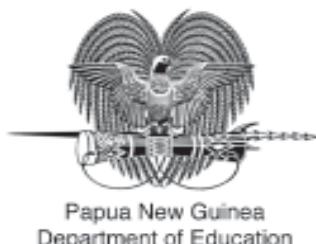


# Arts

Upper primary  
Syllabus 2003

## Section 1

### Curriculum Information



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ISBN 9980-930-56-X

**Acknowledgements**

The Upper Primary Arts Syllabus was prepared by the Curriculum Development Division of the Department of Education and was coordinated by Naomi Paiyesi and Gary Stonehouse.

The Arts Subject Advisory Committee as well as community members, teachers, inspectors, educators and representatives from government and non-government organisations have developed this syllabus through meetings, workshops and trialing.

This document was developed with the support of the Australian Government through the Curriculum Reform Implementation Project.

## Secretary's Message

The current reforms in education have been in progress since 1992. The Education Reform has emphasised community-based schooling, the use of vernacular languages in schools, the introduction of Elementary schools and the expansion of Primary schooling to grade 8 and increased access to Grades 9 and 10.

This syllabus is to be used by Upper Primary (Grades 6, 7 and 8) students in Primary schools throughout Papua New Guinea. This syllabus develops, extends, links and builds upon concepts, skills and attitudes flowing from Lower Primary (Grades 3, 4 and 5). This syllabus provides a sound foundation for further learning in the reformed school system.

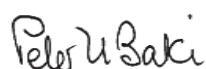
Students' language abilities, already gained in their home environments and during the previous years of schooling, must be respected, built on and extended. Vernacular languages have a large part to play in our students' formative years and their first language should be used to promote a deeper understanding of difficult concepts when this is appropriate.

The Upper Primary Arts Syllabus develops the whole individual, thus implementing the policy of Integral Human Development in education.

Arts education encompasses cultural knowledge, skills and appreciation — essential components of nation building.

The syllabus presents a national approach to Arts education as a sound foundation for future skills development, cultural expression, community involvement and enrichment.

I commend and approve this syllabus as the official curriculum for Arts to be used in all Upper Primary schools throughout Papua New Guinea.



Peter M. Baki  
Secretary for Education

## Introduction

This syllabus makes explicit the knowledge, skills, attitudes and values that students should achieve for Grades 6, 7 and 8 in Arts. These are expressed as learning outcomes and indicators.

The learning outcomes are student centred and written in terms that enable them to be demonstrated, assessed or measured. The outcomes are written to show a progression from one grade to the next.

Each learning outcome is illustrated with a list of examples of the kinds of things students should be able to do, know and understand if they are achieving an outcome. These are called indicators.

The learning outcomes and indicators will:

- give teachers, individually or collaboratively, the flexibility to write programs and units of work. These can be developed to suit local conditions and individual student needs,
- help teachers assess and report students' achievements in relation to the learning outcomes,
- allow student achievement of the outcomes to be described in consistent ways,
- help teachers monitor student learning,
- help teachers plan their future teaching programs.

The Arts are a vital component of Papua New Guinean cultures and society. In Upper Primary schools, our students reinforce cultural identity and pride while learning more about the cultures of other countries.

The syllabus is organised in four strands: Art, Drama and Dance, Music and Arts Project. Strands are taught in any order. Strands can be integrated to teach related topics. Teachers and students choose the content and techniques in each Strand.

The course is balanced: students learn across all four strands. The course is sequenced: activities are ordered by degree of difficulty. The course is cumulative: learning is based on earlier learning.

The course is written for generalist teachers. The accompanying Teachers' Guide will help teachers develop ideas and programs. In-servicing and resource development will also assist teachers. The students and community are themselves a valuable resource for implementing the subject.

Arts is be timetabled for 180 minutes per week in all Upper Primary schools.

## Rationale

The Arts are vital for Integral Human Development, covering many aspects of students' cultural, social, physical, sensual, emotional, intellectual and critical development.

The Arts enhance self-esteem and pride.

Practical Arts activities prepare for further education, job creation, self-employment, community involvement, cultural expression and the enjoyment of life.

Students develop Arts skills and knowledge of the Papua New Guinean Arts industry. Awareness of Arts in other cultures and countries is strengthened.

Careers in the Arts industry are emphasised, including the media (radio, television and publishing), publicity, tourism, small business enterprises and participation in festivals and community events.

In many countries, it has been shown that students studying Arts also perform better in other subjects. Arts experiences develop language skills and social skills as well as knowledge and skills in other areas such as technology, organisation and management.

## Curriculum Principles

### Our Way of Life

The Arts are an integral component of traditional life and they contain the customs and beliefs of the nation. Participating in Arts activities reinforces these customs and beliefs and enriches life.

Familiar topics and examples are used to make education relevant for the students' culture and experience. The involvement of the community in Arts activities strengthens cultural ties, especially if students are not used to traditional community living.

### Bilingual education

English is the major language of instruction in Upper Primary education.

Students also continue to use a vernacular language.

Vernacular maintenance is easily achieved in Arts lessons. Arts, being a practical subject, is suited to listening and hearing skills in the vernacular, such as instructions, discussions, expressing opinions, games, songs and chants, plays and concerts, reports and creative writing.

### Multiculturalism

Arts explores cultural diversity in art, drama, dance and music with Grade 6 focusing on indigenous Arts and Grades 7 and 8 broadening to other art forms.

### Ethics, morals, values

Understanding of the many cultures, customs and traditions of Papua New Guinea and other countries is reinforced in the Arts curriculum. Respect for the traditions, values and beliefs of others is fostered by multicultural activities.

## Integral Human Development

### The right to healthy living

Students develop self-confidence and find personal satisfaction in the Arts. This is essential for a person's quality of life and social interaction. Arts education develops individual taste and discrimination and fosters personal judgement and self-motivation.

### Nation building and national unity

Students develop a sense of identity with pride in Papua New Guinean cultures. Skills are developed in self-expression, planning, designing, organising and presenting.

The teacher works closely with the parents and the community to give students artistic skills and impart cultural pride, essential for the nation's development and well-being.

### Citizenship

Students will assume more responsibility and leadership in the community and Papua New Guinean society. Awareness of Papua New Guinean society in the wider world context is increased and organisational and social interaction skills are encouraged in Arts activities.

### Sustainability

The Arts offer opportunities to explore cultural and social issues such as respect for the environment and the maintenance of culture, customs and traditions. Issues can be explored through all Arts forms: art, drama, dance, music and projects. Students are encouraged to find examples of the Arts in everyday life and of the Arts in society.

### Catering for diversity

All students are encouraged to perform to the best of their abilities. Activities allow students of both sexes to participate and achieve without constraints or prejudice.

## Teaching and Learning

In Primary schools, generalist teachers often prefer to use an integrated approach to teaching and learning. The teacher creates a program that is meaningful, appropriate, engaging and motivating to the students. The use of learning outcomes provides opportunities to integrate the curriculum.

Teachers should map out the learning outcomes for those parts of the syllabus that they are intending to teach in the coming term or year. Where there is more than one teacher across a grade, this should be done as a small team.

Teachers in the school with leadership responsibilities should be invited to attend and support this planning process. While carrying out this process, links between learning outcomes for different subjects should be noted, as there is scope for combining and using these outcomes in an integrated approach to teaching.

For example, a Language learning outcome might refer to the use of questionnaires and holding discussions with community members and a Making a Living learning outcome may also do this. In this way evidence of the achievement of these outcomes can be provided in more than one subject.

## Inclusive curriculum

The syllabus provides flexibility in programming and organisation, allowing all students' needs to be catered for.

Students with special needs are integrated into lessons with considerations for their needs. Planning and organisation by the teacher allows supervision and assistance during lessons.

Students are encouraged to investigate and develop their own ideas individually or in small groups. Individual and groups can work on different activities or at different levels in the same room. Students with special needs can be encouraged to contribute to the best of their abilities in physical and other activities.

## Relevance

In the home and the community, students learn about their culture and traditions and learn about respect, cooperation and justice. Traditional values and skills have an important place in modern Papua New Guinea, and the best agent for the transmission of these is the community itself.

The teaching of locally relevant practical subjects such as Arts or Making a Living can be a shared responsibility of the school and the community. The involvement of the community in course design, programming and implementation is vital.

The students themselves are a valuable community resource. Students must contribute to the course content so that the course reflects their cultures and the students feel part of the school.

Relevant lesson content can be substituted for examples in books that do not relate to the students' background. Chants can replace nursery rhymes, legends can replace fables and traditional dance can replace folk dance.

### Student-centred learning

Learning is student centred with emphasis on skills development and creativity.

Students have completed six years of schooling with experimentation, play, repetition and exploration across the Arts strands. Students are further encouraged to investigate and develop their own ideas individually and in small groups.

Learning proceeds from students' previous experience towards new learning. Focus has increased from the local community to a national view by Grade 5. Students now reinforce and expand their learning with art, dance, drama and music from other cultures of the Pacific and the world.

Teachers need to stimulate students' minds with examples of work and practical demonstrations where necessary. Teaching of Arts techniques, skills and processes takes first priority in Arts lessons.

Some new teaching strategies such as pupil discussion and interaction and using spaces other than the classroom may need support and assistance from other teachers, principals and inspectors for teachers to implement them.

A stimulating environment with a positive and encouraging teacher is essential.

### Language development across the curriculum

Practical activities foster speaking, singing and listening skills. Planning and organisation foster reading and writing skills. These support Language development in English and vernacular languages.

Each Arts area has specialised terms and vocabulary that are provided in the Teachers' Guide.

### Lifelong learning

The skills gained in the Arts provide a basis for developing personal, social and citizenship abilities. This basis will assist each person contribute to their society and develop further skills.

### Multigrade teaching

Students can work on a variety of Art activities in the same room. Similar materials can be used to assist teacher's preparation and classroom organisation. Older or more experienced students can lead or assist other students.

Practical activities can easily involve mixed level groups. In drama, dance and music, all students can participate in exercises and play games together to the level of their abilities.

Students can work as individuals or in grade groups for projects. The teacher coordinates the projects by having all students submit a plan of their project, outlining their involvement.

Students from different grades sharing an activity can be assessed using the outcomes for their own grade.

### Integration

Many teachers prefer to integrate Arts activities, as there are many natural links, for example music and dance, making and playing musical instruments.

Skills and learning techniques from other subjects can be used in the Arts. Small group investigation and flexible classroom organisation is required by subjects under the Education Reform.

Related topics are found across subject areas. Subject content from Language, Making a Living, Mathematics, Personal Development, Science and Social Science can be used as topics for activities in drama, creative dance, song writing or Arts projects.

The Teachers' Guide identifies links between subject outcomes that will help teachers identify areas that can be taught together.

## Aims

Students:

- express ideas through Arts works,
- exhibit a wide range of skills in the Arts,
- understand that the Arts are an important part of culture and society,
- appreciate the Arts of Papua New Guinea and other cultures,
- demonstrate a foundation for future training, employment and study in the Arts.

## Content Overview

The Arts cover all forms of artistic expression. The course content includes skills development, planning and organisation, Arts appreciation and vocational opportunities in the Arts.

The syllabus content is organised into four Strands, each with three Sub-strands. A Strand such as Art or Music is a useful and convenient way of organising the learning outcomes for a subject.

Each Strand identifies a particular aspect of a subject or a particular theme such as a set of processes. Each Strand displays a typical progression of learning from one grade to the next.

The Strand is further organised into Sub-strands to allow the content to be specified and described as learning outcomes.

Art has the following Strands: Art, Drama and Dance, Music and Arts Project.

The Sub-strands in each Strand are Skills Development, Creativity and Responding to the Arts.

### Art

Art involves the making of visual images and objects. Styles, materials and techniques are chosen according to those available for the school, community and teachers. Painting, drawing, printing, carving, weaving, clay modelling are just some of the many forms of Art available. Art is also referred to as Visual Arts or as Arts and Crafts.

### Drama and Dance

Drama and Dance skills develop the whole person in areas such as movement, mime, acting, voice, timing and the use of space. Students develop flexibility and body control and express ideas through physical movements and interaction with others.

### Music

In Music, students organise sounds to create new sound and music works, learning skills in singing and playing rhythms. Students learn how sounds and silence form rhythms, melodies and styles of music.

## Arts Project

In this strand, students create individual or group projects on Arts topics or skills. Projects may be presented in many ways such as writing, as performances or as a practical project such as objects for sale. The emphasis is on planning and organisation.

The four Strands can be taught in any order. Strands can be taught separately or they can be integrated.

The local and national outlook of the Lower Primary Arts Syllabus is extended to other indigenous cultures in Grade 6 and all Arts forms in Grade 7. In Grade 8, the focus is on the planning and organisation of Arts activities with awareness of the Arts as a major industry for employment.

Table of Strands and Sub-strands for Arts

Strand	Grade 6	Grade 7	Grade 8
Art	<ul style="list-style-type: none"> <li>• traditional art skills</li> <li>• creativity based on traditional art</li> <li>• describing traditional art</li> </ul>	<ul style="list-style-type: none"> <li>• art skills</li> <li>• creativity based on art</li> <li>• comparing art</li> </ul>	<ul style="list-style-type: none"> <li>• skills in planning and organising art</li> <li>• creativity based on planned art works</li> <li>• evaluating planned art</li> </ul>
Drama and Dance	<ul style="list-style-type: none"> <li>• traditional skills in dance, story-telling, mime, acting</li> <li>• creativity based on traditional performance</li> <li>• describing traditional performance</li> </ul>	<ul style="list-style-type: none"> <li>• drama and dance skills</li> <li>• creativity based on drama and dance</li> <li>• comparing works of drama and dance</li> <li>• skills in planning and</li> </ul>	<ul style="list-style-type: none"> <li>organising drama and dance</li> <li>• creativity based on planned drama and dance</li> <li>• evaluating planned drama and dance</li> </ul>
Music	<ul style="list-style-type: none"> <li>• traditional music skills</li> <li>• creativity based on traditional music</li> <li>• describing traditional music</li> </ul>	<ul style="list-style-type: none"> <li>• music skills</li> <li>• creativity based on music</li> <li>• comparing music</li> </ul>	<ul style="list-style-type: none"> <li>• skills in planning and organising music</li> <li>• creativity based on planned music works</li> <li>• evaluating planned music</li> </ul>
Arts Project	<ul style="list-style-type: none"> <li>• skills in planning traditional Arts projects</li> <li>• creativity in traditional Arts projects</li> <li>• describing traditional Arts in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• skills in planning community Arts projects</li> <li>• creativity in community Arts projects</li> <li>• responding to Arts in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>• skills in planning vocational Arts projects</li> <li>• creativity in vocational Arts projects</li> <li>• evaluating professional Arts</li> </ul>

## Assessment and Reporting

Assessment and reporting practices described here are detailed further in *The Assessment and Reporting Policy for Papua New Guinea* and in other support materials produced by the Department of Education.

### Assessment

Assessment is the ongoing process of identifying, gathering and interpreting information about students' progress towards achievement of the learning outcomes described in the subject syllabuses.

Teachers record evidence of students' learning and use it to make judgements about students' achievements of the learning outcomes. To ensure that assessment is fair and balanced, teachers should use a range of assessment methods including:

- observing and recording details of students' demonstration of process skills and/or their performance on particular tasks,
- setting written assignments, projects and practical work,
- setting and marking written tests and/or examinations,
- keeping portfolios of students' work.

Teachers should provide opportunities for students to assess their own learning (self-assessment) and the learning of others (peer assessment) according to set negotiated criteria. The purpose of assessment is to improve student learning.

### Arts Assessment

Continuous assessment through the year is essential for Arts activities.

Arts assessment is criteria referenced. Criteria can be chosen using the learning outcomes. Descriptions for each criterion can be written using the Indicators or see examples in the Teachers' Guide. Assessment in Arts is school based.

These are some assessment methods for Arts activities:

- observe students' work in class, including exercises, games and performance,
- keep records of observations of students' individual and group work,
- keep folders of students' work, especially artwork, drafts and plans,
- question students during class about their work.

## Reporting

Teachers must keep accurate records of students' achievement of the learning outcomes and report these achievements in fair and accurate ways to parents and guardians, teachers, students and others. Recording methods will include the following:

- journal, diary or anecdotal notes,
- portfolios,
- progressive records,
- checklists,
- work samples with comments written by the teacher.

Student reports should be based on assessment information collected from ongoing assessments and, where appropriate, from external examinations (Grade 8). Schools will decide on how reports will be presented to best suit the needs of their communities.

## Evaluation

Teachers will use assessment information to evaluate the effectiveness of their teaching, learning and assessment programs and to make improvements to their teaching practice in order to improve student learning.

Schools may use whole school assessment data to evaluate the effectiveness of teaching and learning in a particular subject or at particular grade levels and make decisions on how to improve student learning.