

Arts

Upper primary
Syllabus 2003

Section 2

Learning outcomes
and indicators



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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.

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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.

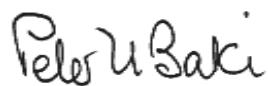
Students' language abilities, already gained in their home environments and during the previous years of schooling, must be respected, built on and extended. Vernacular languages have a large part to play in our students' formative years and their first language should be used to promote a deeper understanding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

Learning Outcomes

Numbering of Learning Outcomes

Each Learning Outcome is numbered with three digits, such as 6.2.3.

The first number refers to the Grade level. The second number refers to the Strand. The third number refers to the Outcome in the Strand. Thus, 6.2.3 refers to an Outcome at Grade 6, Strand 2 and Outcome number 3.

Strand	Grade 6	Grade 7	Grade 8
Art	6.1.1 Demonstrate traditional art skills 6.1.2 Create art works in traditional styles 6.1.3 Describe traditional art	7.1.1 Demonstrate contemporary art skills 7.1.2 Create a variety of art works 7.1.3 Compare art works	8.1.1 Demonstrate organisational skills in art 8.1.2 Create art works for public presentation 8.1.3 Evaluate planned art presentations
Drama and Dance	6.2.1 Demonstrate traditional dance or drama skills 6.2.2 Create dance or drama in traditional styles 6.2.3 Describe traditional dance or drama	7.2.1 Demonstrate contemporary dance or drama skills 7.2.2 Create dance or drama in a variety of styles 7.2.3 Compare dance or drama works	8.2.1 Demonstrate organisational skills in dance or drama 8.2.2 Create dance or drama works for performance 8.2.3 Evaluate planned performances
Music	6.3.1 Demonstrate traditional music skills 6.3.2 Create music in traditional styles 6.3.3 Describe traditional music	7.3.1 Demonstrate contemporary music skills 7.3.2 Create music in a variety of styles 7.3.3 Compare music works	8.3.1 Demonstrate organisational skills in music 8.3.2 Create music works for performance 8.3.3 Evaluate planned music works
Arts Project	6.4.1 Plan a traditional arts project 6.4.2 Create a traditional arts project 6.4.3 Describe traditional arts projects	7.4.1 Plan a community arts project 7.4.2 Create a community arts project 7.4.3 Compare community arts projects	8.4.1 Plan a vocational arts project 8.4.2 Create a vocational arts project 8.4.3 Evaluate vocational arts projects

Learning outcomes and indicators

Strand: ART

Sub-strand	Grade 6	Grade 7	Grade 8
Skills Development	6.1.1 Demonstrate traditional art skills	7.1.1 Demonstrate contemporary art skills	8.1.1 Demonstrate organisational skills in art
Indicators All Indicators are listed as bullet points after each Outcome. The list of Indicators always begins with the following statement: 'Students will be achieving this outcome when they, for example'.	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • use patterns and textures from nature, such as <i>leaves, insects, fish, birds</i> • use traditional art skills or techniques, such as <i>body painting, weaving, carving</i> • make traditional designs and patterns • make bilas or traditional craft objects • make toys or weapons 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • demonstrate skills in using art techniques and processes, such as <i>dyeing, printing, drawing</i> • demonstrate skills with a variety of materials, such as <i>found objects, bark, paints</i> • demonstrate skills in a variety of styles, such as <i>symbolic, traditional, realistic</i> 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • demonstrate skills in organising art: <i>sketch, model, draft</i> • demonstrate skills using a variety of materials, such as <i>fabric, stones, paper, bark, plastic</i> • demonstrate skills using a variety of techniques, such as <i>drawing, painting, printing</i> • create art works for special occasions, such as Children's Day, Book Week

Sub-strand	Grade 6	Grade 7	Grade 8
Creativity	6.1.2 Create art works in traditional styles	7.1.2 Create a variety of art works	8.1.2 Create art works for public presentation
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • make art in traditional styles using available materials • make percussion instruments from available materials, such as <i>sticks, pipes, bottles</i> • use symbols and patterns to create art works • use traditional or improvised materials to create art works, such as <i>collage, clay objects</i> 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • select materials and art techniques to present images of everyday life • use a range of materials to create shapes, forms or images • create art about social issues or community events • draw cartoons about everyday life, an action hero or funny situations 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • demonstrate imagination and creativity in art • express personal ideas and feelings through art • use appropriate materials and techniques to create art works • combine materials and techniques to create shapes and images

Sub-strand	Grade 6	Grade 7	Grade 8
Responding to the Arts	6.1.3 Describe traditional art	7.1.3 Compare art works	8.1.3 Evaluate planned art works
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> use appropriate language to describe traditional art, such as <i>patterns, shapes, symmetry</i> identify features of traditional art, such as <i>symbols, ownership, when they are used</i> identify artists who express traditional society and culture, such as <i>Jakupa, Ratoos or Tinoi</i> 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> use art terms correctly in describing art and artists, such as <i>shape, form, tone, contrast, texture</i> describe and compare different types or styles of art such as <i>realistic, symbolic, traditional</i> discuss the importance of art in everyday life such as <i>magazines, photography, posters</i> identify artists who reflect society or express social issues, such as <i>Kauage</i> 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> use art terms correctly to describe art works such as <i>realistic, symbolic, complementary, copyright</i> give opinions on own and others' art work discuss effectiveness of art presentation such as <i>well advertised, well displayed</i> discuss effectiveness of public art, such as <i>advertising, sculptures, murals</i> evaluate the work of professional artists in society, such as <i>Mary Gole</i>

Learning outcomes and indicators

Strand: DRAMA AND DANCE

Sub-strand	Grade 6	Grade 7	Grade 8
Skills Development	6.2.1 Demonstrate traditional dance or drama skills	7.2.1 Demonstrate contemporary drama or dance skills	8.2.1 Demonstrate organisational skills in drama or dance
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • demonstrate dances from traditional cultures • demonstrate mime and acting skills: <i>body control, strong actions, communication of meaning</i> • tell legends or stories of village life: <i>voice, character, energy, use of body</i> 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • demonstrate physical skills and body control in acting, mime or dance • demonstrate character in games and performing • demonstrate performance skills: <i>character, communication and interaction with others</i> 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • identify structure of plays or dance: <i>introduction, development, conclusion</i> • demonstrate skills in organising drama or dance: <i>cast characters, choose style, exercises</i> • rehearse and prepare performance for audience

Sub-strand	Grade 6	Grade 7	Grade 8
Creativity	6.2.2 Create dance or drama in traditional styles	7.2.2 Create drama or dance in a variety of styles	8.2.2 Create drama or dance works for performance
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • use traditional rhythms, movements and characters in games • create dance using traditional rhythms and patterns • act out stories from the village • dance, act or mime legends or stories 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • demonstrate imagination and creativity in acting, mime or dance • express health or social issues in drama or dance, such as <i>malaria, domestic violence</i> • improvise scenes involving characters in conflict • perform a puppet play about everyday life or a social issue 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • create a dance choosing dance skills and techniques: <i>movements, use of space, energy, timing</i> • express personal ideas and feelings through performance • demonstrate imagination and creativity in performance • improvise drama or dance performances • use appropriate styles and techniques for performance • take part in small group play reading or performance

Sub-strand	Grade 6	Grade 7	Grade 8
Responding to the Arts	6.2.3 Describe traditional dance or drama	7.2.3 Compare drama or dance works	8.2.3 Evaluate professionally planned performances
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> use appropriate language to describe traditional performance: <i>story, patterns, rhythms</i> identify features of traditional dance: <i>rhythm, patterns, movements, ownership</i> discuss traditional dance and acting with community members describe the work of performers who express traditional culture, such as <i>Kanage</i> 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> use performance terms correctly to describe performances: <i>character, story, movements</i> compare performances and performers: <i>technique, character, use of body</i> describe types of drama and dance: <i>comedy, tragedy, satire, musical</i> identify performers and writers who express social issues, such as <i>Nora Vagi Brash</i> 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> use performance terms correctly to describe productions: <i>character, story, copyright</i> evaluate organisation of performances: <i>well-rehearsed, well-prepared, well-presented</i> express opinions about the work of professional performers, such as <i>William Takaku</i>

Learning outcomes and indicators

Strand: MUSIC

Sub-strand	Grade 6	Grade 7	Grade 8
Skills Development	6.3.1 Demonstrate traditional music skills	7.3.1 Demonstrate contemporary music skills	8.3.1 Demonstrate organisational skills in music
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • hum or sing traditional songs: <i>voice, tune, rhythm, timing, confidence, technique</i> • play traditional instruments: <i>kundu, panpipe, bamboo garamut</i> • play improvised instruments: <i>stick and bottle, plastic garamut, body percussion</i> 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • demonstrate singing skills: <i>clearness, tune, rhythm, voice control</i> • demonstrate skills in playing instruments: <i>technique, strong beats, rhythm</i> 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • demonstrate skills in organising music performance: <i>music, equipment, instruments</i> • demonstrate musical skills using voice or instruments: <i>rhythm, technique, contrast</i>

Sub-strand	Grade 6	Grade 7	Grade 8
Creativity	6.3.2 Create music in traditional styles	7.3.2 Create music in a variety of styles	8.3.2 Create music works for performance

Sub-strand	Grade 6	Grade 7	Grade 8
Responding to the Arts	6.3.3 Describe traditional music	7.3.3 Compare music works	8.3.3 Evaluate planned music works
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> use appropriate language to describe traditional music: rhythm, beats, tune identify features of traditional music, singing or instruments, such as when performed, ownership identify musicians who express traditional culture, such as Julie Toliman or Sanguma Band 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> use musical terms correctly in describing music and musicians, such as repeats, chorus, harmony compare styles of singing and playing instruments, such as pop, rock, reggae, gospel identify musicians who express social issues, such as Black Brothers or Painim Wok 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> use music terms correctly to describe music works, such as <i>pop</i>, <i>reggae</i>, <i>contrasts</i>, <i>harmony</i>, <i>copyright</i> evaluate effectiveness of music structure and style: <i>well-chosen</i>, <i>well-composed</i>, <i>appropriate</i> evaluate organisation of music performances: <i>well-prepared</i>, <i>well-presented</i> evaluate the work of professional musicians in society, such as <i>Telek</i>

Learning outcomes and indicators

Strand: ARTS PROJECT

Sub-strand	Grade 6	Grade 7	Grade 8
Skills Development	6.4.1 Plan a traditional Arts project	7.4.1 Plan a community Arts project	8.4.1 Plan a vocational Arts project
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • select a project on a traditional topic, such as <i>bilas</i>, body decoration, legends • apply knowledge of similar projects to the proposed project • plan project, listing materials and equipment needed, time needed, size of final project 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • select a project about society or social issues, such as community mural, election play • apply knowledge of other projects to the chosen project • prepare all necessary materials and equipment • demonstrate planning skills, such as rough draft, time schedule, steps to be followed 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • consider possible projects which involve marketing or earning income • apply information about similar projects to the selected art project • select a vocational project, such as objects for sale, public concert • draft project: target audience, materials, equipment, budget if any, size of project

Sub-strand	Grade 6	Grade 7	Grade 8
Creativity	6.4.2 Create a traditional Arts project	7.4.2 Create a community Arts project	8.4.2 Create a vocational Arts project
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • collect all necessary materials and equipment • adjust plans as needed • complete and present project 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • adjust plans as needed • implement the project plan • complete and present project 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • organise all materials and equipment, venues and work spaces • make changes to schedules, plans, materials where necessary • advertise and present completed project, such as poster, radio, school news, press release • tidy up presentation and work areas, return materials and equipment

Sub-strand	Grade 6	Grade 7	Grade 8
Responding to the Arts	6.4.3 Describe traditional Arts projects	7.4.3 Compare community Arts projects	8.4.3 Evaluate vocational Arts projects
Indicators	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • describe traditional Arts projects using appropriate terms: target audience, goals • express opinions about Arts projects: informative, well-planned, well-presented • find examples of traditional Arts in everyday life, such as bilas, dances, posters 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • use appropriate terms for comparing community Arts projects • compare community Arts projects: planning, presentation, effectiveness, achieving goals • identify examples of the Arts used in society, such as in advertising, health plays 	<p>Students will be achieving this outcome when they, for example</p> <ul style="list-style-type: none"> • use appropriate terms to evaluate vocational Arts projects, such as audience, promote • discuss or write about the effectiveness of vocational projects, such as audience, planning • identify full-time and part-time employment opportunities in the Arts, such as markets, radio, video production, publications, photography, performing groups, bands, sign-writing

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