.

Expected Output:

Enhanced learner outputs and improved performance ratings.

9. DOCUMENT – Build and Maintain Learner Performance Portfolios

Learner outputs and evidence of performance are systematically collected and documented through physical or digital portfolios.

Portfolio Contents:

- Selected artworks;
- Performance outputs;
- Photos and videos;
- Performance rubrics;
- Certificates and recognitions;
- Learner reflections;
- Teacher feedback;
- Quarterly progress records.

Expected Output:

Updated MAPEH Learner Performance Portfolio.

10. SHOWCASE – Celebrate and Share Excellence

Exemplary learner outputs and performances are presented to wider audiences to recognize learner achievement and promote appreciation of MAPEH.

Possible Platforms:



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- Classroom presentations;
- School-based exhibits;
- MAPEH culminating activities;
- District showcases;
- Division exhibits and performances;
- Cultural festivals;
- Music and dance presentations.

Expected Output:

Showcase of exemplary learner outputs and performances.

11. MONITOR – Track Progress and Program Implementation

The progress of learners and schools shall be monitored quarterly using established performance indicators.

Key Indicators:

- Percentage of learners producing required outputs;
- Percentage of learners participating in activities;
- Percentage of completed outputs;
- Quality of learner outputs based on rubrics;
- Percentage of learners rated Proficient and Advanced;
- Portfolio completion rate;
- Number of performances and exhibits conducted;
- Number of learners identified for talent development.

Expected Output:

Quarterly MAPEH Performance Monitoring Report.

12. IMPROVE – Use Data for Continuous Program Improvement

Monitoring and assessment results shall be analyzed to identify gaps, provide technical assistance, develop interventions, and improve the succeeding cycle of implementation.

Key Activities:

- Analyze quarterly performance data;
- Identify priority areas for intervention;
- Provide technical assistance to teachers and schools;
- Share effective practices;
- Develop improvement strategies;
- Adjust succeeding quarterly targets.

Expected Output:

Quarterly Improvement Plan and technical assistance interventions