

# **Arts**

## **Upper primary Teachers Guide 2003**



Papua New Guinea  
Department of Education

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## Secretary's Message

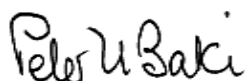
Primary teachers are generalist teachers and this Teachers Guide is for all teachers in Upper Primary schools. It is one of a set of seven guides written for teachers of Upper Primary, Grades 6-8.

The Upper Primary Syllabuses identify the learning outcomes. The Teachers Guides give more information about what to teach and describe ways of implementing the syllabuses. The Teachers Guides are supported by the Inservice Units that have been written to assist the implementation of the Upper Primary Syllabuses and provide valuable information about teaching. I also encourage teachers to work closely with members of their school communities to ensure that local community needs are met.

Important reforms to our education system will only be successful with the support and understanding of teachers. Every Teachers Guide contains detailed information about appropriate subject content, a broad range of ideas and strategies to help teachers use and understand the subject syllabuses. Each guide is written for a particular subject but many of the ideas and strategies can be used with different subjects or when using an integrated approach to teaching and learning.

Teachers should read each guide carefully and become familiar with the content of each subject as specified in the Elaborations section in each guide.

I encourage teachers to try out the ideas and strategies that they believe will be effective in their schools with their students. Teachers have the right to modify and amend these ideas to suit their local circumstances.



Peter M. Baki  
Secretary for Education

# Introduction

## Purpose of Teachers Guides

The Teachers Guides illustrate key sections of the subject Syllabuses. The Guides provide you with many practical ideas about how to use the Syllabuses and they should be used together.

The Teachers Guides explain ways you can plan and develop teaching and assessment programs. There are ideas and strategies about writing weekly, term and yearly programs, units of work and lesson plans and ways of using the subject Syllabuses.

The Guides also include recommended knowledge, skills and attitudes for each of the outcomes in the subject syllabuses called Elaborations of outcomes. These will help you to decide on the appropriate content to teach. They also include examples of how to assess and report on student achievement.

You are encouraged to select and adapt the strategies and processes in the Guides to meet the needs of your students and their communities.

The Arts Teachers Guide is written to help the classroom teacher plan from outcomes. The Guide provides guidelines and direction in the planning and development of relevant teaching and learning opportunities. Information is provided for teachers to develop and plan learning experiences, assessment of outcomes and reporting strategies. It assists teachers in developing ideas for classroom programs.

The Arts Teachers Guide is used with the Upper Primary Arts Syllabus that sets out Arts knowledge, skills and attitudes at the Upper Primary level. Using the Arts Syllabus and Teachers Guide, teachers can plan teaching and learning programs for a term, a week or a day. Opportunities for assessment can be planned and evaluated in these programs.

## How to use Teachers Guides

You should:

- read each Teachers Guide very carefully,
- become familiar with each Syllabus and their Strands and Substrands,
- read the outcomes and indicators in each of the Syllabuses,
- read each section of the Teachers Guide again and make notes about those ideas, strategies and processes that you think will be useful to you,
- meet with other teachers, share ideas and plan how you will work together to write programs and units of work,
- try out some of the units of work in the Teachers Guides,
- be confident to write your own programs and units of work using the information in one or more of the Teachers Guides and the subject Syllabuses.

## The nature of Arts

The Arts cover all forms of artistic expression including art, dance, drama and music. Students continue to explore traditional and contemporary Papua New Guinean societies. Upper Primary Arts broadens from the local focus of Elementary and the national focus of Lower Primary to a focus on Papua New Guinean Arts in a world context.

Arts is an essential part of each student's Integral Human Development, vital for a student's cultural, social, physical, sensual, emotional, intellectual and critical development. Arts education includes cultural knowledge, skills and attitudes, essential components of nation building.

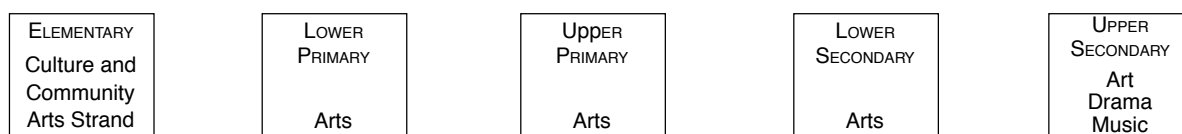
Students develop a sense of identity with pride in Papua New Guinean cultures. Skills are developed in self-expression, creativity, planning, design, organisation and presentation. Students develop self-confidence and find personal satisfaction in the Arts. This is essential for a person's quality of life and social interaction.

Upper Primary Arts has four Strands: Art, Drama and Dance, Music and Arts Project. Each Strand identifies a specific aspect of the subject. Students develop skills, creativity and the appreciation of Arts in all Strands: Art, Drama and Dance, Music and Arts Project.

Schools and teachers choose activities depending on available equipment, resources and knowledge. The basic skills and knowledge of each Strand can be taught with improvised materials.

Learning is **sequenced** from traditional Arts in Grade 6 to contemporary Arts in Grade 7 to vocational Arts in Grade 8. Learning builds upon previous learning: it is **cumulative**. A **balanced** program includes every one of the four Strands.

## Links between school levels



Arts teaching and learning begins with the local community in Elementary schools. Culture and the Arts are an integral part of vernacular education. Arts skills and knowledge are extended in Lower Primary, from local cultures in Grade 3 to regional cultures in Grade 4 and to national culture in Grade 5.

In Upper Primary, Arts knowledge and skills development are reinforced. In Grade 6, content is extended to other indigenous cultures. In Grade 7, skills development includes a variety of contemporary styles. In Grade 8, Arts focuses on vocational skills of organisation and marketing.

Three Strands of Upper Primary Arts flow from the five Lower Primary Strands: Art combines Art and Craft; Drama and Dance combines Movement and Dance with Drama; and Music continues from the Music Strand. Arts Project is a new Strand similar to the previous Strand of Integrated Project with emphasis on planning and professional Arts.

At Lower Secondary level, teaching across the Strands continues. More specialisation in theory, styles and specific skills is emphasised, especially where specialist teachers and resources are available.

In Upper Secondary, specialisation increases with elective study in the separate subjects of Art, Drama and Music at Higher School Certificate level. Individual and group creativity is emphasised with an appreciation of Papua New Guinean and world Arts.

## Links with other subjects

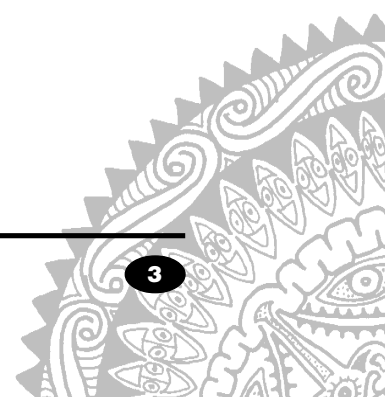
The Arts contribute to learning in other subjects. Upper Primary Arts emphasises skills development. Skills and techniques explored in other subjects are also used in the Arts. Related topics are found across subjects.

Subject content from Health, Language, Making a Living, Mathematics, Personal Development, Science and Social Science can be used as topics for art, drama, creative dance, song writing, community Arts projects and other Arts activities.

Processes and Skills in other subjects are also used in Arts, such as investigating, planning and designing, making or producing, marketing and evaluation in Making a Living (*Making a Living Upper Primary Syllabus* 2003, pp. 9–10). Personal Development strategies of gathering information, analysis and processing and planning and action similarly are used for Arts preparation for skills development. (*Personal Development Upper Primary Syllabus* 2003, p. 7)

Similarly inquiry in Science (*Science Syllabus Upper Primary* 2003, p. 6), relates to Arts techniques and creativity. The 'Social Science process' (*Social Science Upper Primary Syllabus* 2003, p.4) of gathering, evaluating and taking action on information is relevant to Arts activities.

There are many outcomes in other subjects related to Arts outcomes. Integration is used where it occurs naturally and should not be forced. Links across subjects help teachers program content across subjects.



## Key features of Arts

Arts covers all forms of creative expression. Students develop skills in chosen techniques and create works to express ideas, culture and experiences. Students appreciate the importance of Arts in everyday life.

### Unique aspects of Arts

Upper Primary Arts has five 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,
- establish a foundation for future training, employment and study in the Arts.

Upper Primary Arts comprises four Strands: Art, Drama and Dance, Music and Arts Project. Each Strand has three Substrands: Skills Development, Creativity and Responding to the Arts. Substrands relate directly to outcomes in terms of knowledge, skills and attitudes.

### Arts skills, processes and techniques

The emphasis in Upper Primary Arts is on **skills development** and **creativity**. This prepares for entrepreneurial activities in the community and for specialisation in Secondary and Tertiary levels. As in Expressive Arts, skills and creativity occupy most of the teaching time.

Additionally students learn to **respond** to the Arts, using Arts terms, expressing opinions and evaluating their own and others' work. The Arts and artists of Papua New Guinea are also studied to provide a background to learning and make students aware of the enormous Arts industry. Students are taught to plan and organise their work.

Outcomes can be achieved using many possible activities. Teachers and students choose Arts skills, processes and techniques depending on the available knowledge, materials, equipment and resources. The community, other teachers and the students themselves are valuable teaching resources.

### Focus in each grade

The **Grade 6** focus is **traditional** and extends the local and national outlook of Elementary and Lower Primary Arts. Traditional art, drama, dance and music of other indigenous cultures is also explored and studied. Students and teachers from other provinces and countries should be encouraged to share their culture. Many schools include content from African, Pacific and Asian cultures in their teaching.

The **Grade 7** focus is **contemporary**, including any Arts forms and styles, including contemporary traditional Arts. Teachers and students select the forms and styles to be studied. Combinations of styles and forms may be chosen. Students become aware of public Arts and the role of Arts in the community.

The **Grade 8** focus is **vocational**, emphasising the need to plan and organise Arts activities in the way of professional Arts workers and organisations. Students are made aware of the Arts as a major industry for full-time and part-time employment and the possibilities of earning money through Arts activities.

## Arts project

**Arts Project** emphasises planning and organisation to assist students to coordinate their work and prepare for future marketing or income generation. Students create individual or group projects.

**Grade 6 Arts Projects** are based on **traditional** topics. Possible activities include books in tokples or English about legends, crafts, patterns, ceremonies, music, instruments, bilas, body decorations. Or traditionally-based performances of song, dance or drama, dramatised legends, singing. Or traditionally-based art and craft such as paintings, bilas, carvings, bilums, belts, mats, pots.

**Grade 7 Arts Projects** concern **community** issues. Possible activities include books or performances on community, health or social issues such as AIDS, domestic violence, malaria, raskols, malnutrition. Or projects for the community such as a concerts, exhibitions, murals, awareness posters, sign-writing, interviews with Arts workers.

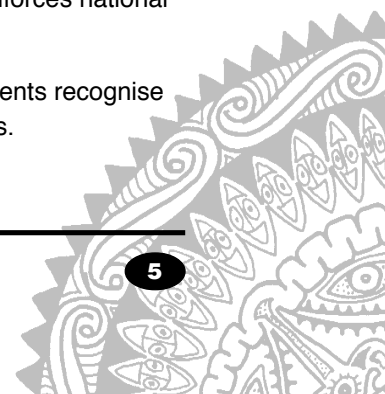
**Grade 8 Arts Projects** are **vocational**. They focus on planning and generating income. Possible Arts marketing includes paintings, screenprinting T-shirts and laplaps, fashion parade, crafts such as mats, pots, bilums, carvings. Public performances include concerts, puppet plays, cassette of songs, radio interviews with artists. Marketable books include poetry, illustrated stories, cartoon stories, plays.

## Learning about the Arts industry

Through Elementary, Primary and Secondary schooling, students investigate Papua New Guinean artists, performers and organisations. This makes students familiar with role models for Arts work. Beginning with the local community, the work of creative and skilled workers is appreciated and respected.

Becoming familiar with the work of leading Arts identities reinforces national pride and identity.

The immensity of the Arts industry becomes known and students recognise the opportunities for gaining an income through Arts activities.





Students investigate performers and performances, music and musicians, art and artists, craft and craftspeople, drama and dance groups, directors, designers, technicians, media workers in the press, radio and television, promoters, exhibitions, museums, galleries, festivals, markets and community Arts organisations.

## **Working with the community**

Arts is part of the traditional and contemporary cultures of Papua New Guinea. It is essential that teachers work together with the community and take advantage of the skills, knowledge and attitudes of the community.

Community members can teach traditional and contemporary Arts knowledge and skills. Members demonstrate how to respect and preserve traditional cultures. Students are also community members with cultural knowledge and skills. Small group work allows students to pass on their knowledge and skills to others.

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# Teaching and learning strategies

## Student-centred learning

Learning is student-centred with emphasis on exploration and skills development with small group activities. Students are encouraged to investigate and develop their own ideas individually or in small groups, with the teacher as guide and assistant. Students can suggest class activities so that the course reflects students' cultures and the students feel part of the school.

A stimulating environment with a positive and encouraging teacher is essential. Stimulation for ideas and creativity come from examples of work and practical demonstrations.

Teachers and students need to organise the classroom to allow students to manage their own activities individually or in groups. This is a challenge for the teacher as it is a major change from previous teacher-centred learning.

## Emphasis on skills development

Arts is a practical subject. Students develop skills and create new works in Art, Drama, Dance, Music and Arts Projects.

## Demonstrating Arts skills

Students display skills in art, drama, dance, music and projects. Students plan their work, using a variety of techniques and styles with various materials and equipment. Students present work for display or performance. Teachers supervise their work and observe the development of skills.

## Creating Arts works

Students create original works using acquired skills and knowledge. Students plan, design and organise their work, choosing materials, processes and techniques. Students work in groups or individually. Teachers observe and record students' creative achievements.

## Responding to the Arts

Skills development and creativity occupy most of class time in Arts. Students also investigate art and performance for inspiration for their own work. Therefore, students learn to use Arts terms and become familiar with Arts workers. After presenting their finished work, students discuss their own and other students' work.

### **Describing**

From Grade 6, students can describe their own and others' work verbally or in writing. They can identify and name traditional artists, art forms, performers, materials, techniques and equipment and the elements of art, drama, dance and music. Appropriate Arts terms and concepts are used. In writing or discussions they can refer to aspects such as culture, spiritual significance, sex roles, symbolic meaning and why Arts works were created.

### **Comparing**

By the end of Grade 7, students can discuss the similarities or differences of Arts works or their creators. They can compare two or more works or people with similar or different styles, methods, choice of materials, culture and reasons for making. They may contrast artists, performers, directors, writers, singers, musicians, composers or their works highlighting differences between them. Students express opinions and preferences.

### **Evaluating**

By the end of Grade 8, students consider whether chosen processes, techniques, materials and styles are effective. Students use appropriate Arts language to evaluate Arts works. Students comment on the use of movement, style, form, patterns, concepts and meaning in their own and others' Arts works. Students suggest improvements which could be made.

### **Organising and planning**

Students plan their work by looking for ideas, gathering materials, making drafts and schedules and testing out ideas for the finished work. Where necessary, students make arrangements for the use of spaces in the school or community and obtain permission to use them. Where money is involved, budgets are made and records of spending are kept.

The whole process of Arts production from planning to final presentation is detailed. Advertising of projects is needed where an audience is needed. After completion, materials and equipment are returned and spaces and venues are cleaned. The entire process is evaluated as to what was planned well and where improvements could be made.

In money-making activities, it is necessary to budget for future activities, such as purchasing materials.

### **Small group activities**

Students work as individuals, in small groups and as a whole class. They learn to teach each other and learn from each other. Leadership qualities can be demonstrated and cooperation and respect for others. Greater flexibility in teaching and learning is possible in small groups.

In a multigrade class, older students can help the younger students or groups can work on similar activities to achieve outcomes for their level. Disadvantaged student work with others to achieve outcomes to the best of their abilities.

Teachers need careful programming and preparation for small group activities, as previous teaching methods have been teacher-oriented.

**Inclusive curriculum**

Students with special needs participate in all lessons with the teacher considering their needs. Students are encouraged to perform to the best of their abilities.

Students with special needs include physically impaired, sight or hearing impaired and students disadvantaged by lack of opportunity to learn. Girls are generally socially and educationally disadvantaged. In some activities boys are less represented.

Disabled students need special consideration to be able to participate in all activities and achieve outcomes in their own way and to their own ability. This needs careful planning, especially in physical activities.

Girls and boys can participate in all activities. Students have different ways of learning. Some like to work on their own, some like to discuss issues, some like to be shown what to do, some like to find out for themselves. Most students like a mixture of activities. Teachers use a variety of teaching and learning methods to give all students a chance to learn.

# Assessment

## What is assessment?

Assessment is the evaluation of students' achievement of the learning outcomes. It involves gathering and interpreting information about students' learning. It is an integral part of teaching and learning.

Arts Assessment is **school-based**, **criterion-referenced** and **continuous**.

**School-based** assessment follows the school assessment policy. The school or teacher decides assessment and reporting methods. The school determines if grades are to be awarded and if previous methods are still to be followed such as giving marks for attainments and ranking students.

**Criterion-referenced** assessment describes a student's achievement and progress according to criteria chosen by the teacher. Assessment criteria are selected from the learning outcomes to determine a student's achievements. Students are not compared to each other or ranked with others as in previous assessment methods. Arts has always been criterion-referenced and examples of this are to be found in Arts resource books.

**Continuous** assessment occurs all through the learning period. The teacher programs the criteria to be assessed during the teaching and learning period. 'Planning' might be assessed in early lessons, then 'Skills Development' followed by 'Creativity' and 'Responding to the Arts'.

## Purpose of assessment

The purpose of assessment is to improve students' learning. Teachers collect evidence of student learning, making professional judgements about which learning outcomes individual students have achieved. Accurate records of the outcomes each student has achieved are used to report these achievements to students, parents and guardians.

## Assessment methods

Continuous assessment is essential throughout the year. Teachers can assess in many ways. As Arts is a practical subject, observation during class and keeping folders of students' work are important.

## Observation

Teachers observe students in class and keep records of their achievements, such as cooperation, preparation, and choice of materials, planning, drafting, organisation and skills.

Skills acquired in practical classes include use of resources, application of techniques, presentation of finished work. Performance skills include body control, voice, use of space, interaction with others, timing. Creativity includes demonstrating original ideas, adapting techniques, communicating personal experiences and ideas.

Teachers may observe several students each lesson. Notes about student's achievements may be written during or after each lesson.

### **Analysis of students' work**

Teachers comment on students work in relation to achieving learning outcomes. Teachers can discuss students' work during class, keeping records of the teacher observations and samples of students' work.

### **Self assessment**

Students can assess their own work. Students can discuss or keep a diary or notes about their progress. Students can assess the knowledge and skills they have acquired and what they can develop.

### **Peer assessment**

Other students can comment on students' work. This is called 'peer assessment' or assessment by equals. A presentation of work can be discussed with students responding to the work presented.

### **Folders of students' work**

Students' work should be collected in a folder as evidence of the achievement of outcomes. The folder could contain students' class work, involving planning and organisation, drafts and completed work, with related work such as checklists, schedules, exercises and reports.

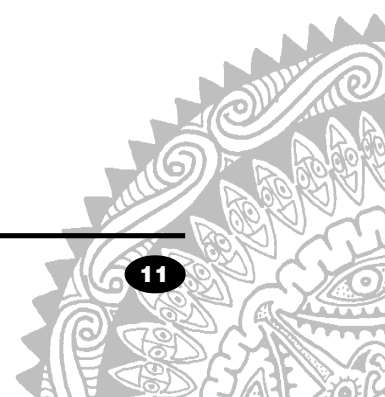
Note: Tests are usually not as appropriate for practical subjects such as Arts as for other subjects. Practical skills and creativity are best assessed by practical means. Tests can emphasise knowledge rather than skills and creativity. Short written tests may be useful to assess knowledge and theoretical understanding of content. All outcomes must be assessed.

### **Recording methods**

Teachers will record students' achievements in various ways. Teachers need accurate records of students' achievement of outcomes to report these achievements fairly to parents, guardians, students and others. These recording methods can be used:

### **Observation records**

- Class records that summarise each student's achievements.
- Class lists where teacher records date and makes notes about each student according to assessment criteria.



### **Folders of students' work**

- Journal, diary or anecdotal notes.
- A range of student's work samples.
- Records of interviews and discussions with the students.
- Self and peer assessment records.
- Photographs of products, processes and special events.

### **Reporting methods**

Schools decide on how to report achievements to students' parents, guardians and other persons concerned with students' progress.

Reports with teacher comments can describe achievements for each subject or subject Strand. Levels of achievements may be described according to the school's preferences. Ranking and comparison to other students should be avoided.

Reports describe achievements in skills development, creativity and responding to the Arts.

# Programming

Teachers select content of lessons and program them for the time available. Learning is student centred with an emphasis on skills development. Teachers plan for small group work activities wherever possible. A stimulating learning environment with a positive and encouraging teacher is essential.

Below are several aspects of programming which need to be considered.

## Resources

Consider the materials and equipment available such as art supplies, musical instruments, performing spaces, presentation spaces and access to the community. Consider the skills and knowledge of the teacher, other staff, the students and community.

## Inclusive curriculum

All students need to participate in activities and achieve to the best of their abilities. Know your students' backgrounds and capabilities. Investigate their medical or physical needs and plan for them. Seek advice or help from the school or community if needed.

Consider whether girls and boys should be taught in separate groups or together. Often students will select their own groups and work with those they feel comfortable with. Do not force integration.

All teachers value individual expression and allow students to develop skills, communicate ideas and be creative, experimental and innovative.

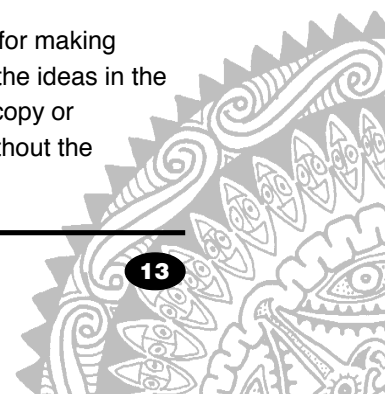
## Cultural relevance

Teachers select Arts content that explores traditional and contemporary society. Teachers consider each student's tradition and culture. Students can contribute a variety of styles and content. Arts are part of the daily lives of the students. It plays a very significant role in expression and communication.

## Ownership and copyright

Anyone who creates something, automatically owns it. A created work is protected by **copyright** as soon as it is created. 'Copyright' is the legal term for the protection of the rights of the owner. If the creator wants to prove it is their work, the work could be signed or recorded somewhere as proof of ownership.

Parts of works may be copied for teaching purposes but not for making money out of them. If the work is sold, the creator still owns the ideas in the work. This is called their **intellectual property**. No one can copy or reproduce another person's work to make money out of it without the permission from the copyright owner.





**Traditional Arts** such as dances, songs and symbols are controlled by societies and clans who own the sacred and traditional materials. Spiritually, it is said that the work owns them. These rights must be respected.

**Consultation** with communities is essential so that traditional cultural material for use only by initiated men or women is **not included** in teaching. Material which is publicly available for school use is the best to choose.

The *Copyright and Neighbouring Rights Act 2000* is the law protecting the works of artists, musicians, performers and writers. Further information about copyright and the law may be obtained from the Registrar, Intellectual Property Office of Papua New Guinea.

A very useful pamphlet from this Office is 'What is Copyright?' which explains copyright in a clear and simple way. Other useful pamphlets are 'What is an Industrial Design?' and 'What is a Patent?'

### Health and safety

Safe facilities, equipment, clothing, footwear, and work surfaces assist physical comfort and reduce hazards. Students must work in safe working areas with plenty of fresh air. Check temperature control, air circulation and access to first aid.

Tools and equipment must be used and stored safely. Dangerous equipment must be used under supervision. Dangerous equipment includes scissors and blades, electrical equipment and chemicals.

Warn students about the dangers of chemicals used in screen-printing and photography. Also the dangers of poisons in some natural materials, such as frangipani juice.

Include warm-up, stretching and cool-down exercises in drama, dance or music activities involving the body or voice. Encourage healthy voice habits such as stretching and relaxing the body, full use of chest and lungs in breathing and not straining the neck and vocal cords. Encourage frequent drinking of water and avoid tension in the neck, shoulders and back.

The physical and emotional safety of students and teachers is important. Teachers must consider any medical condition or personal conditions that are relevant to the intended activities.

### Integration

Integration involves combining several Strands or Subjects in the same program or lesson. Teachers can teach across the Strands, achieving outcomes in each Strand.

Arts has related content across Strands, such as dancing and singing, costume-making and performing. Outcomes are related: Responding to the Arts is involved in Skills Development and Creativity.

Outcomes from Arts and other subjects can be achieved in an integrated program. A community project in Grade 7 can be integrated with the

investigation of health or a community issue from Personal Development or Social Science. Arts has links to many subject outcomes, detailed in Section 7.0 Elaboration of outcomes.

Similarly, students may demonstrate knowledge gained in Science when producing, firing and glazing pottery, such as learning about how clay is formed and its reactions to heat.

### **Multigrade teaching**

In a class of students from different Grades, related outcomes across grades should be found for students to achieve outcomes for their Grade.

Individual and groups can work on different activities or at different levels in the same room. Similar materials can be used to assist teacher's preparation and classroom organisation. This involves planning and organisation by the teacher to allow supervision and assistance during lessons. Older or more experienced students can lead other students or assist them in their work.

In Art, students can work on a variety of activities at the same time in the same room. All students can draw, design or paint together with traditional, contemporary or vocational art activities according to Grade outcomes.

In Drama and Dance, practical activities could involve mixed level groups. All students can participate in exercises or play games together. Students can work in groups on traditional, contemporary or vocational performance activities according to Grade outcomes.

In Music, all students can participate in music games, exercises and performances. Students can assist each other or work on traditional, contemporary or vocational music activities according to Grade outcomes.

For Projects, students can work individually or in groups. The teacher coordinates the Projects by having all students submit a plan of their project, outlining their involvement.

### **Whole school approach**

A school program can assist the importance of Arts by providing information such as:

- how the program addresses the needs of all students,
- the expected time needed for units,
- how the series of units contributes to sequenced learning,
- how a series of units contributes towards the school's beliefs and values, mission statement or strategic plans,
- the relationships of units to school assessment and reporting practices and policies,
- access, use, management, equity and safety considerations associated with resources,
- school-community interactions,
- physical and emotional safety of students,
- school timetable for length of lesson and times for recess and lunch.

### **Time allocation**

Arts is timetabled for 180 minutes per week in all Upper Primary schools. All Strands are taught during the year. Over the year each Strand is allocated 30 hours teaching time.

Schools and teachers have flexibility in timetabling and programming. Art, Drama and Dance, Music and Arts Projects can be programmed for one term each or across each term with the other Strands. Art, Drama and Dance, Music and Arts Project can be taught in any order.

## Programming Strands

Strands may be timetabled for each term or across terms:

One Strand per term: 1 x 180 minute lesson per week; 3 x 60 minutes; or 6 x 30 minutes

Term 1	Term 2	Term 3	Term 4
Drama and Dance	Music	Art	Arts Project

Strands programmed for two terms: 2 x 180 minute lessons per week; or 6 x 30 minutes

Term 1	Term 2	Term 3	Term 4
Drama and Dance		Music	
Art		Arts Project	

Drama and Dance, Music, Art for three terms, Arts Project for one term.

Term 1	Term 2	Term 3	Term 4
Art			Arts Project
Drama and Dance			
Music			

Four Strands every week for four terms: 4 x 45 minute lessons per week

Term 1	Term 2	Term 3	Term 4
Art			
Drama and Dance			
Music			
Arts Project			

## Timetable example

Lessons are 60 minutes long in this example:

Time	Minutes	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	30	Assembly	CRE	Assembly	CRE	Assembly
8.30-9.00	60	Language	Maths	Science	Social Science	Language
9.30-10.30	60	Maths	Language	Maths	Science	Social Science
10.30-11.00	30	Recess				
11.00-12.00	60	Science	Social Science	Personal Development	Personal Development	Making a Living
12.00-1.00	60	Personal Development	Personal Development	Making a Living	Making a Living	Making a Living
1.00-2.00	60	Lunch				
2.00-3.00	60	Making a Living	Making a Living	Arts	Arts	Arts



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## Units of work

### What are units of work?

A unit of work is a series of sequenced teaching, learning and assessment activities that students do to achieve one or more learning outcomes within a specified period of time. In an outcomes-based approach, the starting point is the Learning Outcomes.

A Unit of Work identifies:

- Grade and subject,
- Strand and Substrands,
- Title of unit,
- Number of hours or lessons,
- Learning outcomes and indicators,
- Purpose for the unit, including skills, knowledge and attitudes,
- Links to other subjects,
- Teaching and learning methods,
- Assessment,
- Teaching program,
- Lesson plans,
- Resources.

### Units of work can be developed from:

- Learning outcomes in a Strand, such as  
Arts outcome **8.4.1** or  
Arts outcomes **7.2.1** with **7.2.3** or  
Arts outcomes **6.1.1**, **6.1.2** with **6.1.3**
- Learning outcomes from two or more Strands or Subjects from one Grade: an Integrated Unit of Work, such as  
Arts outcomes **7.2.2** and **7.3.2**; or  
Arts outcome **6.2.1** with Personal Development Outcome **6.2.2**
- Learning outcomes from one Strand across Grades: a Multigrade Unit of Work, such as  
Arts outcomes **6.3.1**, **7.3.1** with **8.3.1**.



### Developing units of work

Teachers develop and program units, according to the needs of the class and individual students. The Outcomes provide the focus of the unit of work. Refer to Syllabus and Teachers Guide for possible activities.

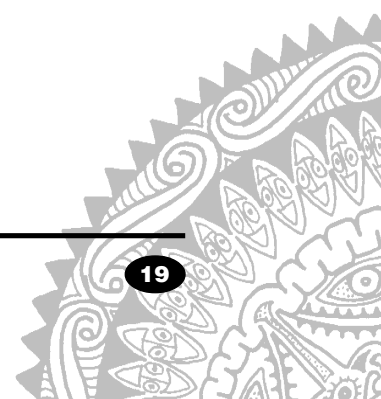
- Step 1 Study the **Content Overview** from the Syllabus or Syllabuses.
- Step 2 Allocate the **Time** required.
- Step 3 Identify **Outcomes** with similar concepts or processes.
- Step 4 State the **Purpose**, summarising what students will achieve.
- Step 5 Identify **Knowledge, Skills and Attitudes** in the activities.
- Step 6 Identify **Links to Other Subjects**.
- Step 7 Sequence **Teaching and Learning Activities**.
- Step 8 Develop an **Assessment Plan**:  
Assessment Schedule; Assessment Criteria with Descriptors;  
Who will assess; How achievements will be recorded; and  
How students' achievements will be reported.
- Step 9 Develop **Teaching Programs** by lessons, weeks or terms.
- Step 10 List **Resources** and **Materials**.

### Activities in a unit of work:

- give students opportunities to achieve learning outcomes in one or more activity,
- are flexible to cater for the different characteristics and learning needs of students,
- involve students in the planning, assessment and evaluation processes.

This involves:

- planning a student-centred approach to learning and teaching,
- planning activities that provide students with opportunities to progress and be assessed for their achievement of outcomes,
- valuing and building on students' backgrounds, interests, previous knowledge, experiences and learning styles,
- identifying and overcoming problems that might limit students in their achievement of outcomes,
- using assessment to plan future learning experiences.



## Planning assessment strategies

- Step 1 Identify the **Learning Outcomes** for the unit of work
- Step 2 Decide on the **Assessment Criteria** to describe achievements
- Step 3 Identify **Descriptors** for each Criterion. using Indicators and Elaborations of outcomes.
- Step 4 Decide on **Assessment Methods**, such as observation, samples of work, reports.
- Step 5 Identify **Assessors**: the teacher, student, other students, community member.
- Step 6 Schedule **Assessment** in the learning activities.

## Selecting assessment criteria and descriptors

**Arts criteria** relate to Skills Development, Creativity and Responding to the Arts. These Substrands could themselves become criteria. More specific criteria can be chosen:

**Skills:** specific skills could become criteria, such as 'Painting Skills', 'Screenprinting Skills'. These would match the techniques and processes learned in lessons.

**Creativity:** there may be more than one area of creativity, such as 'Song Writing', 'Rhythm Patterns'. These would come from lesson activities.

**Responding** could reflect the outcome, such as 'Describing Traditional Art'.

Three to five criteria for a unit of work can assess achievements. Do not attempt too many.

**Descriptors** for criteria help to remind you of what to look for when assessing students.

Indicators are useful examples of achievement for writing descriptors for criteria. These are some examples of criteria with descriptors:

**Dance skills:** movement, use of body, angles, keeping to rhythm, positioning

**Performing skills:** being heard, being seen, strong actions, strong character, telling the story

**Stagecraft skills:** movement, voice, use of body, position on stage, use of space, cooperation

**Art creativity:** originality; choice of materials; use of techniques; personal ideas

**Project creativity:** imagination, ideas, well-expressed, page layout

**Character creativity:** believability, consistent character, voice, actions, reacting to others

**Describing traditional project:** using terms correctly, comments on planning, opinions

**Achievement** can be recorded by grades:

little achievement <b>D</b>	reasonable achievement <b>C</b>	high achievement <b>B</b>	very high achievement <b>A</b>
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If the school insists on marks, marks out of 20 or 15 could be awarded for each criterion:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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little achievement	reasonable achievement	high achievement	very high achievement
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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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## Sample unit of work

### Grade 6 Arts — Art

Traditional Patterns and Symbols

**Time:** 9 x one-hour lessons; three lessons per week for three weeks

#### Outcomes:

- 6.1.1 Demonstrate traditional art skills.
- 6.1.2 Create art works in traditional styles.
- 6.1.3 Describe traditional art

#### Links to other subject outcomes:

**Social Science:** 6.3.1. Identify and describe the basic features of local culture and cultures.

**Mathematics:** 6.2.10 Make tessellations using regular shapes.

#### Purpose:

Students will use traditional materials and methods for making patterns and create their own patterns and symbols. Students display and discuss their own and others' work.

#### Knowledge:

Traditional patterns and their meanings; materials; lines, shapes, colours and patterns in nature; traditional artists; contemporary art based on traditional art.

#### Skills:

Draw, print and paint patterns using traditional methods. Create original symbols and patterns. Use traditional colours and art elements.

#### Attitudes:

Respect traditional art and artists.





### Assessment:

**Methods:** **Observation** during class

**Folder:** examples from nature or pattern, texture, shape, colour  
Examples from traditional art of Art elements and symbols  
students' art works and planning

**Discussion:** students' comments on own work and others' work

### Criteria:

**Traditional Art Skills:** organisation; applying drawing, printing, painting techniques

**Creativity in Traditional Styles:** planning; symbolism; adaptation of traditional art

**Describing Traditional Art:** describing elements and symbols; use of Art terms

**Recording:** Student records in teacher's mark book

<b>D</b> little achievement	<b>C</b> reasonable achievement	<b>B</b> high achievement	<b>A</b> very high achievement
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**Reporting:** According to school policy with levels of achievement; description of levels of achievement; or other reporting determined by school.

### Materials:

Lauer, S. (2000). *Visual Arts*. PNGEI, Port Moresby

NDOE (1987) *Pattern*. NDOE, Waigani

NDOE (1992) *Drawing Skills*. NDOE, Waigani

NDOE (1982) *Art techniques for Use in Community Schools*, NDOE, Waigani

NDOE (1994) *Teaching Expressive Arts Book 1*, NDOE, Waigani

NDOE (1994) *Teaching Expressive Arts Book 2*, NDOE, Waigani

NDOE (1996) *Printmaking Using Nature*. NDOE, Waigani

### Resources:

Artwork by Jakupa or Ratoo's with traditional patterns, pottery by Tinoi.

Traditional objects with patterns: kundu, house wall, pottery, weapons, bilas, tattoos, baskets.

Objects from nature: animal tracks, leaves and ferns, spider's web; animal skins.

Art materials: paper, pencils, paints, brushes, bottles, water.



Lesson	Topic	Time	Activities
1	<b>Week 1 Art from Nature</b>	5 min 5 min 10 min 35 min 5 min	1. Warm-up exercise: draw continuous lines; draw circles; shapes. 2. Discuss items gathered from nature: leaves, seed, bark, sticks. 3. Sort into groups with similarities such as colour, shape, texture. 4. Choose objects and arrange them to create an art work. 5. Students also see other students' work. Teacher makes notes.
2		5 min 10 min 35 min 10 min	1. Warm-up exercise: Trace around objects with finger. 2. Trace around natural objects with pencils on paper or ground. 3. Overlap tracings into a creative picture. 4. Students present and discuss their work. Teacher makes notes.
3		5 min 45 min 10 min	1. Warm-up exercise: Guess what hidden objects are by feeling. 2. Make rubbings of textured objects by placing them under paper. Use several objects or repeat them with similar or different colours. 3. Students present and discuss their work. Students also see other students' work. Teacher makes notes.
4	<b>Week 1 Art from Animals</b>	5 min 35 min 10 min 10 min	1. Warm-up exercise: Animal mime. 2. In groups, students draw tracks of animals, birds, insects 3. Others in group identify the tracks. 4. Students move around room to identify others' work. Teacher makes notes of achievements during lesson.
5		5 min 35 min 10 min 10 min	1. Warm-up exercise: Animal movements. 2. In groups, students draw skins, feathers of animals, fish, birds 3. Others in group identify the animals, fish, birds, insects. 4. Students identify others' work. Teacher makes notes of achievements during lesson.
6		5 min 15 min 10 min 20 min 10 min	1. Warm-up exercise: Communicate in animal talk. 2. Draw and cut out small shape of one animal footprint. 3. Print a track by repeatedly printing the footprint. 4. Make a group picture of tracks on large paper. 5. Make up stories about pictures. Teacher makes notes of achievements during lesson.
7	<b>Week 3 Traditional Symbols</b>	5 min 45 min 10 min	1. Warm-up exercise: Move in repeated patterns. 2. Paint patterns from animals or from nature. 3. Identify each other's patterns. Teacher makes notes of achievements during lesson.
8		5 min 15 min 30 min 10 min	1. Warm-up exercise: Guess the mime. 2. Describe traditional shapes and patterns in bilas, artwork, body decoration, weapons and their meaning. 3. Draw original symbols, such as for water, sun, moon, star, fire, fish, crocodile, bird, animal, human, fruit, food, lagatoi, Do not copy traditional symbols. 4. Students identify each other's symbols. Teacher makes notes of achievements during lesson.
9		5 min 45 min 10 min	1. Warm-up exercise: Draw circles, shapes to fill small spaces. 2. Draw or paint a picture using original symbols and patterns. Do not copy traditional symbols. 3. Identify symbols and patterns in other students' pictures.  <b>Teacher assesses</b> achievements in <b>traditional art skills, creativity</b> based on traditional art and <b>describing traditional art</b> from collected work of students and notes made during class.



Pottery by Tinoi Morea  
traditional symbols from  
Orokolo, Gulf Province  
private collection, courtesy  
of artist

## Sample term program

### Grade 8 Arts – Drama and Dance

#### Performance

##### Criteria:

**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

**Time:** Ten weeks of 4 x 45-minute lessons per week

**Assessment:** Teacher's observations in class and student records

**Criteria:** Organised performance skills, Creativity in performance, Evaluating performance works

Week 1: Preparing			
Drama and Dance	Concentration	PNG Performers	Trust
Shake-Out Breathing Mirror Electric Shock Name Ball	Yawn Stretch Neck Stretch Outlines Name Ball Masalai	Warm-up PNG Drama and Dance Professional Performers Word Cluster: <b>Performing</b> Everyone Who	Warm-up Rag Doll Trust Fall Trust Walk Trust Lift
Week 2: Improvising			
Mime	Story-Telling	Spaces	Improvisations
Warm-up Isolation Mime Preparation Pass the Object Pass the Action Who Are You?	Warm-up Back Bounce Vocalising Story Ball Clinic	Warm-up Stage Terms Cuscus in the Tree Spaces Note-Taking Lap Sit	Warm-up Mirror Stretch Planning & Rehearsal Performance Discussion Clinic
Week 3: Dancing			
Movement	Traditional Dance	Creative Dance	
Warm-up Space Exploring Catch a Rhythm Choreography Performance Find the Leader	Warm-up Pass a Traditional Dance Traditional Dance Written Exercise Consolidation	Warm-up Pass a Movement Rehearsal Performance Discussion Clinic	
Week 4: Acting			
Voice	Character	Interaction	Body Control
Warm-up Sound Choir Sound Walk & Talk Verse Talk Distance Talk Big Buzz	Warm-up Character Walk Animal Walk & Talk Machine Machine Talk Cat Rat	Warm-up Clusters Muruk I nstant Impro Lost in Space Monster Machine	Warm-up Statues Frozen Moments Robot Pass the Face Masalai



Week 5: Directing			
The Director	Community Theatre	Play-Making	
Warm-up <i>Statues Feeling Sculpture</i> Word Cluster: <b>Director</b> <i>Kanage tok</i>	Warm-up Group Stretch <i>Tangle</i> Discussion and Creative Writing <i>Spiral Tangle</i>	Warm-up Play-Making Performance Discussion <i>Bigman-Liklik-Masalai</i>	
Week 6: Play-Writing			
Plot	The Script	Script-Writing	
Warm-up <i>Story Ball</i> <i>Story Lines</i> Drama <i>Cat Rat</i>	Warm-up <i>Big Buzz</i> Script-Reading Word Cluster: <b>Script</b> <i>Tangle</i>	Warm-up Revise Conventions Script-Writing <i>Spiral Tangle</i>	
Week 7: Planning			
Planning	Costumes	Production Team	Sound Effects
Warm-up Performance Needs Word Cluster: <b>Planning</b> <i>Everyone Who</i>	Warm-up <i>Who Are You?</i> Wardrobe needs <i>Missing Person</i>	Warm-up Word Cluster: <b>Production</b> Creative Writing <i>Spy Trail</i>	<i>Big Buzz</i> Collect Sound Makers Demonstrate <i>Everyone Who</i>
Week 8: Rehearsing			
Organisation	Rehearsal		
Warm-up Preparation Consolidation	Warm-up Rehearsal Discussion		
Week 9: Performing			
Scheduling	Performance		
Warm-up Details Final Preparations Consolidation	Warm-up Performances Clean-up Discussion		
Week 10: Revising			
Evaluation	Feiva	Release	Riwain
Warm-up <i>Clinic</i> Evaluation <i>Masalai</i>	Warm-up <i>Pass the Action</i> Feiva bilong Tisa <i>Bigman-Liklik-Masalai</i>	Warm-up Requests <i>Peace</i> <i>The Great Escape</i>	Warm-up Riwain Discussion <i>Big Buzz</i>

## Sample lesson plans

### Grade 6 Arts — Drama and Dance

**Unit:** TRADITIONAL DANCE

**No of hours:** Three one-hour lessons

**Outcomes:** 6.2.1 Demonstrate traditional dance or drama skills

**Indicators:** demonstrate dances from traditional cultures; use traditional rhythms and movements

**Links to Other Subjects:**

Personal Development:

**6.2.1** Demonstrate movement skills and sequences in a range of physical activities: games, sports and dance.

**6.2.2** Design movement sequences to allow for differences in ability.

**6.3.1** Describe the customs, rituals and traditions associated with local cultural groups and consider how they influence family and community life.

**Purpose:** Learn traditional skills and use them for creativity.

Knowledge: traditional performance terms and concepts.

Skills: demonstrate traditional performance skills; create dance in style of traditional dance.

Attitudes: respect traditional dance and drama.

**Resources:** an open space for movement.

**Assessment:** teacher's observation of performance in Lesson 3.

**Assessment Criterion:**

**Dance Skills:** movement, use of body, angles, keeping rhythm, positioning

<b>D</b> little achievement	<b>C</b> reasonable achievement	<b>B</b> high achievement	<b>A</b> very high achievement
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**Lesson Plan 1: Traditional Dance Arts outcomes: 6.2.1 and 6.2.3**

Activity	Time	Group	Notes
<b>Introduction Warm-up</b>	10 min	Class	<p><b>Shake-Out:</b> Students shake fingers, wrists, elbows, shoulders, gently massage and move the neck and head, move chest, rotate hips, shake out legs, ankles, toes and then the whole body.</p> <p><b>Note:</b> Teacher warns of danger of neck injury if not gentle</p> <p><b>Breathing:</b> Relax with feet apart, stretch hands and arms fully upwards to count of eight, breathing in. Hold position for eight-count, holding breath. Tense, turn palms of hand down and push arms down to the side of the body breathing out for eight-count. Hold breath out for eight. Repeat sequence two times.</p> <p><b>Note:</b> If a student feels light-headed, tell them to sit, breathing normally rather than continue the exercise</p>
<b>Pass a Traditional Dance</b>	10 min	5 Groups	In a circle, one student begins a traditional dance movement. This is passed on around the circle. When Group Leader calls 'Sansim!' the person dancing changes to another style which is passed on.
<b>Traditional Dance</b>	10 min	5 Groups	<p>Students discuss Traditional Dance:</p> <p>When performed?                      Who performs?</p> <p>Where performed?                      What music?</p> <p>What bilas?                              What type of dance steps?</p>
<b>Written Exercise</b>	15 min	Class	Student chooses a dance from one indigenous group of this country or another country and describes its features. Name of Dance; Cultural Group; When performed; Who performs; Who leads dance; Where performed; What bilas; What music; What kind of dance steps; What patterns; Other features
<b>Discussion</b>	10 min	Class	Teacher compares dances chosen by Students through questioning, such as: How many dances are performed -in a circle? - by men only? -with masks?
<b>Conclusion Pass A Movement</b>	5 min	5 Groups	In a circle, one student begins a movement involving the arms, legs, head and body with voice sounds. The movement is passed on around the circle. After the movement has passed around the whole circle, the next person starts a new movement and sound.
<b>Homework</b>			Complete Written Exercise: <i>Traditional Dance</i>



## Lesson Plan 2: Movement Arts outcomes: 6.2.1, 6.2.2 and 6.2.3

Activity	Time	Group	Notes
Introduction: Warm-up	10 min	Class	<b>Yawn Stretch:</b> Stretch hands and arms above head with fingers intertwined, breathing in. Hold. Release hands, circling arms down to the sides, breathing out in a loud yawn. Shake out arms and shoulders. Repeat two times <b>Neck Stretch:</b> Clasp hands behind head, elbows forward, arms parallel to the ground. Relax, pulling head downwards, stretching the neck. Hold letting the neck stretch. Repeat <b>Rag Doll:</b> Stand with arms in the air. Flop down, hands to the floor, body and legs limp, as if made of rags. Slowly straighten the knees, the legs and each part of the spine from the bottom up, neck and head last. Repeat twice.
Exploring Space	5 min	Class	Students stretch in every direction, tensing at the extreme limits, holding and releasing. Students interact with each other, stretching through each others' space.
Catch a Rhythm	10 min	4 Groups	Students stand in a circle. One begins a movement to a count of four, such as clapping or moving arms to the left and right, jumping, turning the head, twisting the body: The movement is passed on, with Students counting: '1-2-3-4.' Increase the count to four counts of four: '1-2-3-4, 2-2-3-4, 3-2-3-4, 4-2-3-4.' <b>Note:</b> Off-beats can be used: 'and a 1-and 2- and a 3-and 4-'
Choreography: Dance making	20 min	Class or Groups	Leader and group break an activity into a series of movements such as <b>Fishing:</b> pick up fishing line; tie on hook; put on bait; cast the line ; watch the line ; start to sleep; feel the line tug; pull in the line; hit the fish on the head; hold up the fish. Leader performs actions to a rhythm of 4-counts, such as: 1: pick up fishing line, 2-3: tie on hook, 4: put on bait . Class copies and rehearses each section Leader performs next section and class copies until a complete routine is choreographed.
Performance	5 min	Class	Students perform entire sequence with Leader. Students perform entire sequence without the Leader.
Conclusion: Find the Leader	5 min	4 Groups	One student in each group leaves the room. In each circle, one person begins a rhythm pattern which the others copy. The student returns and stands in the centre of the circle, while the movement continues. The leader changes the actions, while the student tries to find out who the leader is. The leader is the next to leave the room.

## Lesson 3: Creative Dance Arts outcomes: 6.2.1, 6.2.2 and 6.2.3

Activity	Time	Group	Notes
Introduction: Warm-up	5 min	Class	<b>Isolation</b> Relax body and gently massage the neck. Exercise each body joint without moving other body parts: <i>fingers, wrists, elbows, shoulders, neck, hips, knees, ankles, toes</i> . Stretch, shake, twist, roll, swing.
	5 min	Pairs	<b>Mirror Stretch</b> Students face each other in pairs. One student starts stretching and warming up the body and the other copies. Students stretch in every direction.
Rehearsal	20 min	5 Groups	Students discuss and prepare a short dance performance: rhythm, sequence of steps and accompanying singing, chanting or beating time. Teacher encourages and advises groups where needed. Teacher writes down group topics and names of group members. Students use their own initiative.
Performance	20 min	5 Groups	Students present performances for rest of class. Very short performances may be repeated. <b>Teacher assesses Dance Skills</b>
Discussion	5 min	Class	Discuss performances with positive comments and suggestions.
Conclusion: Clinic	5 min	Class	People at a local clinic catch strange body movements and sounds. They are cured by passing them to another person. One student starts sounds and movements, such as: <i>shaking and talking non-stop; jerking arms and legs with machine sound; twisting with animal sounds; dancing and singing</i> ; and passes them to the next student in the circle.



## Planning a multigrade program

### Grades 6, 7 or 8 Arts — ARTS PROJECT

In a Multigrade class, students can choose projects to achieve Arts Project outcomes for their Grade:

**Grade 6** choose **traditional** projects,

**Grade 7** choose **community** or **social issue** projects,

**Grade 8** choose **income-generating** projects.

Projects could be publications: books; performances or other projects such as art for sale

**Outcomes:** 6.4.1, 6.4.2, 6.4.3; 7.4.1, 7.4.2, 7.4.3; 8.4.1, 8.4.2, 8.4.3;

**Duration:** Ten weeks of 3 hours per week

**Assessment:** teacher observation; student records, self and peer assessment

**Criteria:** Planning skills; Organisational skills; Creativity, Evaluating projects.

### Lesson Content

Week	Project
1	Each student chooses to work alone or in a group. Look at examples of possible projects. Choose topics and types of project according to their Grade: Grade 6: <b>traditional</b> ; Grade 7: <b>community</b> or social: Grade 8: <b>vocational</b> . Draft proposal for project: target audience; size of project, venues, materials, budget. Discuss draft proposal with teacher. Amend draft proposal if necessary. Student and teacher sign contract for Project
2	Carry out research for materials, information, ideas. Brainstorm or workshop ideas. Plan the project. Sketch or draft ideas. Make schedule. Check budget if relevant.
3	Write first draft of text, storyline or script for written work; sketches for art work. Discuss and revise plans if needed. Indicate where art, graphics, photos will be placed in text if project is a publication; plan stage requirements if project is a performance; display requirements if project is art or media. <b>Teacher assesses Planning skills</b>
4	Work on project: writing, rehearsing, drawing, painting, organising as needed. Discuss and revise ideas as needed.
5	Work on project.
6	Work on project. Prepare Publicity if needed: poster; background information; news item.
7	Work on project. Publications: design and complete cover page title and illustrations; headings and subheadings. Performances: Finalise technical needs, performers' needs, venues. Art and Media: Check equipment, display areas. Release publicity: posters, handouts, newsletter, press release. Confirm spaces and arrangements involving school, community groups, audience, buyers. <b>Teacher assesses Organisational Skills</b>
8	Make final preparations. Finalise plans for presentation.
9	Complete project. Present project. Prepare all paperwork, lists, schedules, budget for presentation.
10	Present project. Tidy up venues and areas; return materials and equipment. Discuss and evaluate own and other projects. <b>Teacher assesses Creativity; Evaluating Projects.</b>

Adapted from *Integrated Projects*, NDOE, 1993



## Sample teacher's evaluation of unit of work

Did all the students participate fully in the lessons?

.....

.....

Did all the students understand the lessons?

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What did the students do very well?

.....

.....

Were groups well organised?

.....

.....

What could have been presented better? How?

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.....

Was the teaching and learning space suitable? Could improvements be made?

.....

.....

Were there adequate resources and materials?

.....

.....

Were there any concerns with the use of equipment?

.....

.....

Did you understand the content of the course?

.....

.....

Were there any other concerns?

.....

.....

How can the teaching and learning of the unit of work be improved?

.....

.....

.....

# Elaboration of learning outcomes

The elaborations describe knowledge, skills and attitudes, which select to meet students' needs

## Art

	Grade 6	Grade 7	Grade 8
<b>Learning outcomes</b>	<b>6.1.1</b> Demonstrate traditional art skills <b>6.1.2</b> Create art works in traditional styles <b>6.1.3</b> Describe traditional art	<b>7.1.1</b> Demonstrate contemporary art skills <b>7.1.2</b> Create a variety of art works <b>7.1.3</b> Compare art works	<b>8.1.1</b> Demonstrate organisational skills in art <b>8.1.2</b> Create art works for public presentation <b>8.1.3</b> Evaluate planned art works
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• traditional art: objects, artwork, materials, techniques, ownership, symbols</li> <li>• Art from nature</li> <li>• traditional aspects in work of artists such as <i>Jakupa Ako, Rattoo's Gary, David Lasisi, Joe Nalo, Tinoi Morea (potter)</i></li> <li>• elements and components of traditional art selected from list below</li> </ul>	<ul style="list-style-type: none"> <li>• contemporary art: objects, artwork, materials, techniques, styles, copyright</li> <li>• community Art</li> <li>• social and personal comments in work of artists such as <i>Timothy Akis, Ruki Fame (sculptor), Mathias Kauage, John Siune</i></li> <li>• elements and components of contemporary art selected from list below</li> </ul>	<ul style="list-style-type: none"> <li>• vocational art: objects, artwork, materials, techniques, styles, marketing, copyright</li> <li>• professional planning of artists such as <i>Mary Gole (potter), Apa Hugo, Gigmai Kundun (sculptor), Martin Morububuna, Oscar Towa, Gigs Wena, Winnie Woera</i></li> <li>• elements and components of professional art selected from list below</li> </ul>

### Elements and components of Art for Grades 6–8

**colour:** red, orange, yellow, green, blue, purple, light, dark, black, white, grey, brown, warm, cool, hot, cold, harmonious, bright, dull, hue, tint, primary, secondary, complementary, blend, hue, pigment, monochrome, saturation, expressive, value

**composition:** equal, different, unity, repetition, symmetry, asymmetry, balance, weight, variety, rhythm, focus, contrast, detail, highlight, movement, energy, stillness, harmony, overlapping, linking, size, placement, distance, space

**design:** parallel, foreground, background, vanishing point, perspective, placement, scale, proportion, lettering

**dot:** point, spot, essence, spirit, beginning, circle, close, scattered, regular

**form:** solid, large, small, three-dimensional: 3-D, sphere, cube, cone, structure, space, depth

**line:** straight, curved, thick, heavy, thin, light, fine, long, short, regular, even, wavy, angular, blurred, smudged, freeform, jagged, zigzag, spiral, horizontal, vertical, diagonal, oblique, scalloped, direction, edge, jerky, happy, angry

**pattern:** reversed, repeated, shape, colour, shade, ling, striking, simple, complicated, colourful, lizard, fish, spider, natural, tessellated, interlocking

**shape:** large, small, square, long, wide, flat, regular, irregular, rounded, block, symbolic, geometric, angular, round, curved, two-dimensional, incomplete, positive, negative

**style:** medium, method, topic, traditional, symbolic, realistic, creative, imaginative, simplified, exaggerated, ordered, calm, formal, monotonous, varied, organised, chaotic, unrealistic, abstract, cartoon, exciting, calm, peaceful, bold, plain

**texture:** smooth, rough, sharp, lumpy, scaly, slimy, furry, spiky, frothy, fluffy, slimy, tactile, optical, pattern

**tone:** light, dark, shading, hatching, cross-hatching, contrasting, dramatic, delicate, sad, continuous



## Upper primary teachers guide

Art	Grade 6	Grade 7	Grade 8
<b>Recommended skills</b>	<ul style="list-style-type: none"> <li>• traditional art techniques</li> <li>• create Art using traditional techniques, materials or styles</li> </ul> (Select traditional skills from <b>Art Skills</b> below)	<ul style="list-style-type: none"> <li>• chosen art techniques, materials or styles</li> <li>• create community Art or Art about social issues</li> </ul> (Select contemporary skills from <b>Art Skills</b> below)	<ul style="list-style-type: none"> <li>• make art works using professional techniques, materials or styles</li> <li>• create planned Art</li> </ul> (Select professional skills from <b>Art Skills</b> below)
	<b>Art Skills for Grades 6–8</b> <b>Drawing:</b> tracing, shading <b>Designing:</b> measuring, adapting, lettering, layout <b>Painting:</b> spraying <b>Printing:</b> dyeing, vegetable prints, rubbings <b>Carving:</b> cutting, honing, sanding, burning, scraping <b>Modelling:</b> sculpting, shaping, moulding, smoothing, rolling, splitting <b>Weaving:</b> knotting, braiding, folding, knitting <b>Constructing:</b> tearing, pinning, joining, measuring, cutting, adapting, knotting <b>Sewing:</b> measuring, cutting, pinning, joining, stitching, embroidering <b>Modern Technology:</b> photography, video-making, cassette recording, computer graphics		
<b>Recommended attitudes</b>	<ul style="list-style-type: none"> <li>• value traditional art</li> <li>• respect traditional art</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate the role of art in society</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate the role of art in society</li> </ul>
<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>• describe examples of traditional art</li> <li>• make art using traditional skills</li> <li>• create art using objects from nature</li> <li>• create art using traditional skills, methods or styles</li> <li>• describe own and others' work</li> </ul> (Select Activities from <b>Art Activities</b> below)	<ul style="list-style-type: none"> <li>• compare examples of contemporary art and public art</li> <li>• make art using a variety of skills</li> <li>• create community art</li> <li>• create art based on social issues</li> <li>• compare own and others' work</li> </ul> (Select Activities from <b>Art Activities</b> below)	<ul style="list-style-type: none"> <li>• evaluate examples of professional art</li> <li>• make art using skills in planning and organisation</li> <li>• create organised art</li> <li>• evaluate own and others' work</li> </ul> (Select Activities from <b>Art Activities</b> below)
	<b>Art Activities and Products for Grades 6–8</b> <b>Carving:</b> storyboard, mask, stool, headrest, hook, walking stick, figure, canoe, spatula, garamut, kundu, paddles, eating utensils, furniture, bowls, figures, canoes, shields, pole <b>Community Art:</b> public sculpture, youth group, mural, art involving community, traditional art, face-painting, signs, posters, light show, environmental art <b>Constructing:</b> mosaic, model, puppets, toys, instruments, origami, mobiles, jewellery <b>Decorating:</b> tapa cloth, jewellery, belt, wig, apron, skirt, bilas, headdress, tattoo <b>Designing:</b> posters, displays, plans, models, patterns, templates, <b>Drawing:</b> etching, scratching, sketching, smudging, pattern-making <b>Mixed Methods:</b> spear, shield, arrow, axe, dagger, bowl, dish, mortar, lime pot, paddle, pipe, drum, flute, whistle, horns, collage, assemblage <b>Modelling:</b> pots, figures, tiles, sculptures <b>Painting:</b> sand, pattern, mask, bark, body painting, pictures, illustrations, patterns, marbling, string pulling, body painting, tattoo, sand painting, finger painting, mixing colours, points and dots, mural, oil, acrylic, watercolour, air brush, <b>Pottery:</b> lime pot, cooking pot, bowl, storage pot, mask, relief, incision, engraving <b>Printing:</b> rubbings, tie dye, batik, silkscreen, tapa, patterns, woodcut, lithograph <b>Professional art:</b> art for sale, art for exhibition, plans, drafts, art marketing, graphic art, advertising, art promotion <b>Sculpting:</b> figure, mask, implement, carving, modelling, casting <b>Sewing:</b> puppets, wall hangings, appliqué, pillow cases, clothing, bilas <b>Introduced Technology:</b> photos, videos, film, computer graphics, recording <b>Weaving:</b> bilum, basket, fish trap, fish net, mats, tray, macramé, ball, hats, skirt, bilas		

## Art materials

objects from nature: leaves, seeds, sticks, sand, flowers, fruit, vegetables, straw, grass, clay, bark, sap

found objects: match sticks, cartons, bottles, newspaper, plastic, bottle tops, rags, containers

commercial materials: adhesives, brushes, tools, paint, scissors, tools, board, paper

Carving: timber, blades, knives, soap, soft stone, bamboo

Constructing: fabric, fibres, glue, nails, clay, string, wood, paper, seeds, bamboo, shells

Designing: pencils, ruler, set squares, compass

Drawing: lead pencils, coloured pencils, chalk, charcoal, crayons, textas

Modelling: sand, clay, plasticine, papier mache, play dough, wood, plaster, metals, wire

Modern Technology: camera, film, photo, cassettes, video cassette, recorder-player, television, computer, printing press

Painting: oil paints, crayons, water colours, crayons, brushes, string, straws, husks, pastels, sand

Printing: paint, dyes, fabric, vegetables, sponges, wax, candles, wood blocks

Sewing: fabric, cotton, wool, buttons, ribbon, lace

Weaving: fibres, plants, wool, string, cord, pandanus, pitpit

## Art resources

paintings, artefacts, craftwork, newspaper articles, television programs, calendars, bilas

(1984), PNG Series: Various Titles Robert Brown & Associates, Hong Kong.

(2002) *People of PNG: 30 Titles*, Longman, Melbourne

Cochrane S. & Stevensen, H. (1990) *Luk Luk Gen!* Regional Gallery, Townsville

Cochrane, S. (1994) *Contemporary Art of Papua New Guinea*, Random House, Melbourne

Lauer, S. (2000). *Visual Arts*. Papua New Guinea EI, Port Moresby

Lee G. & Emery H. (1988) *Effective Assessment for Visual Arts*. Longman, Melbourne

National Gallery of Australia (2001) *Islands in the Sun*. NGA, Canberra.

NDOE (1982) *Art Techniques for Use in Community Schools*. NDOE, Waigani

NDOE (1987) *Tie and Dye in Ten Easy Steps*. NDOE, Waigani

NDOE (1988) *Paitim, Winim na Meknais*. NDOE, Waigani

NDOE (1994) *Face and Figure*. NDOE, Waigani

NDOE (1994) *Teaching Expressive Arts Book 1*. NDOE, Waigani

NDOE (1994) *Teaching Expressive Arts Book 2*. NDOE, Waigani

NDOE (1994) *Visual Arts*, NDOE, Waigani

NDOE (1996) *Pattern*. NDOE, Waigani

NDOE (1996) *Print Making Using Nature*. NDOE, Waigani

NDOE (1997) *Batik in Ten Easy Steps*. NDOE, Waigani

NDOE (1997) *Print Making in Ten Easy Steps*. NDOE, Waigani

NDOE (1999) *Colour*. NDOE, Waigani

NDOE (1999) *Drawing Skills*. NDOE, Waigani

PNG Art (1988) *Artifacts and Crafts of Papua New Guinea*. PNG Art, Port Moresby

Whelan. H. (1997) *Art Works*. Macmillan, New Zealand



## Art and related outcomes

### Grade 6: Art

- 6.1.1 Demonstrate traditional art skills
- 6.2.2 Create art works in traditional styles
- 6.2.3 Describe traditional art

### Language

- 6.1.1 Communicate, for different purposes, locally relevant ideas for a variety of audiences
- 6.1.2 Apply a range of speaking and listening skills, on both familiar and introduced topics in spontaneous and structured activities

### Making a Living

- 6.2.3 Describe the importance of effective money management, record keeping and budget planning and apply this to a practical situation at home or school
- 6.2.4 Identify resources and a range of tools and equipment required for handcrafts and apply the skills in a familiar practical situation
- 6.3.1 Identify the common features of the local community and make suggestions as to how these may influence or benefit community life
- 6.3.2 Investigate and practise practical skills of effective communication
- 6.3.3 Participate in projects to meet identified needs and opportunities for improvement within the school

### Mathematics

- 6.2.10 Make tessellations using regular shapes
- 6.2.11 Identify different angles
- 6.4.1 Collect and interpret locally relevant statistical data
- 6.4.5 Discuss the value of accuracy
- 6.4.6 Estimate quantities and numbers

### Personal Development

- 6.1.1 Identify groups to which they belong such as family, friends and tribes
- 6.1.3 Describe themselves through images
- 6.1.5 Demonstrate sharing and cooperative skills
- 6.3.1 Describe the customs, rituals and traditions associated with local cultural groups and consider how they influence family and community life

### Science

- 6.1.1 Investigate the immediate environment and using scientific methods, organise their experiences and communicate their ideas
- 6.2.1 Identify the basic structure of living things that allow them to function in their environment
- 6.4.1 Investigate the Earth's structure and describe the formation, composition and the cycling of rocks

**Social Science**

- 6.1.2 Identify the effects of the natural environment on people
- 6.2.1 Identify the main features of local groups and the contributions they make to the local society and economy
- 6.2.3 Participate in local social and economic activities that contribute to the development of the local community
- 6.3.1 Identify and describe the basic features of local culture and cultures
- 6.3.2 Identify and appraise changes taking place in local culture
- 6.3.3 Participate in local culture
- 6.4.2 Identify and describe how local communities contribute to the life of the province

**Grade 7: Art**

- 7.1.1 Demonstrate contemporary art skills
- 7.1.2 Create art works in a variety of styles
- 7.1.3 Compare art works

**Language**

- 7.1.1 Communicate a range of ideas, information and opinions about significant local and national topics to a variety of audiences
- 7.1.2 Use a wide range of presentation skills and strategies to communicate effectively in informal and formal school contexts and the wider community
- 7.1.4 Assess the relevance, appropriateness and quality of their own speaking and listening in relation to the purpose and audience

**Mathematics**

- 7.1.1 Solve problems requiring any of the four operations including mixed numbers
- 7.1.7 Use directed numbers in concrete problems
- 7.2.1 Estimate and measure metric units and lengths from maps and other sources
- 7.2.10 Create irregular shapes that tessellate
- 7.4.2 Use a variety of classification methods
- 7.4.6 Use a variety of estimation strategies

**Personal Development**

- 7.3.1 Discuss what can be done to maintain cultural practices valued by the community
- 7.4.8 Describe behaviours that affect personal and community safety
- 7.4.9 Describe basic concepts and methods of health promotion and illness prevention in the community
- 7.4.10 Investigate how the environment is being changed by human behaviour and development and the effect of these changes on health
- 7.5.2 Outline the positive and negative results of making choices

### Science

- 7.1.1 Critically question their understanding of the broader environment and make informed decisions based on scientific methods
- 7.2.1 Identify and compare the basic structure of living things and how they allow them to function in their environment
- 7.3.4 Investigate how we use force in everyday life
- 7.4.2 Investigate the interactions between the earth, moon and the sun

### Social Science

- 7.2.2 Analyse provincial and national groups and the contributions they make to national development
- 7.2.3 Contribute to social and economic development of the province, nation and neighbouring regions
- 7.3.1 Identify and describe key elements of national culture
- 7.3.3 Participate in national culture

## Grade 8: Art

- 8.1.1 Demonstrate organisational skills in art
- 8.1.2 Create art works for public presentation
- 8.1.3 Evaluate planned art presentations

### Language

- 8.1.1 Communicate in creative ways, a range of complex issues of local, national and international importance to a variety of audiences
- 8.1.2 Independently use a broad range of skills and strategies in order to communicate effectively to groups of varying sizes
- 8.1.3 Critically analyse how spoken language is used in new and more complicated contexts
- 8.1.4 Evaluate how ideas and information have been structured in a range of complex oral texts to meet the purpose and shape the understanding of the audience

### Mathematics

- 8.1.6 Apply rates to solve simple problems from real life
- 8.1.7 Apply directed numbers in problem solving
- 8.3.1 Solve real life weight problems
- 8.4.4 Combine error-reducing strategies to get the best result
- 8.4.5 Represent levels of accuracy
- 8.4.6 Identify and select appropriate estimation strategies
- 8.5.2 Recognise and use patterns in processes

### Personal Development

- 8.3.1 Consider how traditional cultures and customs contribute to a national identity

### Science

- 8.1.1 Identify the role of Science in the global environment and apply scientific methods to create solutions to problems
- 8.3.4 Apply their knowledge about force to investigate simple machines

### Social Science

- 8.3.1 Compare elements of other national cultures with our own
- 8.3.2 Identify key elements that shape cultures
- 8.3.3 Participate in international culture



Artwork by Ratoo's  
with traditional symbols from  
Orokolo, Gulf Province  
private collection, courtesy  
of artist



## Drama and Dance

	Grade 6	Grade 7	Grade 8
<b>Learning outcomes</b>	<b>6.2.1</b> Demonstrate traditional dance or drama skills <b>6.2.2</b> Create dance or drama in traditional styles <b>6.2.3</b> Describe traditional dance or drama	<b>7.2.1</b> Demonstrate contemporary dance or drama skills <b>7.2.2</b> Create dance or drama in a variety of styles, <b>7.2.3</b> Compare dance or drama works	<b>8.2.1</b> Demonstrate organisational skills in dance and drama <b>8.2.2</b> Create dance or drama for performance <b>8.2.3</b> Evaluate planned performances
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>• traditional performance: dance, story, storytelling, mime, gestures, steps, formations, movements, village theatre, styles, bilas, ownership</li> <li>• performers using traditional style, such as <i>Alphonse Dirau</i> ('<i>Kanage</i>'), <i>Dobi Kidu</i>, <i>Norman Toru</i>, <i>singsing groups</i>, <i>village performers</i></li> <li>• elements and components of traditional performance selected from list below</li> </ul>	<ul style="list-style-type: none"> <li>• contemporary performance: health plays, social drama, radio, video, advertising, copyright</li> <li>• performers and writers using social and environmental themes such as <i>Nora Vagi Brash</i>, <i>William Takaku</i>, <i>Roslyn Bobom Kera</i></li> <li>• elements and components of contemporary performance selected from list below</li> </ul>	<ul style="list-style-type: none"> <li>• professional performance: planning, budgeting, copyright, techniques, styles, marketing, copyright</li> <li>• professional performers, such as <i>William Takaku</i>, <i>Dobi Kidu</i>, <i>Albert Toro</i>, <i>Francesca Semosa</i>, <i>Justin Kili</i></li> <li>• elements and components of professional performance from list below</li> </ul>

### Elements and Components of Drama and Dance

**Actions:** accept, reject, block, assist, dominate, control, convince, trick, conceal

**Body:** finger, hand, arm, elbow, face, nose, eye, ear, head, neck, shoulder, hip, chest, back, rib cage, leg, knee, toe, foot, heart, lung, breath, blood, spine, bones

**Character:** age, family, culture, height, weight, sex, race, education, intelligence, class

**Dance:** body, energy, time, space

**Direction:** forward, backwards, sideways, up, down, straight, curved, zigzag, spiral

**Emotions:** fear, anger, love, joy, amusement, sadness, happiness, pride, jealousy

**Energy:** strong, weak, gentle, firm, light, heavy, accent

**Movement:** arch, balance, bash, beckon, bend, blink, blow, bounce, circle, climb, crane, crawl, creep, cross, crouch, crush, curl, curve, dart, dive, draw, drift, droop, fall, fidget, flap, flex, float, flop, flutter, fly, fold, follow, gallop, gesture, glide, join, kick, lead, leap, lift, move, nod, paddle, point, pound, pull, punch, push, raise, relax, rise, rock, roll, rotate, rub, run, rush, scratch, separate, shake, shiver, shrink, shrug, sink, slash, slide, sneak, somersault, spin, spiral, splash, spring, sprint, squash, squat, squint, straighten, stalk, stamp, stretch, strike, struggle, strut, stroke, sway, swell, swim, swing, swoop, tense, throw, tiptoe, touch, tremble, trickle, trot, turn, twist, walk, wave, whirl, wind, wink, wobble, wriggle, wrinkle

**Play:** plot, character, mood, setting, conflict, contrast, rhythms, rising action, crisis, climax, falling action, storyline, improvisation, scene, script, choreographer, director

**Social Themes:** health: malaria, tuberculosis, AIDS; environment: forestry, mining, fishing, recycling; hazardous wastes; community issues: law and order, raskols, police violence, domestic violence

**Senses:** taste, touch, feel, see, hear, smell

**Shape:** curved, angular, twisted, ball, open, closed, spiky, star, pencil, pattern, straight

**Space:** height, direction, pattern, end stage, thrust stage, arena

**Styles:** drama, comedy, tragedy, farce, wedding play, dance drama, mime, musical

**Time:** accent, rhythm, duration, tempo, even, fast, medium, slow, stopping, starting

**Voice:** buzz, hiss, whistle, whisper, high, low, deep, angry, gentle

	Grade 6	Grade 7	Grade 8
<b>Recommended skills</b>	<ul style="list-style-type: none"> <li>• traditional performance techniques</li> <li>• create performance using traditional techniques or styles (Select traditional skills from <b>Performance Skills</b> below)</li> </ul>	<ul style="list-style-type: none"> <li>• performance techniques and styles</li> <li>• create community or educational performance (Select contemporary skills from <b>Performance Skills</b> below)</li> </ul>	<ul style="list-style-type: none"> <li>• performance works using professional methods</li> <li>• create planned performance (Select professional skills from <b>Performance Skills</b> below)</li> </ul>
	<p><b>Performance Skills for Grades 6–8</b></p> <p><b>Acting:</b> voice, body, actions, concentration, imagination, communication, emotions, character development</p> <p><b>Body:</b> actions, movement, posture, breathing, centring, relaxation, conviction, control, position, mime, flexibility, coordination, isolation</p> <p><b>Efforts:</b> press, wring, slash, punch, flick, dab, glide, float</p> <p><b>Mime:</b> retention of shape, weight, size, timing, movement, communication, isolation</p> <p><b>Production:</b> director, choreographer, playwright, performer, dancer, actor, designer, stage manager, lighting, sound, props, set, costume, venue, audience, box office</p> <p><b>Publicity:</b> poster, advertising, handbill, ticket, information sheet, press release</p> <p><b>Planning:</b> brainstorm, adapt, design, list, rehearse, prepare, present, evaluate</p> <p><b>Storytelling:</b> comedy, highlights, actions, incidents, repetition, expression, languages</p> <p><b>Stagecraft:</b> staging, moving, masking, positioning, upstaging, projection, positioning</p> <p><b>Voice:</b> breathing, production, projection, character</p>		
<b>Recommended attitudes</b>	<ul style="list-style-type: none"> <li>• respect traditional performance</li> </ul>	<ul style="list-style-type: none"> <li>• value the role of performance in society</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate the performance industry</li> </ul>
<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>• describe examples of traditional performance</li> <li>• develop traditional performance skills</li> <li>• create performance using traditional skills, methods or styles</li> <li>• describe own and others' performance (Select activities from <b>Performance Activities</b> below)</li> </ul>	<ul style="list-style-type: none"> <li>• compare examples of contemporary performance</li> <li>• develop performance skills</li> <li>• create performance based on social issues</li> <li>• compare own and others' performance (Select activities from <b>Performance Activities</b> below)</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate examples of professional performance</li> <li>• perform using skills in planning and organisation</li> <li>• create organised Performance</li> <li>• evaluate own and others' work (Select activities from <b>Performance Activities</b> below)</li> </ul>
	<p><b>Performance Activities for Grades 6–8</b></p> <p><b>Preparation at start of class</b></p> <p>Mime warm-up: relax, massage neck, shoulders, move neck, eyes, body parts</p> <p>Physical warm-up: breathing, stretching, relaxing, moving body parts, moving body</p> <p>Voice warm-up: relaxing, breathing, yawning, making sounds, controlling sounds</p> <p><b>Skills development during and at end of class</b></p> <p>Movement games: rhythms, movement and stillness, interaction, actions</p> <p>Acting games: concentration, focus, character, interaction, imagination, mime</p> <p><b>Creativity during class</b></p> <p>Choreography: inspiration, music, steps, patterns, ideas, style Improvisation: situation, characters, story, style</p> <p>Production: ideas, rehearsal, schedules, lists, specialist areas; publicity, budgets</p> <p>Performance: changing rooms, audience, seating, technicians, evaluation</p>		



### Resources

Laplaps, sticks, bilas, classroom objects, furniture

### Recommended references

Beier, Ulli (Editor) (1988) *Niugini Plays*. Jacaranda Queensland

Brash, N.V. (1996) *Which Way Big Man? and Five Other Plays*. Oxford, Port Moresby

Lauer, S. (2000) *Performing*. Papua New Guinea, Education Institutel, Waigani

NDOE (1988) *Dance and Movement*. NDOE, Waigani

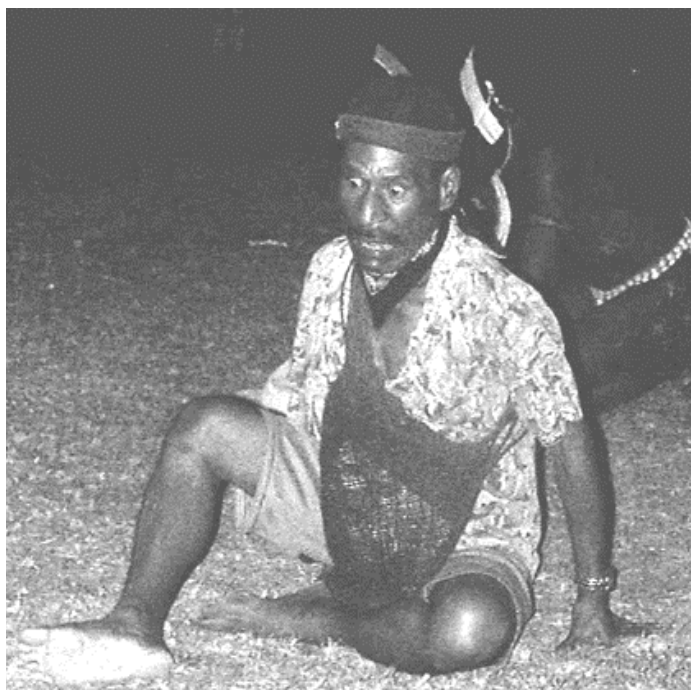
NDOE (1992) *Drama Games*. NDOE, Wigani

NDOE (1992) *Mime*. NDOE, Waigani

NDOE (1992) *Voice Games*. NDOE, Waigani

NDOE (2001–2002) *Papua New Guinea School Journals*. NDOE, Waigani

Tourelle, L. & McNamara, M. (1998) *Performance*. Rigby Heinemann, Melbourne



Judgement of the Birds by William Takaku:  
Kukiboi (Norman Toru) cannot believe  
that the Dog (Eki Kuma) is talking  
photo courtesy OriginZ

## Drama and related outcomes

### Grade 6: 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

### Language

- 6.1.1 Communicate, for different purposes, locally relevant ideas for a variety of audiences
- 6.1.2 Apply a range of speaking and listening skills, on both familiar and introduced topics in spontaneous and structured activities
- 6.1.3 Listen to and identify how spoken language is adapted to context
- 6.1.4 Respond to their own speaking and listening, while considering their own experiences and those of the community

### Making a Living

- 6.2.3 Describe the importance of effective money management, record keeping and budget planning and apply this to a practical situation at home or school
- 6.2.4 Identify resources and a range of tools and equipment required for handcrafts and apply the skills in a familiar practical situation
- 6.3.1 Identify the common features of the local community and make suggestions as to how these may influence or benefit community life
- 6.3.2 Investigate and practise practical skills of effective communication
- 6.3.3 Participate in projects to meet identified needs and opportunities for improvement within the school

### Mathematics

- 6.1.7 Recognise and explain the use of directed numbers
- 6.2.11 Identify different angles
- 6.4.1 Collect and interpret locally relevant statistical data
- 6.4.5 Discuss the value of accuracy
- 6.4.6 Estimate quantities and numbers

### Personal Development

- 6.1.2 Identify different types of relationships and how people interact with each other
- 6.1.5 Demonstrate sharing and cooperative skills
- 6.2.1 Demonstrate movement skills and sequences in a range of physical activities: games, sports and dance
- 6.2.2 Design movement sequences to allow for differences in ability
- 6.3.1 Describe the customs, rituals and traditions associated with local cultural groups and consider how they influence family and community life



### Science

- 6.1.1 Investigate the immediate environment and using scientific methods, organise their experiences and communicate their ideas
- 6.2.1 Identify the basic structure of living things that allow them to function in their environment
- 6.3.3 Identify and describe the sources and the types of energy
- 6.4.2 Identify and describe familiar events such as star patterns and moon phases

### Social Science

- 6.1.1 Identify and describe human-made and natural environments
- 6.1.2 Identify the effects of the natural environment on people
- 6.2.1 Identify the main features of local groups and the contributions they make to the local society and economy
- 6.2.3 Participate in local social and economic activities that contribute to the development of the local community
- 6.3.1 Identify and describe the basic features of local culture and cultures
- 6.3.2 Identify and appraise the changes taking place in culture
- 6.3.3 Participate in local culture
- 6.4.2 Identify and describe how local communities contribute to the life of the province

### Grade 7: Drama and Dance

- 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

### Language

- 7.1.1 Communicate a range of ideas, information and opinions about significant local and national topics to a variety of audiences
- 7.1.2 Use a wide range of presentation skills and strategies to communicate effectively in informal and formal school contexts and the wider community
- 7.1.3 Create own examples of spoken language demonstrating various ways it can be adapted to suit different and familiar contexts
- 7.4.1 Assess the relevance, appropriateness and quality of their own speaking and listening in relation to the purpose and audience
- 7.2.4 Assess the relevance, appropriateness and quality of texts in relation to the purpose and audience
- 7.3.4 Assess the relevance, appropriateness and quality of their own writing in relation to the purpose and audience

**Making a Living**

- 7.1.2. Investigate and undertake practical ways to reduce, reuse and recycle waste to benefit and improve the local environment
- 7.2.1 Analyse aspects of a nutritious diet and suggest how and where they might obtain, preserve, process and prepare these foods to meet nutritional requirements

**Mathematics**

- 7.1.1 Solve problems requiring any of the four operations including mixed numbers
- 7.1.7 Use directed numbers in concrete problems
- 7.2.1 Estimate and measure using metric units and lengths from maps and other sources
- 7.3.2 Recognise weight as a force

**Personal Development**

- 7.1.3 Describe differences between people and their similarities
- 7.1.4 Outline how taking on different roles affects relationships, attitudes and behaviour
- 7.2.2 Perform movement skills that demonstrate body control
- 7.3.1 Discuss what can be done to maintain cultural practices valued by the community
- 7.4.12 Propose ways of responding to pressures to use harmful substances

**Science**

- 7.3.1 Identify and compare the basic structure of living things and how they allow them to function in their environment
- 7.3.4 Investigate how we use force in everyday life
- 7.3.5 Identify and make recommendations on how simple machines can make life easier through community field study

**Social Science**

- 7.2.2 Analyse provincial and national groups and the contributions they make to national development
- 7.2.3 Contribute to social and economic development of the province, nation and neighbouring regions
- 7.3.1 Identify and describe key elements of national culture
- 7.3.3 Participate in national culture



## Grade 8: Drama and Dance

- 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

### Language

- 8.1.1 Communicate in creative ways, a range of complex issues of local, national and international importance to a variety of audiences
- 8.1.2 Independently use a broad range of skills and strategies in order to communicate effectively to groups of varying sizes
- 8.1.3 Critically analyse how spoken language is used in new and more complicated contexts
- 8.1.4 Evaluate how ideas and information have been structured in a range of complex oral texts to meet the purpose and shape the understanding of the audience
- 8.3.4 Analyse how the language and style used in their own and others' writing encourages and stimulates readers to question, develop ideas and opinions and make decisions

### Mathematics

- 8.1.6 Apply rates to solve simple problems from real life
- 8.1.7 Apply directed numbers in problem solving
- 8.3.1 Solve real life weight problems
- 8.4.4 Combine error-reducing strategies to get the best result
- 8.5.2 Recognise and use patterns in processes

### Personal Development

- 8.2.2 Provide feedback on the performance of oneself and others based on movement control and improve performance in a game
- 8.3.1 Consider how traditional cultures and customs contribute to a national identity

### Science

- 8.3.1 Conduct investigations and use collected data to identify patterns in the physical interactions of substances

### Social Science

- 8.1.3 Evaluate the impact of resource use on the world's physical environments and human settlement patterns
- 8.3.1 Compare elements of other national cultures with our own
- 8.3.2 Identify key elements that shape international cultures
- 8.3.3 Participate in international culture

# Music

	Grade 6	Grade 7	Grade 8
<b>Learning outcomes</b>	<b>6.3.1</b> Demonstrate traditional music skills <b>6.3.2</b> Create music in traditional styles <b>6.3.3</b> Describe traditional music	<b>7.3.1</b> Demonstrate contemporary music skills <b>7.3.2</b> Create music in a variety of styles <b>7.3.3</b> Compare music works	<b>8.3.1</b> Demonstrate organisational skills in music <b>8.3.2</b> Create music works for performance <b>8.3.3</b> Evaluate planned music works
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>traditional music: singing, instruments, styles, song writing, ownership</li> <li>musicians using traditional styles, such as <i>Tony Saibom, Julie Toliman, Sanguma</i></li> <li>elements and components of traditional music selected from list below</li> </ul>	<ul style="list-style-type: none"> <li>contemporary music: singers, instruments, styles, copyright</li> <li>music with social or community themes such as <i>Black Brothers</i> or <i>Painim Wok</i></li> <li>elements and components of contemporary music from list below</li> </ul>	<ul style="list-style-type: none"> <li>professional music: planning, techniques, styles, marketing, copyright</li> <li>professional musicians, such as <i>Baruka Tau, George Telek, Pati Doi</i></li> <li>elements and components of professional music from list below</li> </ul>
	<p><b>Elements and Components of Music for Grades 6–8</b></p> <p><b>duration:</b> long, short, rhythm, tempo, length, pattern, beat, speed</p> <p><b>dynamics:</b> loud, soft, contrast, emphasis, mood, volume, communication, expression</p> <p><b>instruments:</b> flute, bull-roarer, conch, trumpet, bamboos, kundu, garamut, tube, pan pipe, scraper, mouth bow, guitar, ukulele, rattles, keyboard, drum, clapsticks, body percussion, bamboo, bottle, jawsharp, mouth bow, whistle, rubber hose</p> <p><b>melody:</b> tune, pitch, leap, step, pattern, repeat, phrase</p> <p><b>notation:</b> symbol, note, sound, silence, beat, accent, rhythm, high, low, highest possible, lowest possible, melody, loud, soft, long, short, repetition, reading, graphic, spoken, sung, rhythm, accents, dot, stroke, line, curve, large, small</p> <p><b>pitch:</b> high, low, melody, harmony, tuned, untuned, up, down, same, blend, pleasant, unpleasant, scale, pentatonic, melodic</p> <p><b>rhythm:</b> beat, regular, changing, accent, pattern, ostinato</p> <p><b>structure:</b> composition, balance, order, design, pattern, same, recurring, introduction, form, phrase, round, rhythm, climax, mood, resolution</p> <p><b>style:</b> traditional, country, reggae, pop, gospel, blues, soul, jazz, lullaby, chant, ballad</p> <p><b>tone colour:</b> bright, dull, thin, thick, reedy, hollow, mellow, nasal, struck, plucked, scraped, stamped, rubbed, wood, metal, skin, string, electronic, percussion, blown, vibrating</p> <p><b>voice:</b> high, low, hum, sing, speak, chant, whisper, whistle, buzz, tune, control, production, projection, clear, diction, pronunciation, feeling, expression, soprano, tenor, alto, bass</p>		
<b>Recommended skills</b>	<ul style="list-style-type: none"> <li>traditional music techniques</li> <li>create music using traditional techniques, materials or styles (Select traditional skills from <b>Music Skills</b> below)</li> </ul>	<ul style="list-style-type: none"> <li>chosen music techniques or styles</li> <li>create community music or music about social issues (Select contemporary skills from <b>Music Skills</b> below)</li> </ul>	<ul style="list-style-type: none"> <li>make music works using professional techniques, or styles</li> <li>create planned music (Select professional skills from <b>Music Skills</b> below)</li> </ul>
	<p><b>Music Skills for Grades 6–8</b></p> <p><b>Listening:</b> recognise, compare, evaluate, remember, imagine</p> <p><b>Singing:</b> relaxation, breathing, voice production, projection, control, keeping time, keeping tune, melody, diction, tone colour, rhythm, expression, style, phrasing, harmony</p> <p><b>Playing Instruments:</b> improvised, traditional, tuned, untuned, electronic, accuracy, technique, expression</p> <p><b>Organising Sound:</b> inventing, composing, soundscape, rhythm, pattern, interpretation, accompaniment, introduction, variation, conclusion, moving to music</p>		





	Grade 6	Grade 7	Grade 8
<b>Recommended attitudes</b>	<ul style="list-style-type: none"> <li>respect traditional music</li> </ul>	<ul style="list-style-type: none"> <li>value the role of music in society</li> </ul>	<ul style="list-style-type: none"> <li>appreciate the music industry</li> </ul>
<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>describe traditional music</li> <li>play traditional and made-up instruments</li> <li>sing traditional songs</li> <li>create music using traditional skills or styles</li> <li>describe own and others' music (Select activities from <b>Music Activities</b> below)</li> </ul>	<ul style="list-style-type: none"> <li>compare examples of contemporary music</li> <li>develop skills in singing and playing instruments</li> <li>create music about social issues</li> <li>compare own and others' music (Select activities from <b>Music Activities</b> below)</li> </ul>	<ul style="list-style-type: none"> <li>evaluate examples of professional music</li> <li>sing or play instruments using skills in organisation</li> <li>create organised music</li> <li>evaluate own and others' work (Select activities from <b>Music Activities</b> below)</li> </ul>

#### Music Activities for Grades 6–8

**Music Games:** Play games involving sounds and music: moving to music, reacting to music; communicating in sounds

**Singing:** Warm-up with breathing, stretching, relaxing and voice exercises Learn song line by line, phrase by phrase or as a whole song if it is short. Use the voice in a variety of ways. Sing loudly, softly, faster, slower, clap the beat, tap the rhythm.

**Listening:** Listen to music and discuss differences heard, such as instruments, tempo, style. Some sing or play and others listen for clarity of words, expressions and overall entertainment.

**Playing Instruments:** Use instruments to play the beat or rhythm of a song or music work. Use instruments to represent events and characters in the song. Use tuned instruments to accompany the song, playing them on the beat and changing them in relation to the guitar chords above the song

**Moving to Music:** Make up movement sequences for music or songs. Make up a dance, some students singing, some playing instruments, some dancing. Dramatise the events of the song. Add body percussion to the beat of the music. Some students sing, others move or play instruments.

**Organising Sound:** Create notation for songs, sounds and music. Create a soundscape: a story told only in sounds. Add a simple accompaniment to music or a song with percussion. Use instruments for characters and events in a song. Playing or singing loudly or softly; fast or slow, high or low. Add a spoken or sound ostinato through a song.

#### Materials

Bottles, containers, tins, rice, sand, seeds, plastic pipe, tyre tube, wooden sticks, cardboard, traditional instruments, kundu, garamut, flute, pan pipes, jawsharp, drums, clapsticks, percussion, guitar, keyboard, electronic instruments

#### Equipment (if available)

Sound cassettes, CDs, sound system, portable player, radio, video cassettes, video player, television



*Eki Kuma and Norman Toru accompany a performance courtesy OriginZ*

## Recommended references

Farmer, Belle (1982) *Springboards Ideas for Music*. Nelson, Melbourne  
 Kavanagh, A. (1995) *Music Made Easy* Book 1. Longman, Melbourne  
 Kavanagh, A. (1995) *Music Made Easy* Book 2. Longman, Melbourne  
 Kavanagh, A. (1995) *Music Made Easy* Book 3. Longman, Melbourne  
 Lauer, S. (2000) *Music*. PNGEI, Waigani  
 NDOE (1983) *Music*. Grade 12. NDOE, Waigani  
 NDOE (1988) *Oi Singing bilong Ples*. NDOE, Waigani  
 NDOE (1986) *Riwain: Papua New Guinea Pop Songs*. NDOE, Waigani  
 NDOE (1988) *Papua New Guinea Music Collection*. NDOE, Waigani  
 NDOE (1990) *Musical Instruments*. NDOE, Waigani  
 NDOE (1990) *Singing*. NDOE, Waigani  
 NDOE (1992) *Voice Games*. NDOE, Waigani  
 NDOE (1994) *Ideas for Teaching Expressive Arts* Book 1. NDOE, Waigani  
 NDOE (1994) *Ideas for Teaching Expressive Arts* Book 2. NDOE, Waigani



## Music and related outcomes

### Grade 6: Music

- 6.3.1 Demonstrate traditional music skills
- 6.3.2 Create music in traditional styles
- 6.3.3 Describe traditional music

### Language

- 6.1.1 Communicate, for different purposes, locally relevant ideas for a variety of audiences
- 6.1.2 Apply a range of speaking and listening skills, on both familiar and introduced topics in spontaneous and structured activities
- 6.1.3 Listen to and identify how spoken language is adapted to its context
- 6.1.4 Respond to their own speaking and listening, while considering their own experiences and those of the community

### Making a Living

- 6.2.3 Describe the importance of effective money management, record keeping and budget planning and apply this to a practical situation at home or school
- 6.2.4 Identify resources and a range of tools and equipment required for handcrafts and apply the skills in a familiar practical situation
- 6.3.1 Identify the common features of the local community and make suggestions as to how these may influence or benefit community life
- 6.3.2 Investigate and practise practical skills of effective communication
- 6.3.3 Participate in projects to meet identified needs and opportunities for improvement within the school

### Mathematics

- 6.1.7 Recognise and explain the use of directed numbers
- 6.4.1 Collect and interpret locally relevant statistical data
- 6.4.3 Explore the results of independent events
- 6.4.4 Discuss sources of error meaningfully
- 6.4.5 Discover the value of accuracy
- 6.4.6 Estimate quantities and numbers

### Personal Development

- 6.1.2 Identify different types of relationships and how people interact with each other
- 6.1.5 Demonstrate sharing and cooperative skills
- 6.2.1 Demonstrate movement skills and sequences in a range of physical activities: games, sports and dance
- 6.2.2 Design movement sequences to allow for differences in ability
- 6.3.1 Describe the customs, rituals and traditions associated with local cultural groups and consider how they influence family and community life

### Science

- 6.3.3 Identify and describe the sources and the types of energy
- 6.4.2 Identify and describe familiar events such as star patterns and moon phases

### Social Science

- 6.1.2 Identify the effects of the natural environment on people
- 6.2.1 Identify the main features of local groups and the contributions they make to the local society and economy
- 6.2.3 Participate in local social and economic activities that contribute to the development of the local community
- 6.3.1 Identify and describe the basic features of local culture and cultures
- 6.3.2 Identify and appraise the changes taking place in culture
- 6.3.3 Participate in local culture
- 6.4.2 Identify and describe how local communities contribute to the life of the province

## Grade 7: Music

- 7.3.1 Demonstrate contemporary music skills
- 7.3.2 Create music in a variety of styles
- 7.3.3 Compare music works

## Language

- 7.1.1 Communicate a range of ideas, information and opinions about significant local and national topics to a variety of audiences
- 7.1.2 Use a wide range of presentation skills and strategies to communicate effectively in informal and formal school contexts and the wider community
- 7.1.3 Create own examples of spoken language demonstrating various ways it can be adapted to suit different but familiar contexts
- 7.1.4 Assess the relevance, appropriateness and quality of their own speaking and listening in relation to the purpose and audience
- 7.2.4 Assess the relevance, appropriateness and quality of texts in relation to the purpose and audience
- 7.3.4 Assess the relevance, appropriateness and quality of their own writing in relation to the purpose and audience

## Mathematics

- 7.1.1 Solve problems requiring any of the four operations including mixed numbers
- 7.1.7 Use directed numbers in concrete problems
- 7.2.1 Estimate and measure metric units and lengths from maps and other sources
- 7.4.2 Use a variety of classification methods
- 7.4.6 Use a variety of estimation strategies

## Personal Development

- 7.2.5 Plan strategies to promote participation in recreational and leisure activities
- 7.3.1 Discuss what can be done to maintain cultural practices valued by the community

## Science

- 7.2.1 Identify and compare the basic structure of living things and how they allow them to function in their environment
- 7.3.4 Investigate how we use force in everyday life
- 7.4.2 Investigate the interactions between the earth, moon and the sun
- 7.3.5 Identify and make recommendations on how simple machines can make life easier through community field study

## Social Science

- 7.2.2 Analyse provincial and national groups and the contributions they make to national development
- 7.3.1 Identify and describe key elements of national culture
- 7.3.3 Participate in national culture



## Grade 8: Music

- 8.3.1 Demonstrate organisational skills in music
- 8.3.2 Create music works for performance
- 8.3.3 Evaluate planned music works

## Language

- 8.1.1 Communicate in creative ways, a range of complex issues of local, national and international importance to a variety of audiences
- 8.1.2 Independently use a broad range of skills and strategies in order to communicate effectively to groups of varying sizes
- 8.1.3 Critically analyse how spoken language is used in new and more complicated contexts
- 8.1.4 Evaluate how ideas and information have been structured in a range of complex texts to meet the purpose and shape the understanding of the audience
- 8.3.4 Analyse how the language and the style used in their own and others' writing encourages and stimulates readers to question, develop ideas and opinions and make decisions

## Mathematics

- 8.1.6 Apply rates to solve simple problems from real life
- 8.1.7 Apply directed numbers in problem solving
- 8.3.5 Use time-rate calculations
- 8.4.5 Represent levels of accuracy
- 8.4.6 Identify and select appropriate estimation strategies
- 8.5.2 Recognise and use patterns in processes

## Personal Development

- 8.3.1 Consider how traditional cultures and customs contribute to a national identity

## Science

- 8.3.1 Conduct investigations and use collected data to identify patterns in the physical interactions of substances
- 8.3.4 Apply their knowledge about force to investigate simple machines

## Social Science

- 8.3.1 Compare elements of other national cultures with our own
- 8.3.2 Identify key elements that shape international culture
- 8.3.3 Participate in international culture



Improvised instruments using plastic pipe, rubber, containers, glass, sticks, water, gravel

St Pauls Primary School, Lae

## Arts Project

	Grade 6	Grade 7	Grade 8
<b>Learning outcomes</b>	<b>6.4.1</b> Plan a traditional Arts project <b>6.4.2</b> Create a traditional Arts project <b>6.4.3</b> Describe traditional Arts projects	<b>7.4.1</b> Plan a community Arts project <b>7.4.2</b> Create a community Arts project <b>7.4.3</b> Compare community Arts projects	<b>8.4.1</b> Plan a vocational Arts project <b>8.4.2</b> Create a vocational Arts project <b>8.4.3</b> Evaluate vocational Arts projects
<b>Recommended knowledge</b>	<ul style="list-style-type: none"> <li>traditional Arts: styles, artists, performers, musicians, techniques, materials, planning, culture, lifestyle, marketing, ownership</li> </ul>	<ul style="list-style-type: none"> <li>contemporary Arts: artists, performers, musicians, styles, techniques, social issues, planning, copyright</li> </ul>	<ul style="list-style-type: none"> <li>professional Arts: artists, performers, musicians, the media, styles, techniques, planning, marketing, copyright</li> </ul>
<b>Recommended skills</b>	<b>Elements and Components of Project for Grades 6–8</b>  <b>Planning:</b> look at possible projects, choose type of project: book, performance, display or other; choose topic, define target audience, assess needs: materials, equipment, budget, draft plan or outline of project, size, negotiate contract with teacher  <b>Organising:</b> rough draft, time schedule, locate and price materials and equipment, outline steps to be followed, choose visual materials, lettering, make lists, design  <b>Completing Project:</b> revise schedules and budgets as needed, make changes to project, fine tune final project, add photographs, illustrations, graphics, layout  <b>Promoting:</b> attracting the target audience, methods of advertising, posters, handbills, press release, school newsletter, local radio  <b>Presenting:</b> display, performance, prepare areas and spaces, information handouts, programs, cleaning up and returning items, finalise accounts  <b>Evaluating:</b> artistic achievements, income, attendance, planning successful, recommendations, self assessment, peer assessment, community assessment		
<b>Recommended attitudes</b>	<ul style="list-style-type: none"> <li>respect traditional Arts</li> </ul>	<ul style="list-style-type: none"> <li>value the role of the Arts in society</li> </ul>	<ul style="list-style-type: none"> <li>appreciate the Arts industry</li> </ul>
<b>Suggested activities</b>	<ul style="list-style-type: none"> <li>describe examples of traditional projects</li> <li>develop traditional project skills</li> <li>create project using traditional skills, methods or styles</li> <li>describe own and others' projects</li> </ul> <p><b>Traditional Arts projects</b>  <b>Illustrated Book</b> traditional life: legends, ceremonies, instruments, customs, sorcery, medicine, clan history, kinship, songs, symbols, patterns, tokples book  <b>Performance</b> singing, dramatised legend, play on village life  <b>Art</b> cultural display, traditional craft, school museum  <b>Media</b> interview with elders, traditional recording</p>	<ul style="list-style-type: none"> <li>compare examples of contemporary projects</li> <li>develop project skills</li> <li>create project based on social issues or in the community</li> <li>compare own and others' projects</li> </ul> <p><b>Community Arts Projects</b>  <b>Community Book</b> biography of an identity, educational comic book, local history, food and recipes, songs on social issues, hospitality, modern living, stories  <b>Performance</b> plays on social issues, plays on community life, community concert  <b>Art</b> on social themes, mural in community, health posters  <b>Media</b> radio play, educational video</p>	<ul style="list-style-type: none"> <li>evaluate examples of professional project</li> <li>perform using skills in planning and organisation</li> <li>create organised project</li> <li>evaluate own and others' work</li> </ul> <p><b>Vocational Arts Projects</b>  <b>Books for Sale</b> original poems, original stories, original songs, comic book, travel guide, life story, tokples phrase book  <b>Performance</b> modern play, dance drama, concert  <b>Art</b> fashion parade, public exhibition, art for sale  <b>Media</b> song tape, newspaper articles</p>



### Materials and Equipment

paper, pens, pencils, rulers, exercise book, newspaper cuttings, Arts materials and equipment, laplaps, tape, pins as needed for chosen project.

### Recommended references

Education Victoria (1998) *ArtScope* 1. Longman, Melbourne

Education Victoria (1998) *ArtScope* 2. Longman, Melbourne

Education Victoria (1998) *ArtScope* 3. Longman, Melbourne

Murray, N. & Sandze, N. *People and Cultures of PNG*. Longman, Melbourne

NDOE (1993) *Integrated Projects*. NDOE, Waigani



St John the Baptist (detail)  
by Ratoo's Gary  
mural in Kerema Cathedral  
Photo: Keith Stebbins

## Arts project and related outcomes

### Grade 6: 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

### Language

- 6.1.1 Communicate, for different purposes, locally relevant ideas for a variety of audiences
- 6.1.2 Apply a range of speaking and listening skills on both familiar and introduced topics in spontaneous and structured activities
- 6.1.4 Respond to their own speaking and listening, while considering their own experiences and those of the community
- 6.3.1 Plan and produce a range of literary and factual texts for a range of purposes and audiences
- 6.3.4 Respond to own writing, while considering own experiences and those of community

### Making a Living

- 6.2.3 Describe the importance of effective money management, record keeping and budget planning and apply this to a practical situation at home or school
- 6.2.4 Identify resources and a range of tools and equipment required for handcrafts and apply the skills in a familiar practical situation
- 6.3.1 Identify the common features of the local community and make suggestions as to how these may influence or benefit community life
- 6.3.2 Investigate and practise practical skills of effective communication
- 6.3.3 Participate in projects to meet identified needs and opportunities for improvement within the school

### Mathematics

- 6.1.7 Recognise and explain the use of directed numbers
- 6.4.1 Collect and interpret locally relevant statistical data
- 6.4.4 Discuss sources of error meaningfully
- 6.4.5 Discuss the value of accuracy
- 6.4.6 Estimate quantities and numbers

### Personal Development

- 6.1.2 Identify different types of relationships and how people interact with each other
- 6.2.2 Design movement sequences to allow for differences in ability
- 6.3.1 Describe the customs, rituals and traditions associated with local cultural groups and consider how they influence family and community life
- 6.5.2 Describe the process of making decisions





**Science**

- 6.1.1 Investigate the immediate environment and using scientific methods, organise their experiences and communicate their ideas
- 6.4.2 Identify and describe familiar events such as star patterns and moon phases

**Social Science**

- 6.1.2 Identify the effects of the natural environment on people
- 6.2.1 Identify the main features of local groups and the contributions they make to the local society and economy
- 6.2.3 Participate in local social and economic activities that contribute to the development of the local community
- 6.3.1 Identify and describe the basic features of local culture and cultures
- 6.3.2 Identify and appraise changes in culture
- 6.3.3 Participate in local culture
- 6.4.1 Improve the life of the community by gathering and evaluating information about it and taking appropriate action
- 6.4.2 Identify and describe how local communities contribute to the life of the province

**Grade 7: Arts Project**

- 7.4.1 Plan a community Arts project
- 7.4.2 Create a community Arts project
- 7.4.3 Compare community Arts projects

**Language**

- 7.1.1 Communicate a range of ideas, information and opinions about significant local and national topics to a variety of audiences
- 7.1.2 Use a wide range of presentation skills and strategies to communicate effectively in formal and informal school contexts and the wider community
- 7.1.4 Assess the relevance, appropriateness and quality of their own speaking and listening in relation to the purpose and audience
- 7.2.4 Assess the relevance, appropriateness and quality of texts in relation to the purpose and audience
- 7.3.4 Assess the relevance, appropriateness and quality of their own writing in relation to the purpose and audience

**Making a Living**

- 7.2.4 Initiate plans and apply appropriate techniques and processes to design and make an item that benefits the individual or the community
- 7.3.1 Reflect upon personal strengths and capabilities and consider how they might use these to contribute in a positive way within the community
- 7.3.2 Identify and establish network partners within the wider community to promote more effective access to information
- 7.3.3 Initiate and plan cooperative projects that encourage community and school participation

**Mathematics**

- 7.1.1 Solve problems requiring any of the four operations including mixed numbers
- 7.1.7 Use directed numbers in concrete problems
- 7.2.1 Estimate and measure metric units and lengths from maps and other sources
- 7.2.10 Create irregular shapes that tessellate
- 7.4.4 Apply strategies to reduce error
- 7.4.6 Use a variety of estimation strategies

**Personal Development**

- 7.4.9 Describe basic concepts and methods of health promotion and illness prevention in the community
- 7.5.2 Outline the positive and negative results of making choices
- 7.5.3 Explain the roles and responsibilities of leaders in the community

**Science**

- 7.1.1 Critically question their understanding of the broader environment and make informed decision based on scientific method
- 7.2.1 Identify and compare the basic structure of living things and how they allow them to function in their environment
- 7.3.4 Investigate how we use force in everyday life
- 7.3.5 Identify and make recommendations on how simple machines can make life easier through community field study
- 7.4.2 Investigate the interactions between the earth, moon and the sun

**Social Science**

- 7.1.4 Describe national and regional sustainable practices related to the natural environment and propose solutions to problems
- 7.2.2 Analyse provincial and national groups and the contributions they make to national development
- 7.2.3 Contribute to social and economic development of the province, nation and neighbouring regions
- 7.3.1 Identify and describe key elements of national culture
- 7.3.2 Appraise main influences that contribute to national culture
- 7.3.3 Participate in national culture
- 7.4.1 Use the Social Science process to describe the province and ways to improve the life of the province



### Grade 8: Arts Project

- 8.4.1 Plan a vocational Arts project
- 8.4.2 Create a vocational Arts project
- 8.4.3 Evaluate vocational Arts projects

### Language

- 8.1.1 Communicate in creative ways, a range of complex issues of local, national and international importance to a variety of audiences
- 8.1.2 Independently use a broad range of skills and strategies in order to communicate effectively to groups of varying sizes
- 8.1.3 Critically analyse how spoken language is used in new and more complicated contexts
- 8.1.4 Evaluate how ideas and information have been structured in a range of complex texts to meet the purpose and shape the understanding of the audience
- 8.3.2 Use a range of strategies and skills to respond independently and critically in order to assess their own writing and that of others
- 8.3.4 Analyse how the language and style used in their own and others' writing encourages and stimulates readers to question, develop ideas and opinions and make decisions

### Making a Living

- 8.2.2 Work collaboratively with others to select and undertake a project based on identified needs within the school or community
- 8.2.4 Investigate the appropriateness of materials for specific purposes and use their imagination to design, make and evaluate a product relevant to their needs
- 8.3.1 Apply an understanding of the local community to develop and undertake a cooperative plan that provides economic and social opportunities and benefits for their community
- 8.3.3 Plan and undertake an enterprising project to enable them to make a living

### Mathematics

- 8.1.6 Apply rates to solve simple problems from real life
- 8.3.1 Solve real life weight problems
- 8.4.3 Explore the social implications of probability
- 8.4.4 Combine error-reducing strategies to get the best result
- 8.4.6 Identify and select appropriate estimation strategies

### Personal Development

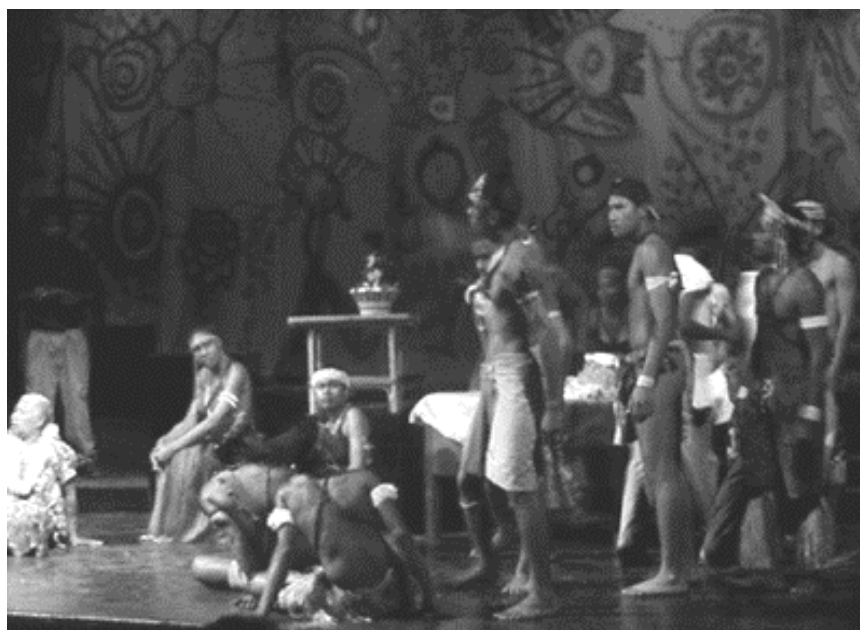
- 8.1.4 Outline their current roles and consider how positive role models can affect how they carry out these roles
- 8.2.5 Describe how people and facilities influence the choice of recreation, sporting and leisure activities
- 8.2.6 Develop effective ways of communicating and cooperating in team games
- 8.3.1 Consider how traditional cultures and customs contribute to a national identity
- 8.5.1 Describe choices people make when taking part in community life
- 8.5.2 Make decisions about in school and classroom issues
- 8.5.3 Analyse the processes of choosing a good and fair leader

### Science

- 8.1.1 Identify the role of Science in the global environment and apply scientific methods to create solutions to problems

### Social Science

- 8.1.3 Evaluate the impact of resource use on the world's physical environments and human settlement patterns
- 8.3.1 Compare elements of other national cultures with our own
- 8.3.2 Identify key elements that shape international cultures
- 8.3.3 Participate in international culture
- 8.4.1 Use the Social Science process to describe another nation and propose ways for Papua New Guinea to contribute more to the region



*Nora Vagi Brash (sitting on left)  
acting in her play  
'Pick the Bone Dry'  
Moresby Arts Theatre, 2002*

## Glossary

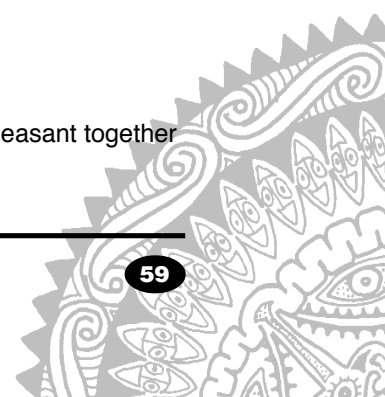
These Arts terms are used in this Teachers Guide or other Arts books.

<b>accent</b>	strong beat
<b>acrylic</b>	manufactured water-based paint
<b>aesthetic</b>	finding beauty in objects or actions
<b>arena</b>	performing area with audience on four sides
<b>art</b>	visual arts
<b>backdrop, backcloth</b>	cloth behind performers
<b>balance</b>	matching shapes, weights, sounds
<b>balanced</b>	treating strands equally
<b>beat</b>	regular pulse in music
<b>block</b>	set performers' moves also means ignore other performers
<b>body percussion</b>	sounds made by body: clap, stamp, click
<b>brainstorm</b>	accept all suggestions
<b>call a show</b>	give cues to performers and technicians
<b>call the show</b>	give cues during a performance
<b>centre stage</b>	middle of performing area
<b>choreograph</b>	work out dance movements
<b>climax</b>	highest point of tension when a decision must be made
<b>collage</b>	art made by sticking, pasting
<b>comedy</b>	funny play
<b>community arts</b>	arts involving the community
<b>complementary colours</b>	opposite colours: red/green, yellow/purple, blue/orange
<b>composition</b>	all the parts of a work put together
<b>conflict</b>	opposing ideas
<b>commercial</b>	making money, for sale
<b>contemporary</b>	of this time
<b>contrast</b>	different shapes, sounds, actions together

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<b>cool colours</b>	blues and greens
<b>copyright</b>	ownership of arts works and ideas, protected by law
<b>craft</b>	hand-made objects
<b>creative</b>	making original works
<b>criterion, criteria</b>	assessable aspect or aspects of achievement
<b>critical</b>	expressing opinions about work
<b>cue</b>	time for entrance, lighting, sound or effect
<b>cumulative</b>	building on earlier work
<b>descriptor</b>	an example of an area of achievement
<b>designer</b>	creator of everything visual: sets, costumes, props
<b>director</b>	person who coordinates all aspects of a production
<b>downstage</b>	front of performing area
<b>draft</b>	rough plan
<b>duration</b>	length of sounds: long, short
<b>dynamics</b>	volume: loudness and softness in music
<b>earth colours</b>	earth colours: yellow ochre, reds, browns, blacks, greys
<b>electrics</b>	lighting
<b>element</b>	an important part of making a work
<b>end stage</b>	performance area with audience on one side
<b>engraving</b>	cutting into a wooden or metal surface
<b>falling action</b>	action after the climax, also called: 'denouement'
<b>farce</b>	exaggerated comedy
<b>fly</b>	move scenery up and down by ropes or wires
<b>focus</b>	looking at one point
<b>front-of-house</b>	audience area
<b>generalist</b>	teaching all subjects
<b>grid</b>	network of lines
<b>harmony</b>	different sounds which sound pleasant together

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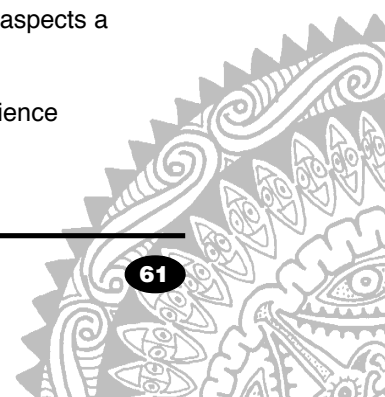


<b>highlight</b>	lightest tone in a painting
<b>hue</b>	name of a colour
<b>improvisation</b>	making up character, plot, actions; creating
<b>improvise</b>	make up
<b>inclusive</b>	including all students
<b>indicator</b>	an example of achievement
<b>integrate</b>	join into one
<b>interact</b>	communicate with others
<b>isolation</b>	moving one body part on its own
<b>kinaesthetic</b>	moving
<b>live</b>	with an audience; direct broadcast
<b>mask</b>	to conceal or hide a person or object
<b>media</b>	newspapers, books, film, radio, television
<b>melody</b>	tune, sequence of sounds
<b>mime</b>	make actions without speech
<b>monochrome</b>	one colour
<b>moving to sound</b>	changing position to sound: sway, step
<b>mural</b>	painting on a wall
<b>music</b>	sounds and silences
<b>musical</b>	play with song and dance
<b>notation</b>	written symbols for sounds
<b>opera</b>	comedy or drama told by singing
<b>opposite prompt: OP</b>	stage right
<b>ostinato, ostinati</b>	pattern of repeated sounds
<b>outcome</b>	a statement of achievement
<b>pattern</b>	repeated shapes
<b>perspective</b>	height, breadth, depth represented on a flat surface
<b>perspective</b>	distance of objects: near, far
<b>pigment</b>	colouring material in paint
<b>pitch</b>	highness or lowness of a note

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<b>present</b>	display, perform, hand in written work
<b>primary colour</b>	colours to make all others: red, yellow, blue paints
<b>producer</b>	controller of finance and schedules
<b>prompt side: PS</b>	stage left
<b>prop, property</b>	anything handled by a performer in performance
<b>proscenium</b>	arch in front of a theatre stage
<b>realistic</b>	like life
<b>rest</b>	silence, no sound
<b>rhythm</b>	regular beat pattern
<b>rising action</b>	increasing tension in a drama
<b>round, canon</b>	song with singers starting at different times
<b>scale</b>	pattern of pitches
<b>script</b>	written speech or actions of a play
<b>secondary colours</b>	mix of two primary colours: orange, green, purple
<b>sequenced</b>	in order
<b>set</b>	built scenery
<b>shape</b>	edge of person or object
<b>silkscreen printing</b>	printmaking by squeezing ink through a stretched mesh
<b>solo</b>	one person performing
<b>sound sculpture</b>	sculpture which makes sounds
<b>soundscape</b>	story told using sounds
<b>space</b>	area around a person
<b>spattering</b>	flicking paint from brush, or using airbrush or spray gun
<b>spectrum</b>	colours of white light, rainbow
<b>stage left</b>	performer's left facing the audience
<b>stage manager</b>	assistant to director to manage aspects a production
<b>stage right</b>	performer's right facing the audience

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<b>standby</b>	performers and crew ready to start: 'five-minute call'
<b>storytelling</b>	form of traditional performance
<b>structure</b>	form
<b>styles</b>	ways of expressing ideas
<b>symbol</b>	sign representing a sound, object, action
<b>technique</b>	way of making a work
<b>tempo</b>	speed of music: fast, slow
<b>texture</b>	surface of an object
<b>three-dimensional</b>	solid
<b>thrust stage</b>	performance area with audience on three sides
<b>tint</b>	colour mixed with white
<b>tone</b>	lightness or darkness of colour, also called 'value', also means ways of making sounds
<b>tone colour</b>	how sound is produced, also called 'timbre'
<b>traditional</b>	handed down through generations
<b>tragedy</b>	drama with unhappy ending
<b>two-dimensional</b>	flat
<b>upstage</b>	has several meanings including turn away from audience; make another performer turn away from audience; take attention away from another performer; back of performing area
<b>vocalise</b>	make sounds with voice
<b>vocational</b>	working for a living, professional
<b>volume</b>	amount of sound: loud, soft, louder, softer
<b>warm colours</b>	reds, yellows, oranges
<b>wash</b>	thin layer of paint

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Note: The postal address for Intellectual Property Office of Papua New Guinea is P.O. Box 1281, Port Moresby, N.C.D., the street address is 6<sup>th</sup> Floor, Monian Tower, Douglas Street, Port Moresby; the phone is 321 3900; fax is 321 5155 and e-mail is ipapng@ipa.gov.pg.

## Appendix Time allocations for upper primary subjects

In Upper Primary the subjects to be taught and their time allocations per week are:

Arts	180 minutes
Language	180 minutes
Making a Living	360 minutes
Personal Development	240 minutes
Social Science	180 minutes
Science	180 minutes
Mathematics	180 minutes

All subjects are core subjects and must be allocated the required number of minutes per week. Each subject is equally important for Integral Human Development. Making a Living and Personal Development have more time allocated because of their practical orientation.

All subjects can be externally assessed (*National Assessment and Reporting Policy, 2003*).



Mary Gole, potter at  
Ela Beach Market