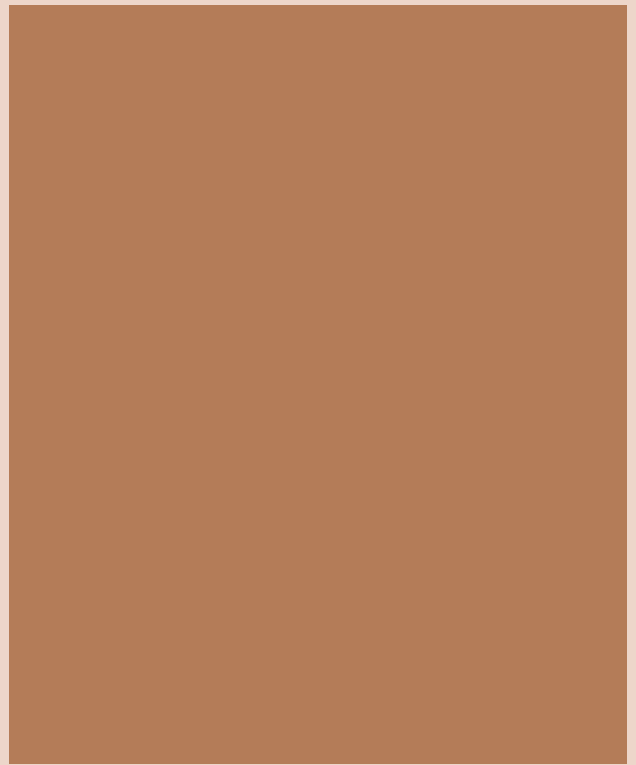


# Arts

## Teacher Guide

### Grade 7



### Standards Based



**'FREE ISSUE  
NOT FOR SALE'**

Papua New Guinea  
Department of Education

---

# **Arts** **Teacher Guide**

**Grade 7**

**Standards Based**



Papua New Guinea  
**Department of Education**

---

## **Issued free to schools by the Department of Education**

Published in 2019 by the Department of Education, Papua New Guinea

First Edition

© Copyright 2019, Department of Education, Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any form or by any means of electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

*Graphic Design & Layout by Vitus Witnes Kanua*

**ISBN:** 978-9980-905-27-7

## **Acknowledgements**

This Grade 7 Arts Teacher Guide was written by the Curriculum Development Division of the Department of Education. The Development of this Arts book was coordinated by Fredrick Soni Kanau and Philippa Anskar Darius with assistance from the Subject Curriculum Group (SCG) members and special Curriculum panel.

Teachers, School Inspectors, Teachers College Lecturers, community members and representatives from other stake holders such as Non-Government Organizations (NGOs), assisted in the development of this Teacher Guide through many workshops, meetings and consultations. They are all acknowledged for their support and contributions.

Subject Advisory Committee (SAC) and Basic Education Board of Studies (BEBOS) Committee members are also acknowledged for their recommendation and endorsement respectively of this Teacher Guide.

# Contents

Secretary's Message.....	<b>IV</b>
Introduction.....	1
Teaching and Learning Strategies.....	6
Planning and Programing.....	11
Content Background.....	19
Guided Lessons.....	43
Assessment, Reporting and Recording.....	57
Resources.....	64
Glossary.....	68
References.....	70
Apendices.....	73

# Secretary's Message

This Arts Teacher Guide for Grade 7 was developed to compliment the Arts Standards Base Syllabus for Grades 6, 7 and 8. It supports the implementation of the Standards Based Curriculum and therefore contains National Benchmarks and standard statements for the subject Arts in Grade 7.

It also provides the knowledge, skills, attitudes and values or KSAV's, background content, time allocation, sample guided lessons, assessment, and other guided strategies to enhance teaching and learning in and through the Arts.

Students learn better when learning is fun. An exciting Arts lesson opens the door for creativity, effective communication, critical thinking, problem solving skills, innovation and collaboration. This results in high academic achievements, self-expression, positive attitudes and productive citizens.

This Teacher Guide also provides teachers the opportunity to work in partnership with other teachers, parents and members of the community when teaching Arts. Teachers should also consider the use of available resources inclusive of recycled resources, the community calendar, excursions and new concepts to promote learning in and through the arts.

Teachers are encouraged to take an inclusive approach to cater for all students' needs at the same time apply various teaching and learning strategies.

I commend and approve this Grade 7 Arts Teacher Guide to be used by all schools with Grades 7 students throughout Papua New Guinea.



.....  
**DR. UKE. W. KOMBRA, PhD**  
Secretary for Education

# Introduction

This Grade 7 Arts Teacher Guide must be used together with the Arts Syllabus for Grades 6, 7 & 8. This guide provides guidelines to help you plan and develop teaching and learning activities to achieve the Content Standards. It also provides information and processes to:

- use the Benchmarks to identify relevant content (knowledge, skills, values and attitudes) and contexts
- develop relevant scope of content of KSAV based on clusters of Performance Standards relevant to your students' needs and interests
- select appropriate teaching and learning strategies
- plan a program suitable to your school
- plan and conduct assessment to monitor students' learning and achievement of the Content Standards.

The Teacher Guide comprises of two strands; Visual Arts and Performing Arts. The units are developed from these two strands. The Visual Arts strand is made up of two units; Arts and Crafts whereas; the Performing Arts Strand is made of three units which are Music, Dance and Drama respectively.

The eight topics are eventually derived from the five units.

All Arts lessons are linked according to their strands. This practice ensures that both students and you build upon previous knowledge and experiences. It also provides opportunities for students to make meaningful connections between Arts and other subjects; as well as their own experiences.

## Purpose

This Grade 7 Arts Teacher Guide is intended to help you to fully engage and utilize the Syllabus in order to specifically plan and prepare your programs.

There are sample guided lessons provided for each unit in this book. All lesson topics are drawn from the KSAV's. The KSAV's have been unpacked from the content standards for each unit. You have the flexibility of using the sample guided lessons provided to develop your own.

## How to use this Teacher Guide

Use the Primary Arts Syllabus for Grades 6, 7 & 8 and Teacher Guide to do the following:

**Step 1:** Read the Teacher Guide carefully. Become familiar with the Syllabus, its benchmarks, strands, units, topics, content standards, performance standards and assessment tasks.

**Step 2:** Read each section of this Teacher Guide thoroughly. Note important ideas, strategies and processes you think will be useful to you

**Step 3:** Select a strand, then read the Content Standards and Performance Standards. Identify the links from the KSAVs to the content background notes

**Step 4:** Meet with other teachers, share your ideas collaboratively and identify possibilities and risks before you write your programs. Identify possible community guest speakers or helpers for certain lessons. Places to visit, perform, display or sell art as well as the types of resources needed for the lessons.

**Step 5:** Understand your assessment tasks, tools, application of assessment types, recording and reporting strategies.

**Step 6:** Be prepared to accommodate for changes before, during and after your lessons are planned.

## Key Features

The key features outlined in this section are unique to Arts and important in the planning, development, and implementation of this subject. The Arts curriculum emphasizes on the recommended knowledge, skills and processes and provides ideas on how to teach Arts. Health and safety is paramount in all Art lessons.

The Arts curriculum is driven towards learning in and through the Arts. This ensures that all students must acquire the relevant 21st Century competencies to cope with our rapidly changing society. This curriculum will engage learners in high order thinking processes to develop skills and positive attitudes relevant for survival.

Students should study and engage in a variety of skills, techniques, processes and styles used by past and present artists. This curriculum embraces discovery learning and the use of traditional and modern technology or mix media.



## Process Skills Used in Arts

### 1. Discovering

Questioning, seeing afresh, observing, comparing, imagining, discovering options, being open-minded, making associations, seeing possibilities, finding a purpose, and taking initiative.

**To help children discover:**

- establish standards of behaviour and routines
- stand back and observe what students are capable of doing for themselves. Allow them to experiment and become aware that making mistakes can help them to learn
- allow students to learn from each other by talking about their discoveries, difficulties and successes
- ask open-ended questions for which students can suggest several possible answers
- be flexible enough to modify your plan as students make discoveries and choices that you may not have expected.

### 2. Planning

Selecting, identifying relationships, organizing, visualizing, predicting, and deliberating.

**To help students plan:**

- involve them in the organisation of resources, working groups, distribution of materials and cleaning up
- assist students to select materials which will help them to carry out their plans
- when choosing which materials to have available, remember that a variety of materials can suggest a range of possibilities, but too many materials can be overwhelming.

### 3. Doing

Taking action, applying knowledge, describing, testing ideas, inventing, devising, combining, varying, adapting, being flexible, refining, using materials, choosing materials, and experimenting.

**To help students do:**

- ask questions which will clarify any problems they have
- teach small groups or individuals
- encourage students to help each other
- suggest several alternative ways to use a material
- offer other materials that are easy to handle.

#### 4. Evaluating

Responding, criticising, reflecting, analysing, assessing, appraising, describing, discussing, and interpreting.

##### To help students evaluate:

While they work, help students to see the progress they are making. Afterwards comment on specific qualities in students work to make the class aware of different interpretations and uses of materials;

- have students talk about what they discovered, the choices they made, how they used the materials and whether it worked out the way they expected
- ask students to describe their responses to their own and others' work.

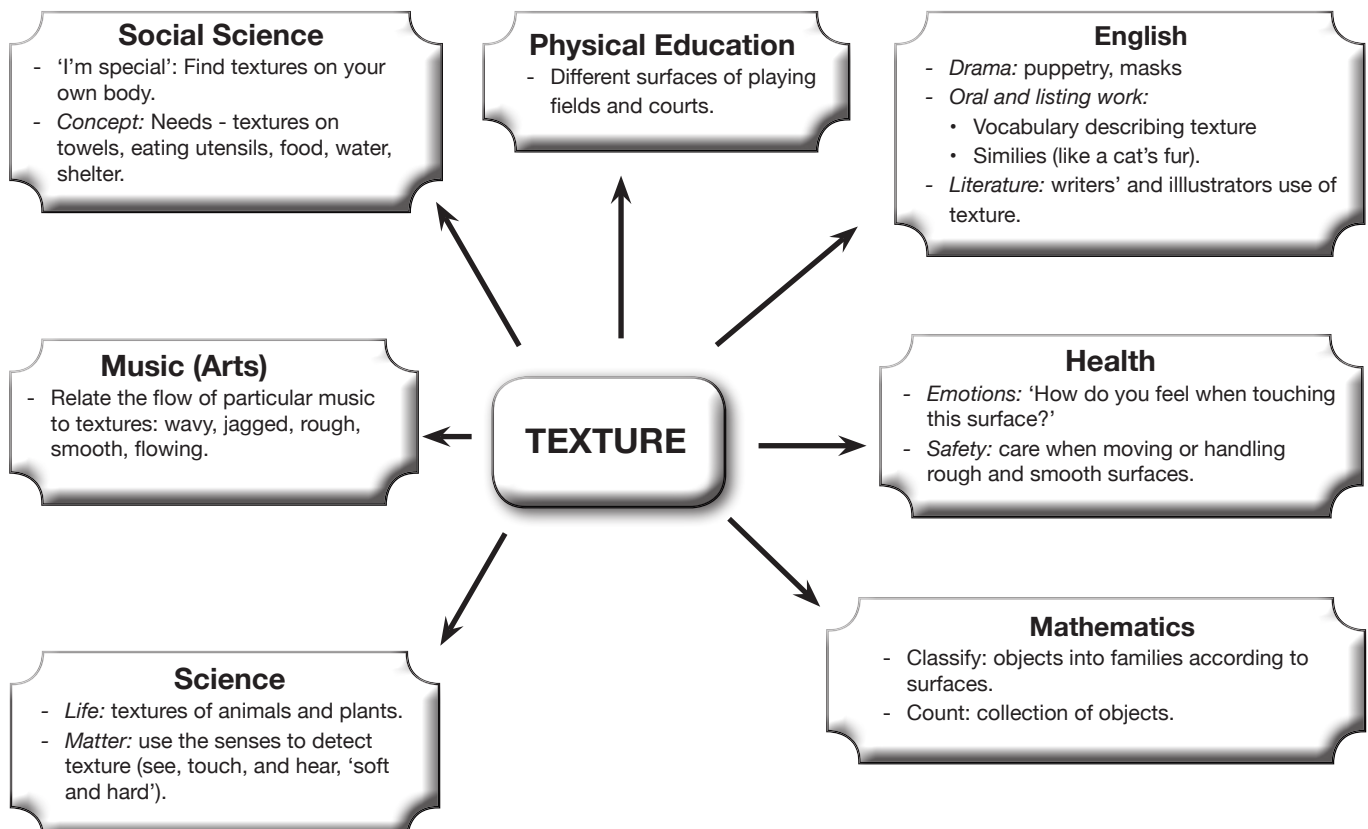
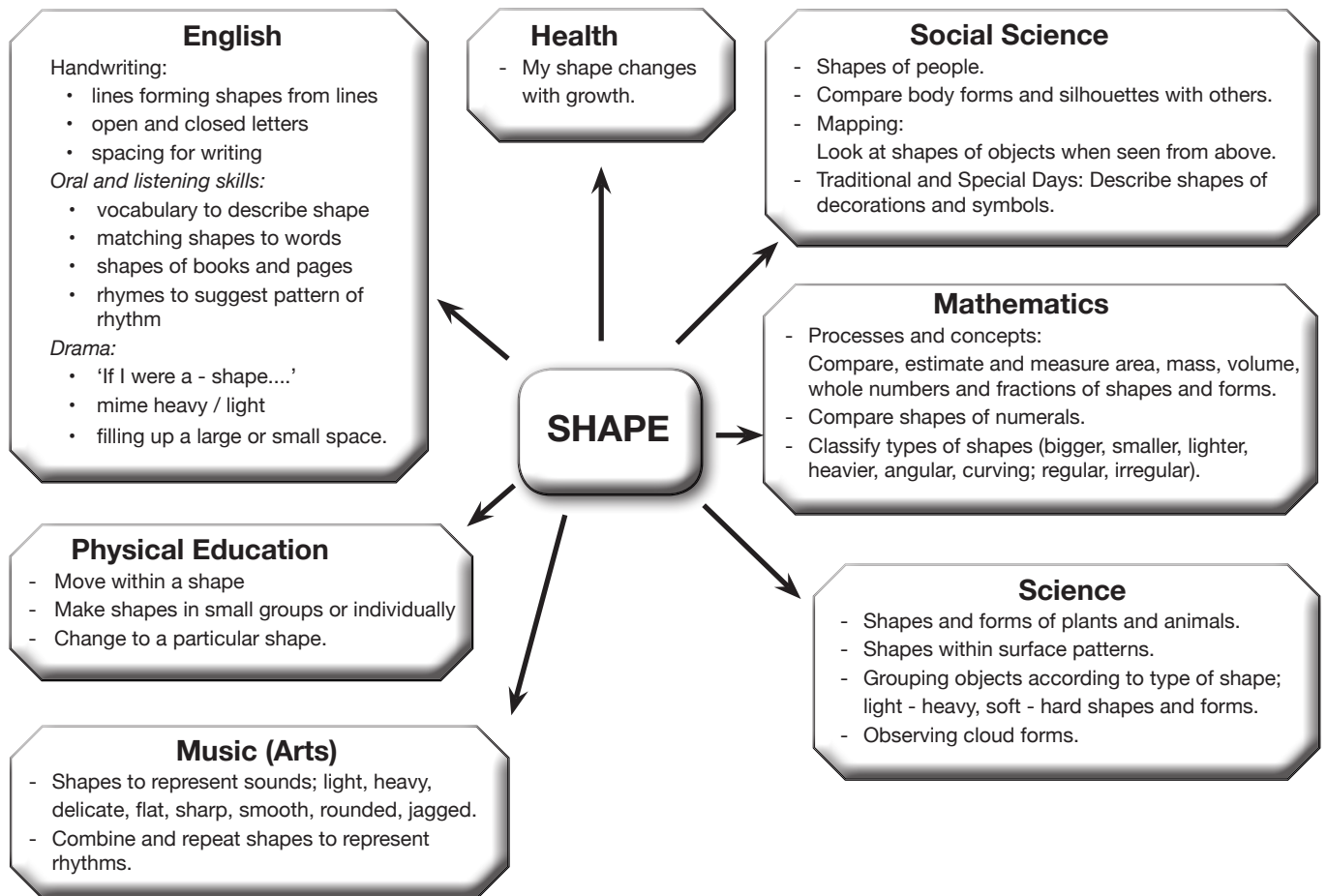
Help students to become responsible and independent workers by asking them to take part in distributing, collecting and storing materials and equipment; cleaning up; and reflecting on the effectiveness of classroom procedures for storing and organising materials. Always consider the safety and health of the students as well as materials used and the environment.

#### Arts Linkage to other Subjects

In Papua New Guinea society, Drama, Dance, Music, Art and Craft are integrated; they are combined or overlap, rather than being separate. The Arts are also an important part of the social and spiritual life of the community.

It is therefore important to guide the students towards the realization that learning *through* Arts includes seeing it as a vehicle for learning the content of the other subjects.

Below are the samples given to emphasize the above statement:



# Teaching and Learning Strategies

An important part of the planning process is to sequence activities and create meaningful opportunities for learning. It is acknowledged that some teachers favour one learning-teaching approach and use it frequently. Students soon become familiar with this approach. Other teachers tend to use other strategies as learning situations change.

If several different approaches are used over a short period, teachers and students may find it helpful to discuss similarities and differences. This is also a way of helping students to take responsibility for their own learning and assessment.

## Types of Strategies and Learning Situations

It is the teacher's responsibility to help students understand how to learn and how to apply reasoning skills in learning. Helping students understand how to learn and think, is like showing a trainee carpenter how to use different carpentry tools. The trainee carpenter is expected to choose what tool to use, where to use it and how to use it. This decision must be made by the trainee in order for the task to be carried out effectively with quality results. Students likewise, need to be assisted to learn strategies that will help them learn.

Below are some learning strategies and situations

Learning Strategies	Learning Situations
Quick look (skim) the material to decide if it is suitable	Students view materials such as pictures, charts, posters, books to work out if they are suitable and useful.
Plan what to do	Students decide how to accomplish the learning task. For example, does it require them to work in groups to make a large class mural to represent ideas, write ideas on charts, make posters or do a role-play?
Select specific information	Students look for specific information such as locating key words, phrases and ideas on posters, charts, diagrams and written texts.
Plan when, where and how to carry out the learning	Students work out the details of how they will approach the task and make their own choices about when to carry out the activities, such as when and where to go for an excursion.
Think while listening Think while reading Think while speaking Think while writing Self-assess	Students ask themselves questions as they are listening or reading to check their own understanding. Students ask themselves questions about their own oral and written language while these activities take place. Students check back and reflect on what new knowledge they have learned.
Grouping	Students sort objects or ideas into groups according to their characteristics or features.
Use background knowledge	Students relate new concepts to known knowledge to assist understanding.

Learning Strategies	Learning Situations
Sequencing	Students sequence ideas and events in order.
Make a picture (visualize)	Students use pictures to learn new information or solve a problem.
Predict	Students guess what might happen next or predict upcoming information.
Ask questions	Students ask peers or teacher questions to gain additional information or clarification.
Use context clues	Students use given information to understand new information.
Work with peers	Students work with peers helping each other to complete a task, solve a problem or receive feedback on their work.
Think positively	Students have confidence in themselves and take risks trying out new methods and ideas.

Before teaching students to use learning strategies, keep in mind the following points:

- the type of activities or tasks you plan for students will determine the type of strategy to be used
- teach students one or two strategies and let them feel confident using them before introducing more
- be sure to use simple activities or tasks at the initial stage when introducing the strategies to the students
- be sure that the strategy introduced has some connection to the students' past experiences and knowledge
- the strategy introduced could be applied in other learning situations.

### Teaching and Learning Strategies

To help students to build on what they already know, ask them to use a KWL (know, want, learned) strategy when they work on a topic or theme. An example is given below for the theme **Traditions, Customs and Festivals**:

#### KWL Chart

<b>K</b> (what I already <b>know</b> ) What I know about traditions, customs and festivals	<b>W</b> (what I <b>want</b> to know) What I want to know about traditions, customs and festivals	<b>L</b> (what I have <b>learned</b> ) What I have learned about traditions, customs and festivals
---	--	---

Apply the following steps when using the KWL strategy:

1. Organize the students into small groups
2. Tell the students the lesson topic
3. In small groups ask the students to list what they already know about the topic
4. Get the groups to share their ideas with the class as a whole
5. Ask the students to list what they want to know about the topic

6. Students complete the first two columns before they start the topic and the third column is completed at the closure of the topic.

### Bloom's Taxonomy

The following sample questions and learning activities using Bloom's Taxonomy will be of help to you as a teacher to enhance your students in their learning.

These sample questions and learning activities are able to be integrated into existing thinking skills program, thus, continuing to further nurture children's thinking from low level to high level.

Bloom's Taxonomy: Sample questions and learning activities		
Thinking level	Knowing	Understanding
<b>Useful verbs</b>	Copy, Listen, Relate, Trace, Find, Locate, Remember, Write, Know, Look, State, Tell, List, Name	Comprehend, Explain, Outline, Translate, Convert, Express, Restate, Understand, Draw, Interpret, Retell, Describe, Match, Share
<b>Sample questions</b>	<ul style="list-style-type: none"> <li>• Can you name the...?</li> <li>• Look at this then.....</li> <li>• Find the meaning of....</li> <li>• How many times...?</li> <li>• What happened after...?</li> <li>• What is the name of...?</li> <li>• Who was the boy that....?</li> <li>• Which is the right answer?</li> <li>• Where do you live?</li> </ul>	<ul style="list-style-type: none"> <li>• What do you think could have happened next in the story?</li> <li>• What was the main idea....?</li> <li>• Who do you think stole the ..?</li> <li>• Who was the main character?</li> <li>• Can you write the formula for.....in your own words?</li> <li>• How do you say this word in Tok pisin?</li> <li>• Can you give an exaple of...?</li> <li>• Can you write a brife outline of the drama?</li> <li>• Can you match these two lists?</li> </ul>
<b>Learning activities</b>	<ul style="list-style-type: none"> <li>• List all the people in the story</li> <li>• Locate all the information you can about.....</li> <li>• Listen to your teacher</li> <li>• Look at the painting and name the colours</li> <li>• Find the meaning of this word in the dictionary</li> <li>• Write the name of one colour of the rainbow</li> <li>• Copy the home work from the board</li> <li>• Trace this picture from the text book</li> <li>• Tell your group what we need for this activity</li> <li>• State clearly what the character said in the story</li> </ul>	<ul style="list-style-type: none"> <li>• Retell the story in your own words</li> <li>• Describe what the author meant</li> <li>• Retell this from the point of view of the villain</li> <li>• Share your drawing with your group</li> <li>• Translate this sentence from English to Tok pisin</li> <li>• Draw pictures to show how plants and animals interact</li> <li>• Outline your plans for your next project</li> <li>• Explain the meaning of this symbol</li> <li>• Express how you feel in your own words</li> <li>• Draw a daigram/map/plan</li> <li>• Match these two lists</li> </ul>

Bloom's Taxonomy: Sample questions and learning activities	
Thinking level	Applying
<b>Useful verbs</b>	Apply, Complete, Make, Do, Record, Use, Plan, Show, Calculate, Report, Classify, Play, Examine, Solve, Illustrate Carry out, Prepare
<b>Sample questions</b>	<ul style="list-style-type: none"> <li>• Can you construct a model of...?</li> <li>• Can you plan and conduct a drama?</li> <li>• From the information provided, can you develop a set of instructions on how to operate...?</li> <li>• Can you construct a rectangle with the following dimensions...?</li> <li>• Can you classify the following.....into their proper...?</li> <li>• Can you calculate the number of .....needed to .....?</li> </ul>
<b>Learning activities</b>	<ul style="list-style-type: none"> <li>• Illustrate the main idea of the book</li> <li>• Make a clay model of a volcano</li> <li>• Show in a chart where all the ..... are found in your area</li> <li>• Complete the following sentence</li> <li>• Construct a .....using these.....</li> <li>• Classify the following.....into their proper.....</li> </ul>
Thinking level	Analysing
<b>Useful verbs</b>	Analyse, Contrast, Investigate, Arrange, Distinguish, Select, Examine, Separate, Categorise Compare, Identify, Survey
<b>Sample questions</b>	<ul style="list-style-type: none"> <li>• Which events could not have happened? Why?</li> <li>• How is this similar/different?</li> <li>• How would the story have ended if...?</li> <li>• Can you distinguish between...?</li> <li>• Are there other motives behind...?</li> </ul>
<b>Learning activities</b>	<ul style="list-style-type: none"> <li>• Analyse a work of art in terms of form, colour and texture</li> <li>• Identify the strenghts of this commercial</li> <li>• Select the best music for this play</li> <li>• Compare and contrast between fresh water and salt water crocodiles</li> <li>• Categorize these items into .....and .....</li> <li>• Survey your friends in terms of .....</li> <li>• Arrange these .....from the largest to the smallest</li> <li>• Separate .....from.....</li> <li>• Investigate how we can.....</li> </ul>



**Bloom's Taxonomy:**  
**Sample questions and learning activities**

Thinking level	Creating
<b>Useful verbs</b>	Create, Design, Imagine, Predict, Conduct, Devise, Improve, Propose, Construct, Invent, Estimate, Suggest, Compose, Formulate, Perform, Research
<b>Sample questions</b>	<ul style="list-style-type: none"> <li>• Can you create new uses for...?</li> <li>• If you had access to all the necessary resources, how would you deal with...?</li> <li>• Can you develop a proposal which would...?</li> <li>• Can you invent a possible solution to...?</li> <li>• How many ways can you devise to...?</li> <li>• Can you predict what will happen if...?</li> </ul>
<b>Learning activities</b>	<ul style="list-style-type: none"> <li>• Create a new product and plan a marketing campaign for it</li> <li>• Propose how you will improve this...</li> <li>• Invent a machine to accomplish a special task</li> <li>• Design a cover for a magazine</li> <li>• Compose a rhythm or add new words to a well known tune</li> <li>• Construct a model of...</li> <li>• Predict what will happen in the story when...</li> <li>• Suggest ways to improve the following...</li> <li>• Conduct a survey to gather information about local artists that...</li> <li>• Research how we can reduce...</li> <li>• Estimate the cost of this marketing campaign</li> </ul>
Thinking level	Evaluating
<b>Useful verbs</b>	Evaluate, Decide, Judge, Recommend, Argue, Determine, Justify, Review, Assess, Discuss, Prioritise, Verify, Debate, Advise, Rate
<b>Sample questions</b>	<ul style="list-style-type: none"> <li>• How would you defend your position in relation to...?</li> <li>• What do you think about...?</li> <li>• Can you assess and choose a better solution to...?</li> <li>• How would you have handled...?</li> <li>• What changes would you recommend? Why?</li> <li>• Do you believe that...?</li> <li>• How ineffective are...?</li> <li>• What is the most valuable...?</li> </ul>
<b>Learning activities</b>	<ul style="list-style-type: none"> <li>• Justify why you have chosen this particular piece of music for your play?</li> <li>• Discuss factors that should be considered when choosing plants to get organic colours in the environment.</li> <li>• Verify that this is in fact the right materials to use for making a model</li> <li>• Evaluate the research on the local artists or painters</li> <li>• Judge which is the best short story</li> <li>• Decide on a criteria to judge a speech</li> <li>• Review this book and rate it from 1 to 10</li> <li>• Recommend new strategies to be adopted based on the SOWC analysis</li> </ul>



# Planning and Programing

Planning and Programming is important for the teacher to organize the content from the Syllabus and Teacher Guide to deliver lessons in the classrooms. The program should be planned in consideration with environment and cultural context of the school.

Teachers have to plan their teaching content and the assessment plans to make sure that relevant strategies are used to measure and achieve the set Content Standards in the Arts subject. Here are some main areas to consider when you are doing your planning and programming:

- Content Overview.
- Yearly Overview.
- Termly Overview.
- Weekly Overview.

## Content Overview

This section presents an overview in Arts. The Strands, Units and Topics are translated into Content Standards and Benchmarks.

Here is the content scope of learning for the Primary Grade Levels from Grades 6 - 8.

### Content Overview for Grades 6 - 8

Strand	Unit	Grade 6	Grade 7	Grade 8
Visual Arts	Arts	Topic	Topic	Topic
		1.Drawing 2.Painting	1.Drawing 2.Painting	1.Drawing 2.Painting
	Craft	3.Arts and Craft	3.Arts and Craft	3.Arts and Craft
Performance Arts	Music	4.Rhythm and Singing	4.Standard Music Notation	4.Playing a Simpe Melody
	Dance	5.History of Traditional and Modern Dances 6.Explore and Analyze Various Pacific Dances	5.Types of Western Dances and Patterns 6.Types of Oriental/ Eastern Dances, Movement and Patterns	5.Choreography Methods 6.Solo and Group Dance Performance
	Drama	7.Types of Stages and Stage Areas 8.Body Positions, Stage Movements and Audience	7.Tragedy and Comedy Plays 8.PNG Plays and Playwrights	7.Script Writing 8.Solo Role Play and Group Drama Performance

## Characteristics of a Good Program

Here are some characteristics to consider for a good program:

- maintains a focus on the benchmarks, showing what students must know and do to achieve the content standards
- uses time flexibly, so that students with different needs can develop understanding and demonstrate specific outcomes over a period of time
- uses a variety of teaching and learning strategies, as facilitators to cater for different learning styles and individual needs of students
- emphasizes the development of knowledge, skills, attitudes and values to promote lifelong learning
- provides opportunities for students to become effective, self-directed learners and enables students to learn in a range of contexts
- supports learning through the use of a variety of texts, media and real life materials and resources
- shows the links between the Content Standards, teaching and learning activities and benchmarks
- apply thematic approach when necessary.

When programming, teachers should also take into consideration the following:

- the community calendar
- unplanned events
- holidays
- major school activities
- engaging a local artist if possible

## Sample Of Yearly And Termly Plan

Here is a sample of yearly and termly plan outlining the eight (8) arts topics to teach throughout the school year. You can use this sample to plan and align the arts topics for grade seven by terms and weeks. Below is the sample outlining the topics.

*Note:* Major school activities are also catered for in the sample below.

Week	Term 1	Week	Term 2	Week	Term 3	Week	Term 4
1	<i>Enrolment and Revision of Grade 6 ARTS</i>	1	<b>Topic 3</b> ARTS AND CRAFT 7.1.3	1	<b>Topic 5</b> TYPES OF WESTERN DANCES AND PATTERNS 7.2.2	1	EDUCATION WEEK
2	<b>Topic 1</b> DRAWING 7.1.1	2		2		2	<b>Topic 7</b> TRAGEDY AND COMEDY PLAYS 7.2.4
3		3		3		3	
4		4		4	NATIONAL BOOK WEEK	4	
5	<b>Topic 2</b> PAINTING 7.1.2	5	<b>Topic 4</b> STANDARD MUSIC NOTATION 7.2.1	5	<b>Topic 6</b> TYPES OF ORIENTAL/ EASTERN DANCES, MOVEMENT AND PATTERNS 7.2.3	5	<b>Topic 8</b> PNG Plays and Playwrights 7.2.5
6		6		6		6	
7		7		7		7	
8		8		8		8	
9		9		9	LITERACY WEEK	9	School year ends <b>CHRISTMAS CELEBRATIONS</b> School Arts Performance Week; Concerts & Exhibitions
10		10		10	INDEPENDENCE School Arts Performance Week; Concerts & cultural show	10	

## Proposed Yearly and Termly Overview for Grade 7

Here is the proposed termly and weekly overview which outlines the lesson titles to teach in each of the terms throughout the year.

Term 1						
Week	Strand	Unit	Topic	Benchmark	Lesson #	Lesson Title
1	Registration and Orientation					
2	1. Visual Arts	1. Arts	Drawing	7.1.1.1	Lesson 1	Linear Drawing
					Lesson 2	Introduction to 1 point perspective
					Lesson 3	One Point Perspective – A box
3				7.1.1.2	Lesson 4	One Point Perspective – A open box
					Lesson 5	One Point Perspective – Alternative open box
					Lesson 6	Space in artwork
4			7.1.1.3	Lesson 7	Positive and Negative spaces	
				Lesson 8	2D Positive and Negative spaces	
				Lesson 9	3D Positive and Negative spaces	
				Lesson 10	Portrait drawing using egg shape principle	
5			Painting	7.1.2.1	Lesson 11	Explore mixing range of hues/colours using the primary colours and white.
					Lesson 12	Expressive painting about yourself or about an issue.
6					Lesson 13	Painting of natural or organic shapes, fruits, plants, animals etc.
					Lesson 14	Abstract Painting
7					Lesson 15	Developing a landscape painting
8					Lesson 16	Beginning a landscape painting
9	School Visual Arts Exhibition Week					

Term 2							
Week	Strand	Unit	Topic	Benchmark	Lesson #	Lesson Title	
1	Review and Planning Of Arts Programs						
2	1. Visual Arts	2. Craft	Arts and Craft	7.1.3.1	Lesson 17	Investigate various processes of recycling waste into useful products	
				7.1.3.2	Lesson 18	Facts of paper using pulping processes	
					Lesson 19	Explore work on paper using pulping processes	
3				7.1.3.3	Lesson 20	Paper use pulping processes	
					Lesson 21	3D craft made from recycled paper pulp	
				7.1.3.4	Lesson 22	Image made from recycled paper pulp	
Lesson 23					Figures made from recycled paper pulp		
4				7.1.3.5	Lesson 24	3D craft for decoration	
					Lesson 25	3D craft for sale	
					Lesson 26	3D craft for jewelry	
5				7.1.3.6	Lesson 27	Crafts for wearing as jewelry	
					Lesson 28	Crafts made from waste natural or local materials	
					Lesson 29	Crafts made from waste artificial material	
6	2. Performing Arts	3. Music	Standard Music Notation	7.2.1.1	Lesson 30	Pulse and tempo in rhythm	
					Lesson 31	Musical notes and melodic pattern	
					Lesson 32	The notes and rest in rhythm	
					Lesson 33	The staff	
					Lesson 34	Tunes from memory	
7			7.2.1.2	Lesson 35	Tunes and notation		
				Lesson 37	Sing with confidence		
				Lesson 38			
				Lesson 39			
				Lesson 40			
				Lesson 41	Western Dances		
				8	Lesson 42	History of western dances and why they are unique	
					Lesson 43	Why are Western Dances unique	
					Lesson 44		
9							
10	School Arts Performance Week; Dance performance, Musical concerts and Arts exhibitions.						

Term 3							
Week	Strand	Unit	Topic	Benchmark	Lesson #	Lesson Title	
1	Review and Planning of Arts Programs						
2	2. Performing Arts	4. Dance	Types of Western Dances and Patterns	7.1.3.1	Lesson 45	Dance patterns from the west Dance movements & patterns	
3					Lesson 46	Explore dance patterns from three countries in the west	
					Lesson 47	Practice dance patterns	
				7.1.3.1	Lesson 48	Western country dance	
Lesson 49					Features of western country dance		
Lesson 50					Performance of dance		
4			Types of Oriental/ Eastern Dances, Movement and patterns	7.3.2.1	Lesson 51	Oriental/Eastern Dance 1	
					Lesson 52	Oriental/Eastern Dance 2	
				Lesson 53	Oriental/Eastern Dance 3 – Demonstrate a solo oriental/eastern dance		
				Lesson 54	Oriental/Eastern dance mask		
6				7.3.2.1	Lesson 55	What are features of Oriental/Eastern Dances?	
7		5. Drama		Tragedy and Comedy Plays	7.4.1.1	Lesson 56	
						Lesson 57	
			Lesson 58				
7.4.1.1			Lesson 59				
			Lesson 60				
			Lesson 61				
9			Lesson 62				
			Lesson 63				
10	School Arts Performance Week; Dance & Drama Performances						

Term 4								
Week	Strand	Unit	Topic	Benchmark	Lesson #	Lesson Title		
1	Review and Planning of Arts Programs							
2	2. Performing Arts	5. Drama		7.2.4.1	Lesson 64	What is a tragedy drama?		
3					Lesson 65	Planning a tragedy drama		
					Lesson 66	Writing a tragedy drama		
			4	7.2.4.2	Lesson 67	Rehearsing a tragedy drama		
Lesson 68					Performing a tragedy drama			
Lesson 69					Tragedy drama using a health issue			
5				7.2.4.2	Lesson 70	What is a comedy drama?		
					Lesson 71	Planning a comedy drama		
					Lesson 72	Writing a comedy drama		
6				7.2.4.2	Lesson 73	Rehearsing a comedy drama		
7						7.2.4.3	Lesson 74	Performing a comedy drama
							Lesson 75	Features of tragedy and comedy plays
			Lesson 76	Comedy drama using a social issue				
8				7.2.4.3	Lesson 77	Revise what plays & playwrights are		
					Lesson 78	PNG plays and playwrights		
					Lesson 79	Review of a PNG play and a female playwright		
					Lesson 80	Discuss a PNG play to form an opinion		
					Lesson 81	Compare two PNG plays to form an opinion		
					Lesson 82			
				Lesson 83	Preparing for a performance			
9	School Arts end of year performances; Drama Performances							

## Samples of Weekly Time Allocation

This is the suggested weekly time allocation that the teacher can select to use in teaching Arts lessons for their students. There are three sets of time given below that the teacher can plan in their class timetables.

### Time allocation options

#### Option 1

Grade 6	Grade 7	Grade 8
140 minutes per week	140 minutes per week	140 minutes per week
4 x 35 minutes lessons	4 x 35 minutes lessons	4 x 35 minutes lessons

#### Option 2

Grade 6	Grade 7	Grade 8
140 minutes per week	140 minutes per week	140 minutes per week
3 x 40 minutes lessons	3 x 40 minutes lessons	3 x 40 minutes lessons
1 x 20 minutes lesson	1 x 20 minutes lesson	1 x 20 minutes lesson

#### Option 3

Grade 6	Grade 7	Grade 8
140 minutes per week	140 minutes per week	140 minutes per week
3 x 30 minutes lessons	3 x 30 minutes lessons	3 x 30 minutes lessons
1 x 50 minutes lesson	1 x 50 minutes lesson	1 x 50 minutes lesson



# Content Background Notes

The background information will assist teachers who are not familiar with the content of a particular unit or topic. This is provided to enhance his or her planning and programing in order to teach Arts with confidence.

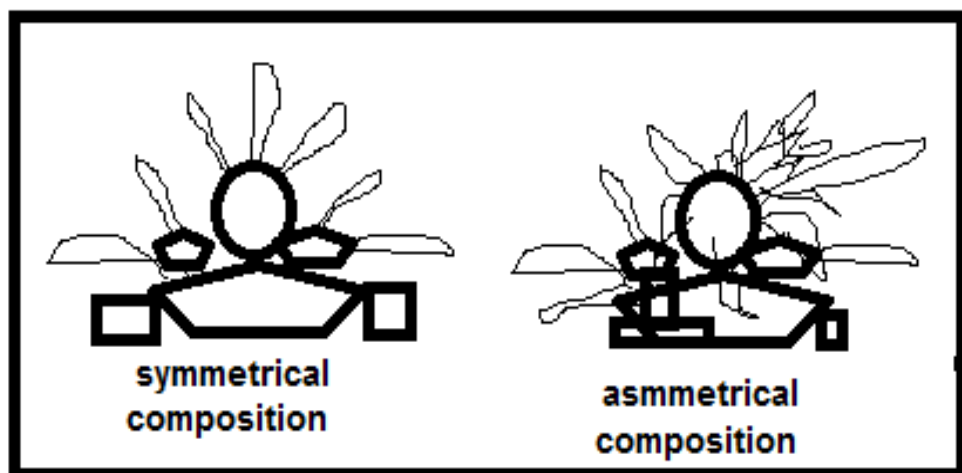
In addition, most schools in Papua New Guinea situated in the remotest parts may not have access to other Arts resource books to help the teachers plan and program. Therefore, teachers will depend on the Grade 6 Arts Teacher Guide to develop their daily teaching plan. The following content background notes will help you prepare to teach this unit.

## Visual Arts

### Topic 1: Drawing

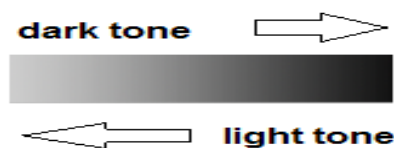
Drawing is often used as a starting point in the creation of most artwork. Artists use it as a means to record and experiment with their initial ideas as well as to help them to plan the production of their finished works. Sculptors, painters, printmakers, and ceramic artists often use drawings prior to producing their final pieces.

### Mediums of drawing



Explanation (*How to draw using a grid.*)

### Graded tone scale



Explanation:-

.....

.....

## Drawing techniques

Insert explanation of drawing techniques here

## Topic 2: Painting

Painting, like drawing, is another major means by which marks are created on the surface. Whether painting is to create a realistic representation of a subject, to explore an idea or to react to a feeling, painting just like drawing, allows anyone to respond and express themselves visually.

Paint is obviously used in painting. The paint itself is made up of two separate ingredients – *pigment* that creates the colour and a medium which moistens and bonds the colour onto a surface.

Mediums of painting	Equipment needed for painting
Pencil, charcoal, crayons, traditional dyes, contemporary paints- acrylic, watercolour, gouache, tempera, oil paint, poster colour	canvas, brushes, palette, sponge, string, palette knives
<i>*Refer to the resources list on page 102 &amp; 103 for more ideas</i>	

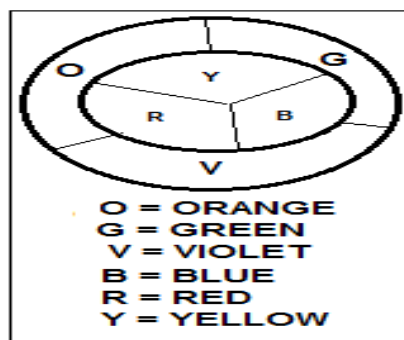
Explanation (Use of other natural paints found in the local environment)

- Pencil - Standard pencils are often used for sketching.
- Charcoal and Graphite - Charcoal and graphite are two drawing mediums that emphasize the use of shading.
- Pen and Ink - Pen and ink drawings use ink pens and jar inks, such as India ink.
- Watercolor Pencils.
- Markers.

### Different techniques of painting

Common ones to be selected and inserted here

- Colour wheel



Explanation: *(How to paint using a colour wheel.)*

.....

.....

.....

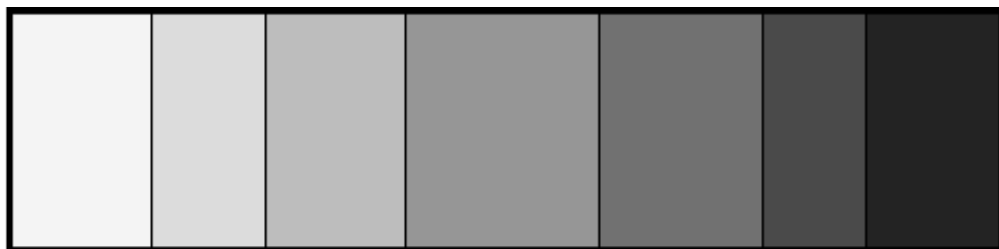
.....

### Block painting / graded tone scale

95% white

95% a dark colour

5% or less dark gradually add more dark pigment



Increase pigment in painting

Explanation *(How to do block painting.)*

.....

.....

.....

.....

### Topic 3: Arts & Craft

In this topic, students are encouraged to use their creativity to create an art or a craft project. It is important to provide art and craft activities for students to develop their imaginations and also creativity skills through artworks using local materials to produce three dimensional (3D) crafts such as models

#### Simple research skills to be learnt by grade six students

Teacher prepares their grade six students with simple research skills to help them in doing a research activity during their learning of a new idea or concept. Teacher use a mind map approach to allow students in groups to discuss and list the different simple research skills. Teacher asks the group to present their work to the whole group. The class discuss all the skills and confirm the appropriate skills that will be used for the research.

Here are some samples of research skills as;

- Have simple questions to guide the research.
- Look for information in line with the questions.
- Read relevant resource books that will give ideas to the questions.
- Show students on how to list the references of resources used.

#### Research and find out about three dimensional (3D) art work

The students should be reminded that the three dimensional crafts should have these characteristics such as length, width, height and depth. Students are introduced to the lesson about the three dimensional (3D) art work by getting into groups and do a research project using these guided questions as;

##### Important points to be remembered

- What are the features of a 3D art work?
- What are the characteristics of a 3D art work?
- What are the types of natural materials used to create a 3D art work?
- What are the steps or processes to follow to create a 3D art work?
- Teachers are required to provide some relevant resource books for the students to use to conduct their research on the three dimensional (3D) art works. They may use this template below for students to use to carry out their research.
- Paint the background first.
- The more paint you have on your brush, the more difficult it is to control.
- If you are using water-based paint, keep a sponge next to the water container so that you can dab off excess water from the brush after washing it.
- Wash your brushes thoroughly at the end of each lesson.
- Give yourself plenty of time to paint any desired details. If this stage is rushed, the quality of the final effect will be diminished.
- Interesting effects can be achieved by applying paint with other implements such as knives, sticks, sponges or even fingers.

**Sample Template for the research**

Name of student:.....

Due Date:.....

Use these questions to guide you in your research and provide your feedback.

1. What is a 3D dimensional art work?

.....

.....

.....

2. What are the features of a 3D art work?

.....

.....

.....

3. What are the characteristics of a 3D art work?

.....

.....

.....

4. What are the types of natural materials used to create a 3D art work?

.....

.....

.....

5. What are the steps or processes to follow to create a 3D art work?

.....

.....

.....

### Select a 3D art work and identify the steps and processes

Students will observe several 3D dimensional artworks made from natural materials and select one 3D dimensional artwork of their interest. Identify the natural materials used in making this art work. Discuss in their groups the processes that took to make this 3D artwork. Make a list of the processes to prepare the fibres. List the steps to make the 3D art work. The three dimensional crafts should have these characteristics such as length, width, height and depth.

Teachers will help to display some samples of the 3D artwork that students can use to observe and do their assignment. Teachers set the due dates for this project to be completed and presented for assessment by the teacher. Teacher set the criteria to assess the project.

Students can be assessed by using the following guidelines:

Name of student:

Grade:

Date Due:

Name of craft:

List of local materials used:

List the process of preparing the materials:

List of steps to make the new product:

Cost of new product to be sold:

Teacher compiles all the list of steps to make a booklet which could be used as reference later to make the new product.

Note: Products can be displayed during school Arts Exhibitions and can be sold for School fundraising projects.

### Use local materials to create a 3D artwork

Students individually select a 3D dimensional artwork. Use the processes and steps from lesson 3 to follow and prepare their dimensional 3D artwork. They should be given ample time to work on their artwork individually. This assignment can be for a term and students will work in their own time to complete the task. The three dimensional crafts should have these characteristics such as length, width, height and depth.

(Insert pictures of 3D artwork made from local materials)

Teachers will set the due dates for this project to be completed and presented for assessing by the teacher. Teachers will set the criteria to assess the project as;

Students can be assessed by using the following guidelines:

Name of student:

Grade:

Date Due:

Name of craft:

List of local materials used:

List the process of preparing the materials:

List of steps to make the new product:

The colours used in the artwork:

The patterns, designs and styles:

Cost of new product to be sold:

Teacher compiles all the list of steps to make a booklet which could be used as reference later to make the new product.

Note: Products can be displayed during school Arts Exhibitions and can be sold for School fundraising projects.

### **Use the learnt knowledge to create a new 3D artwork**

Students individually select a new 3D dimensional artwork. Use the idea of processes and steps from previous lessons to create new processes and steps to create their new dimensional 3D artwork. The three dimensional crafts should have these characteristics such as length, width, height and depth.

Students should follow the new steps and processes to prepare all the natural materials to create their 3D artworks. They should be given ample time to work on their selected new artwork individually. This assignment can be for a term and students will work in their own time to complete the task.

Teachers will set the due dates for this project to be completed and presented for assessing by the teacher. Teachers will use these guidelines below to assess the project. Students can be assessed by using the following guidelines:

Name of student:

Grade:

Date Due:

Name of new 3D craft:

List of local materials used:

List the process of preparing the materials:

List of steps to make the new product:

The colours used in the artwork:

The patterns, designs and styles:

Cost of new product to be sold:

Teacher compiles all the list of steps to make a booklet which could be used as reference later to make the new product.

Note: Products can be displayed during school Arts Exhibitions and can be sold for School fundraising projects.

(Insert pictures of new 3D artworks)

### **Use the learnt knowledge to create an artificial 3D artwork**

Students individually select a new 3D dimensional artwork and use the artificial materials to prepare and create the artwork. Use the idea of processes and steps from previous lessons to create new processes and steps to create their new artificial dimensional 3D artwork. The three dimensional artificial crafts should have these characteristics such as length, width, height and depth.

Students should follow the new steps and processes to prepare all the

artificial materials to create their 3D artworks. They should be given ample time to work on their selected new artwork individually. This assignment can be for a term and students will work in their own time to complete the task.

Teachers will set the due dates for this project to be completed and presented for assessing by the teacher. Teachers will use these guidelines below to assess the project. Students can be assessed by using the following guidelines:

Name of student:

Grade:

Date Due:

Name of new 3D craft:

List of artificial materials used:

List the process of preparing the materials:

List of steps to make the new product:

The colours used in the artwork:

The patterns, designs and styles:

Cost of new product to be sold:

Teacher compiles all the list of steps to make a booklet which could be used as reference later to make the new product.

Note: Products can be displayed during school Arts Exhibitions and can be sold for School fundraising projects.

(Insert pictures of 3D artwork made from artificial materials)

### **Use waste materials to create a 3D dimensional artwork for use**

Students individually select a new 3D dimensional artwork and use the waste materials to prepare and create the artwork. Use the idea of processes and steps from previous lessons to create new processes and steps to create their new dimensional 3D artwork from the waste materials. The three dimensional crafts made from waste materials should have these characteristics such as length, width, height and depth.

Students should follow the new steps and processes to prepare all the waste materials to create their 3D artworks. They should be given ample time to work on their selected new artwork individually. This assignment can be for a term and students will work in their own time to complete the task.

Teachers will set the due dates for this project to be completed and presented for assessing by the teacher. Teachers will use these guidelines below to assess the project. Students can be assessed by using the following guidelines:

Name of student:

Grade:

Date Due:

Name of new 3D craft:

List of waste materials used:

List the process of preparing the waste materials:

List of steps to make the new product:

The colours used in the artwork:



The patterns, designs and styles:  
Brief summary of the new artwork for reuse:

Teacher compiles all the list of steps to make a booklet which could be used as reference later to make the new product.

Note: Products can be displayed during school Arts Exhibitions and can be sold for School fundraising projects.

### **Crafts made from waste artificial materials**

Students discuss in their groups the positive and negative effects that the waste materials have in the environment and present their findings to the class.

Students select any waste artificial materials to create new crafts for use. They will work individually for this project. Teachers can display some samples of new craft made from waste artificial materials from the environment.

Examples: plastic containers, empty cans, plastic bags, empty rice packets, cartons, glass containers.

Example of a product: Use plastic containers to make pot plants, waste car tyres to make pot plants, children's swings, and garden decorations.

(Insert examples of new products made from waste artificial materials)

Students can be assessed by using the following guidelines:

Name of student:

Grade:

Date Due:

Name of craft:

List of artificial materials used:

List of steps to make the new product:

Cost of new product to be sold:

Teacher compiles all the list of steps to make a booklet which could be used as reference later to make the new product.

Note: Products can be displayed during school Arts Exhibitions and can be sold for School fundraising projects.

(Insert pictures of waste materials created and turn into useable resources)

## Performing Arts

### Topic 4: Standard Music Notation

The topic introduces to students graphic symbols and basic musical symbols through the known songs from churches or contemporary songs will assist students to read music notation. The following content background notes will help teachers prepare to teach the unit on music.

#### Style in notation: an illustration of tune on paper

Students should be exposed to listening to a piece of music or contemporary song and freely attempt to express on paper how they feel about the music. They should use pencil to draw freely on the paper the sound and flow of the music from the beginning to the end. They can add also words like happily, sad, joyfully, angry, boring on sections of the song where they think the music gives them that impression.

#### Graphic Notation and sounds

Design a chart of simple graphic symbols to represent action or sound. For example:












Symbol		Meaning
X	=	Clap once
/	=	Silence
?	=	Say aloud 'Why'
0	=	Say aloud 'You'
Ooooo	=	Say aloud 'You' and sustain it

The teachers and students then can compose lines of interesting actions and sounds based on the chart and perform them to the class.

Example of a composition:

0 X X X X 0 // X X X X 0 0 X X ? ? X X X X ? 0 0 ? X X X X Ooooo

## Basic music symbols and music notation

Note Values in Simple Time				
				Whole Note
				Half Note
				Quarter Note
				Eight Note
1	2	3	4	Counts

The above music chart can be used to create four bars of rhythm music, and it is not necessary for students to bother reading the music on the staff (five lines) at this grade level. Instead the students should focus on clapping the beats or notes value correctly. The use of quarter note, half note, and whole note for the beginner is very important. Sing and clap along the words of Jingle Bells keeping proper time.

### *Jingle Bells*



### Use of bar lines: Grouping of basic music symbols

Create a composition using all the basic music symbols (quaver, quarter note, minim, quarter note and whole note and rest) and leaving out the bar lines for students to place them according to the correct rhythm: 2-beat timing, 3-beat timing and 4-beat timing.

### Collection of known tunes, and PNG music industry songs

The students must be encouraged to make a collection of their own songs. These songs include: church hymns, popular songs, and known songs from PNG music industry. Teacher can consider collection of songs as a project and perform at least one of the songs to the class group.

### Sing songs with music notation

The students should be exposed to songs with musical notation so that they get familiar with the words and music arrangement on the western notation form. The singing activity using the actual songs with their music will prepare students to read music notation in future. The good examples
















of the sources of the songs come from churches, for example SDA church hymnal and country western hymnal.

## Strand 2: Performance Arts

### Unit 3: Music

#### Topic 4: Standard Music Notation

#### Notes rests chart

Name	Note	Rest	Beats	1 $\frac{4}{4}$ measure
Whole			1	
Half			2	
Quarter			1	
Eighth			$\frac{1}{2}$	
Sixteenth			$\frac{1}{4}$	

#### String instrument


















#### Lesson 1: Keeping correct rhythm and tempo

The teacher should select a familiar tune: it can be local tune, PNG national anthem, church hymns and use this song to demonstrate correct rhythm and tempo. The students should be encouraged to use tuned and untuned instruments or clap along the song. They will learn to maintain steady rhythm by keeping relevant tempo in time when engaging in singing and musical activities.

#### Lesson 2: Musical notes and symbols

The basic music symbols including quavers, semiquavers, quarter notes, rest and bar lines from the chart should be used to compose a rhythm piece as an exercise or a simple piece of melody on the standard music notation for a class to learn.

### Notes and rests chart

Name	Note	Rest	Beats	1 $\frac{4}{4}$ measure
Whole			1	
Half			2	
Quarter			1	
Eighth			$\frac{1}{2}$	
Sixteenth			$\frac{1}{4}$	



### Lesson 3: Tunes from memory

Teacher should guide the students to find a simple melody and rehearse it in small groups and perform it to the class. Select songs from church hymnals or other sources and perform confidently.

# Scope of Content Knowledge, Skills, Attitudes and Values

This table provides the scope of lesson content based on the performance standards to plan your teaching and learning programs. The lesson activities should have the components of relevant knowledge, skills, attitudes and values that can be assessed in the beginning of the lesson (Input), during the lesson (process) and at the end of the lesson (output). This will lead up to achieving the performance standards, content standards in arts subject. Use the table below to guide in planning your teaching programs

**Strand 1:** Visual Arts

**Unit 1:** Arts

**Topic:** Drawing

**Content Standard: 7.1.1** Students will be able to explain and compare positive and negative spaces, and draw a precise linear outline of these spaces.

Bench Mark	Lesson Number	Knowledge	Skills	Attitudes/ Values	Assessment Task
<b>7.1.1.1.</b> Explain positive and negative space, and reflect on their importance in drawing.	1. Linear drawing.  2. Positive and Negative spaces	Linear drawing methods - shapes. - outlines of objects - negative and positive space	Seeing and drawing images from pictures.  Drawing negative and positive spaces.	Value the Importance of negative space in drawing as a space.	1. Draw an image outline correctly to identify the negative and positive space.
<b>7.1.1.2.</b> Compare and contrast positive and negative spaces.	Portrait drawing using egg shape principle	Portrait of people: Features: • Egg shape • Cross axis. • Face features reference dots.	Portrait drawing principles. Face features inserting correctly - eyes, nose, mouth, ears and hair.	Improve portrait drawing by applying the principles	
<b>7.1.1.3.</b> Create drawings using linear outlines of space to distinguish a positive and negative space.	1. Introduction to 1 point perspective  2. Drawing images in one point perspective views	One point perspective principle features  Principle guide lines: • Horizontal line • Receding lines or converging lines. • Proportion of objects in relation to the distance	Using the principle to draw a landscape view.	Appreciate the importance of one this principle to develop landscape drawings.  Develop confidence in drawing landscapes	2. Produce a one point perspective to create depths in space.

**Strand 1: Visual Arts****Unit 1: Arts****Topic 2: Painting**

**Content Standard: 7.1.2** Students will be able to analyse the process of developing colours by painting natural or organic shapes.

Performance Standard	LSN #	Topics	Knowledge	Skill	Attitude/Value	Assessment Task
<b>7.1.2.1</b> Create different colours and paint life or still objects	1	Explore mixing range of hues/colours using the primary colours and white.	Know the composition of colours to produce wide range of colour/hue.	Developing a wide range of colours correctly using the primary colours and white.	Demonstrate how to combine the different colours to produce the desired colour.	
	2	Expressive painting about yourself or about an issue	Mixing and producing the seen colours in the environment.  Expression of one's own feeling through a painting. - Expressed through the colours, patterns and rhythm created in the painting.	Using white appropriately to achieve the desired tonal effect where appropriate.  Developing colours/hues. Tonal value applications.	Develop interest in colour development.  Appreciate painting as a mode of expression in arts.  Value the importance of colour and its visual significance to express an idea.	
	1	Painting of natural or organic shapes such as fruits, plants, animals etc.	Setting up a simple still life for painting: E.g. Painting objects such as fruits, melon, etc	Setting up simple still life for painting.  Mixing and developing colours seen confidentially.	Employing appropriate techniques in painting.  Application of appropriate pigments ratio to achieve the desired hue.	
	2	Abstract painting	Development of colours as seen  Arranging and organising the different shapes to express an idea through an abstract painting.	Creating an abstract composition based on the shapes as main element of the painting.  Selection and application of the range of colours, hues and tones	Appreciate painting as a vehicle in art to drive information and creativity through expressions	



Performance Standard	LSN #	Topics	Knowledge	Skill	Attitude/ Value	Assessment Task
<b>7.1.2.1</b> Create different colours and paint life or still objects	1	Developing a landscape painting	Creating a landscape painting with sections developed in sequence;	The main features of landscape painting. 1. Background. 2. Middle ground. 3. Foreground.	Painting of the 3 main sections or grounds in a painting in the correct sequence of development.	1. Correct development of colours using colour combinations.
	2	Beginning a landscape painting	1. First; back ground features 2. Then the middle ground details and finally the foreground features and details to be painted at last.	Painting and developing different range of hues.	e.g. Start with background, then middle and finally the foreground.	
	1	Creating a landscape painting.	Painting a landscape. - Understanding of the different grounds/sections to approach when painting a landscape.	The main features of landscape painting. a. Background. b. Middle ground. c. Foreground.	Painting of the 3 main sections or grounds in a painting in the correct sequence of development. e.g. Start with background, then middle and finally the foreground.	2. Create a landscape painting using the learnt processes and methods of organization and development.
	2	Understand the main features of landscape painting	- Controlling of tones to create depths.	Painting and developing different range of hues.		
	3	Painting life objects or a still life	Composing a still life.	Painting a landscape through imagination or through a reference from a picture source.		
	4	Painting a landscape through imagination	Structuring a still life to be more interesting then monotonous in a symmetrical view so as to create interest.			
	1	Tonal depths with tonal variations	How to vary tones to create depths.	Creating an illusion of depths through painting.	Correctly varying tones to create the appropriate tones to establish and generate the illusion depths in the space.	3. Creating depth in painting



**Strand 1: Visual Arts**  
**Unit 2: Craft**  
**Topic 3: Arts and Craft**

**Content Standard: 7.1.3** Students will be able to explore various processes of recycling waste materials or other materials into useful products creatively.

Benchmark	Lesson	Topics	Knowledge	Skills	Attitude/Values	Assessment Task
<b>7.1.3.1</b> Investigate various processes of recycling waste or other materials into useful products.	1	Facts of paper using pulping processes	Define facts about using paper pulping and it's processes to make useful resources	Identify and recognize facts about using paper pulping and it's processes of making new or useful products	Take care and follow safety rules  Being responsible and respect others	List the processes of paper pulping processes
<b>7.1.3.2</b> Justify the practice of recycling waste and other materials into useful projects	2	Explore work on paper using pulping processes	Explore work on paper using pulping processes	Explore and understand the paper using pulping processes	*Take care and follow safety rules  *Being responsible and respect others	Discover the processes of paper using pulping processes
<b>7.1.3.3</b> Use basic research skills to investigate the recycling of one material or product and draw appropriate conclusions.	3	Paper Use Pulping Processes	Use Paper use pulping processes to make new products.	Use paper pulping to make new crafts and create pattern & designs	*To appreciate their work  *Take care and follow safety rules	Make paper using pulping crafts with patterns and designs
<b>7.1.3.4</b> Evaluate the effects of recycling of waste materials on people and the environment.	1	3D craft made from recycled paper pulp	Use recycled paper pulp to create any 3D craft and recognized it's characteristics of length, width, depth and height	Create models of 3D crafts using recycle materials, and identify the length, width depth and height	* Appreciate their work, take care and follow safety rules *Having the attitude of 4R's Recycle, reuse, reduce, responsible	Make an interesting and creative 3D crafts from recycle paper pulp

Benchmark	Lesson	Topics	Knowledge	Skills	Attitude/Values	Assessment Task
	2	Image made from recycled paper pulp	Use recycled paper pulp to create images with its landscapes and Characteristics	Produce images from recycled paper pulp	* Appreciate work, take care, follow safety rules * Have attitude of 4R's Recycle, reuse, reduce, responsible	Make an image from recycled paper pulp
	3	Figures made from recycled paper pulp	Use recycled paper pulp to make figures or images with patterns	Construct new models of 3D crafts using paper pulp	* Being respectful (V) and tolerance * attitude of 4R's Recycle, reuse, reduce, responsible Encourage originality and follow safety rules	Make a product using recycle paper pulp to develop creative products
	1	3D craft for decoration	Use natural or local materials to create new product of use for decorations or such as; flower vase, mark clammy etc.	Create models of decoration crafts using local and natural resources	* Being responsible and creative *Appreciative and reliable *Obey safety rules and respect others and reliable *Obey safety rules and respect others	Make an interesting craft for decoration
<b>7.1.3.5.</b> Compare and contrast recycled products with new products  <b>7.1.3.6.</b> Explore the theory and practice of recycling waste materials and creating them into useful products	2	3D craft for Sale	Use natural or local materials to create artifacts for sales such as; soup bowls, floor mats, door curtains, bilums, baskets etc.	Produce models of artifacts using local and natural resources	* Being responsible and creative *Appreciative and reliable *Obey safety rules and respect others	Make an interesting craft for sale
	3	Crafts for wearing as jewelry	Use natural or local materials to create local jewelries to wear and sell such as; necklaces, arm bend, bracelets, rings, ear rings etc.	Make models of jewelries using local and natural resources	* Being responsible and creative *Appreciative and reliable *Obey safety rules and respect others	Make a jewelry for sale
	1	Crafts made from waste natural or local materials	Use natural or local materials to construct new craft for use	Construct a new product from waste natural or local materials	*Be creative and imaginative *Apply safety rules and be responsible	Construct a new product from waste natural or local materials
	2	Crafts made from waste artificial materials	Use artificial; waste materials to construct a new product for use	Construct a new product from waste artificial materials	*Be creative and imaginative *Apply safety rules and be responsible	Construct a new product from waste artificial materials

**Strand 2:** Performing Arts  
**Unit 3:** Music  
**Topic 4:** Standard Music Notation

**Content Standard: 7.2.1** Read standard music notation with confidence and sing in parts.

Benchmark	Lesson Title	Knowledge	Skill	Attitude/ Values	Assessment Task
<b>7.2.1.1</b> Read standard music notation with confidence and sing in parts.		Examine well known tunes and its rhythmic structure  Study the rhythm of PNG National Anthem and be familiar with it.	Sing in 2 or 3 part harmony the National Anthem. Clap along the song keeping the correct pulse and maintain the steady tempo	Appreciate that songs can communicate feelings when tempos vary from slow to fast depending on the performer's interpretation.  Value importance of the standard music notation in writing	Practice and perform a known song keeping accurate time and tempo, example PNG National Anthem "O' Arise".
		Recognise the standard symbols: treble staff, notes: quarter notes, quaver, minim and semibreve and read limited range of notes and melodic patterns. Sing a contemporary song from memory	Create four bars of music using limited range of notes and melodic patterns.	Appreciate the importance and the use of symbols and signs in music notation	Student sight read and perform four or more bars of music with standard notation symbols.
		Sing a contemporary song from memory	Create four or more bars of familiar tunes	Appreciate and have respect for familiar tunes  And its function in social context.	1.The students in small group will perform a song from memory with tuned and untuned instruments.

**Strand 2: Performing Arts**  
**Unit 4: Dance**  
**Topic 4: Types of Western Dances and Patterns**

**Content Standard: 7.3.1** Demonstrate the uniqueness and techniques of Western dances with respect and appreciation

Performance Standard	Lesson Number	Lesson Title	Knowledge	Skills	Attitude/ Value	Assessment Task
<b>7.3.1.1</b> Demonstrate different techniques of Western Dances and their uniqueness and perform Western Dance patterns	1	Western Dances	Know about Western Dances by naming them using a mind map and why they are unique.	Identify the Western Dances and why they are unique.	Appreciate Western Dances.	Quiz/Diagnostic test – Where is this Western Dance comes from?
	2	History of Western Dances and why they are unique	Name the type of Western Dances, the country of origin and why the dances are unique.	Identify research Describe Western Dance	Appreciate Western Dances.	
	1	Dance patterns from the West  Dance Movements & Patterns	Western Dance Names of Western Dances and the country where they come from	Identify the country and Western dances	Appreciate Respect of Western Dances	List and name countries and western dance.
	2	Explore dance patterns from three countries in the West	Explore dances and name them	Identify patterns of the three dances	Appreciate the dances from the West	1. Research and find out more about Western Dances
	3	Practice dance patterns	Name directions of movement and descriptions of dance patterns.	Practice and rehearse dance movements	Appreciate the dances from the West	Perform dance patterns
	1	Western Country Dance	Name of country Name of dance	Demonstrate dance movement	Appreciate the dances from the West	2. Perform Western Dance pattern collaboratively
	2	Features of Western Country Dance	Name features of dance – dressings, music that goes with the dance	Identify and describe the way people dress for this dance.	Appreciate the dances from the West	Write a description of the features of this dance
	3	Performance of dance	Dance steps and movements	Perform the dance by incorporating Dance steps.	Appreciate the dances from the West	

**Strand 2: Performing Arts**  
**Unit 4: Dance**  
**Topic 6: Types of Oriental/Eastern Dances**

**Content Standard: 7.3.2** Explore and Demonstrate different techniques of Oriental/Eastern dances with admiration

Benchmark	Lesson Number	Lesson Title	Knowledge	Skills	Attitude/ Value	Assessment Task
<b>7.3.2.1</b> Demonstrate different techniques of Oriental and Eastern Dances with their movement and patterns	1	Oriental/Eastern Dance 1	Know about Oriental/ Eastern Dances by naming them and where they come from	Identify the types of Oriental and Eastern Dances	Appreciate Eastern Oriental/ Dances.	Quiz/Diagnostic test – Where is this Oriental/ Eastern dance comes from
	2	Oriental/Eastern Dance 2	Explore different techniques used in the Oriental/Eastern dances.	Identify, research Describe, Demonstrate Oriental/ Eastern Dance	Appreciate Eastern Oriental/ Dances.	Explore different techniques/ dance movements or patterns of oriental/eastern dance and write a description followed by a demonstration.
	3	Oriental/Eastern Dance 3 – Demonstrate a solo oriental/ eastern dance	Name of type of oriental/eastern dance	Identifying Practicing, Rehearsing Performing	Appreciate Eastern Oriental/ Dances.	Demonstrate a solo performance of a selected oriental/eastern dance
	1	Oriental/Eastern dance mask	Oriental/Eastern Dance Mask	Designing., Constructing	Appreciate Respect for Oriental/Eastern dances	
	2	What are features of Oriental/Eastern Dances?	Name of country  Name of a type of Oriental/ Eastern dance	Describing	Appreciate the Oriental/Eastern dances.	1. Select a type of Oriental/ Eastern dance – Write a description of the type of costume worn for this dance.

**Strand 2: Performing Arts**  
**Unit 5: Drama**  
**Topic 7: Tragedy and Comedy Plays**

**Content Standard: 7.4.1** Understand the features of a tragedy play and comedy play by demonstrating and appreciating their purposes

Performance Standard:	Lesson #	Knowledge	Skill	Attitude/ Value	Assessment Task
<b>7.4.1.1</b> Demonstrate understanding of features of a tragedy play and comedy play.	1.What is a tragedy drama?	Features of a tragedy drama	The ability to distinguish features of a tragedy drama.  The ability to perform a tragedy drama	Appreciate the purpose of tragedy drama in societies.	1.Explain what tragedy plays are and its features
	2.Tragedy drama using a health issue	Identify a health issue in order to create a tragedy drama  Identify causes, symptoms and prevent of the health issue.	The ability to express a health issue using tragedy drama	Appreciate the use of a tragedy drama to create an awareness using a health issue.  Develop an awareness of causes, symptoms and how to prevent selected sicknesses and diseases.	2.Use a tragedy play to demonstrate understanding of a health issue.
	3.What is a comedy drama?	Features of a comedy drama	The ability to distinguish features of a comedy drama.  The ability to perform a comedy drama	Appreciate the purpose of comedy drama in societies.	3.Explain what comedy plays are and its features
	4.Comedy drama using a social issue	Identify a social issue in order to create a comedy drama  Identify causes, and prevention methods of the social issue.	The ability to express a social issue using comedy drama	Appreciate the use of a comedy drama to create an awareness using a social issue	4.Use a comedy play to demonstrate understanding of a social issue.

**Strand 2:** Performing Arts  
**Unit 5:** Drama  
**Topic:** PNG Plays and Playwrights.

**Content Standard: 7.4.2** Explore some PNG plays, their Playwrights and be able to form opinions about the plays.

Performance Standard	LSNS	Knowledge	Skill	Attitude/ Value	Assessment Task
<b>7.4.2.1</b> Identify some PNG plays, their Playwrights and form opinions about the plays.	1. PNG plays and Playwrights	PNG plays and playwrights.  Understand the setting from which the play was written.	The ability to identify PNG plays and their playwrights.	Appreciate PNG plays and their Playwrights.	1. List PNG playwrights and plays they wrote
	2. Discuss a PNG play to form an opinion	How to develop an opinion?  A plot structure of a play  Papua New Guinea (PNG) plays and playwrights	Discuss to form an opinion about the storyline of a PNG play and its significance.	Confidently form an opinion about the significance of the PNG play and about certain aspects of the play.	2. Express an opinion about a short PNG play.



# Guided Lessons

Use this blank lesson plan template to prepare your lessons.

**Lesson Title:** 3D craft made from recycled paper pulp

**Lesson:** One

**Strand:** Visual Arts

**Unit:** Crafts

**Time:** 40 minutes

## Teaching and Learning Activity

Part of a lesson	Teacher's Activities: <i>Teacher will do:</i>	Students Activities: <i>Student will do:</i>
<b>Objective</b>	By the end of the lesson each student will be able to:	
<b>Teaching Aids/Materials</b>		
<b>Teaching Method</b>		
<b>Assessment Type/</b> • Assessment Method • Recording Method • Reporting Method		
<b>Introduction/Motivation</b> (2 mins)		
<b>Explanation/Demonstration</b> (3 mins)		
<b>Body:(Step by step activities)</b> (30 mins)		
<b>Conclusion</b> (5 minutes)		
<b>Evaluation:</b> (Teacher and student)		



## Sample Guided Lessons

These guided sample lessons are provided as examples with Teachers notes for you to use in planning of a lesson plan. All lessons have been provided in the yearly and termly overview. This template with teacher's notes should be read well before the planning of a lesson.

**Strand:** Visual Arts

**Topic 3:** Arts and Craft

### Teacher's Notes:

These are set notes to guide you teachers to read and prepare your lesson plan accordingly. Be mindful to plan relevant activities that will achieve the set content standards and performance standards. The teacher's notes capture all samples of lessons and assessment types to apply during each lesson. It also provides the description section that captures the key concepts that you as the teacher should understand and do some research before the actual delivery of the lessons. The Teacher's Notes section should be drawn for all performance standards with all lessons and assessment types captured before planning your lesson plans. Use this standard template below.

TOPIC: Arts and Craft			
<b>Content Standard</b>	7.1.3 Discover the processes of recycling waste materials and turning them into useful products		
<b>Performance Standard</b>	7.1.3b Use the recycled paper pulp in creating 3D figures or images		
<b>Description</b>	A two-dimensional shape has length and width. A three-dimensional solid shape also has depth. Three-dimensional shapes, by their nature, have an inside and an outside, separated by a surface. All physical items, things you can touch, are three-dimensional.		
<b>Lesson</b>	<b>Knowledge</b>	<b>Skill</b>	<b>Attitude</b>
Lesson 1	Use recycled paper pulp to create any 3D craft and recognized it's characteristics of length, width, depth and height	Create models of 3D crafts using recycle materials, and identify the length, width depth and height	* Appreciate their work, take care and follow safety rules *Having the attitude of 4R's Recycle, reuse, reduce, responsible
Lesson 2	Use recycled paper pulp to create images with its landscapes and Characteristics		
Lesson 3	Use recycled paper pulp to make figures or images with patterns		
<b>Assessment Task:</b> Make an interesting and creative 3D crafts from recycle paper pulp			
<b>Assessment Types</b>	<b>Assessment Method</b>	<b>Recording Method</b>	<b>Reporting Method</b>
Assessment "of" Learning	Observation	Checklist with expected set criteria	Conferencing with individual student
<b>Resource Materials</b>			
<b>References</b>	SBC Arts syllabus, SBC Grade Six Teacher Guide, Read more at: <a href="https://www.skillsyouneed.com/num/3d-shapes.html">https://www.skillsyouneed.com/num/3d-shapes.html</a>		

### Sample 3: Craft Guided Lesson Plan

**Lesson Title:** 3D craft made from recycled paper pulp

**Lesson:** One

**Strand:** Visual Arts

**Unit:** Crafts

**Time:** 40 minutes

#### Teaching and Learning Activity

Part of a lesson	Teacher's Activities: <i>Teacher will do:</i>	Students Activities: <i>Student will do:</i>
<b>Objective</b>	<b>By the end of the lesson each student will be able to:</b> <ul style="list-style-type: none"> <li>Observe samples of 3D craft made from recycled paper pulp</li> <li>Listen to the explanations of what to do in this activity</li> <li>Observe the demonstrations of the actual activity done by the teacher.</li> </ul> Follow the steps and do the activities to create their individual 3D crafts using recycled paper pulp: <ul style="list-style-type: none"> <li>Present their completed models of their 3D crafts</li> <li>Teachers apply the assessment (of) learning with set criteria to assess the 3D craft.</li> </ul>	
<b>Teaching Aid/ Materials</b>	Teachers provide sample models of 3D crafts made from paper pulp.	Students select a 3D craft and prepare paper pulp.
<b>Teach Method</b>	Child centered and discovery approach	Students participate in discovery process learning.
<b>Assessment Type</b> <ul style="list-style-type: none"> <li><b>Assessment Method</b></li> <li><b>Recording Method</b></li> <li><b>Reporting Method</b></li> </ul>	Teacher use assessment "of" learning: <ul style="list-style-type: none"> <li>Observation</li> <li>Checklist</li> <li>Conferencing with Individual student.</li> </ul>	1. Student follow set criteria to make their 3D craft with paper pulp. 2. Student provides response to questions asked by the teacher.
<b>Introduction/ Motivation</b> (2 mins)	1. Introduce the lesson by displaying some models of 3D crafts made using paper pulp. 2. Observe and ask general questions to capture students understanding in readiness for the actual activity.	1. Students observe and study the types of sample 3D crafts made from recycled paper pulp. 2. Identify the different applications of shapes, patterns, sizes, color being used in the 3D Crafts from the recycled paper pulp.
<b>Explanation/ Demonstration</b> (3 mins)	1. Provide clear explanation of how to do the actual activity. 2. Teacher provide clear demonstration of the actual activity to be done during the lesson.	1. Student pay attention to the explanation of what to do in the actual activity. 2. Student observe the demonstration and explanation done by the teacher.

Part of a lesson	Teacher's Activities: <i>Teacher will do:</i>	Students Activities: <i>Student will do:</i>
<b>Body:</b> (Step by step activities) (30 mins)	<p><b>Step 1:</b> Ask students to get into their art groups with their recycled paper pulp. Resources brought from their homes.</p> <p><b>Step 2:</b> Ask group leaders to make sure all their members are sited in their groups.</p> <p><b>Step 3:</b> Provide set criteria and safety rules to guide their production of the 3D crafts using the recycled paper pulp.</p> <p><b>Step 4:</b> Allow the students now to create their 3D crafts using the paper pulp.</p> <p><b>Step 5:</b> Supervise and ask questions.</p> <p><b>Step 6:</b> Apply assessment type (of) in learning by observing the students, having conferencing with students and assess using a checklist at the end of the lesson.</p> <p><b>Step 7:</b> Ask students to present their completed 3D crafts made from recycled paper pulp.</p>	<p><b>Step1:</b> Go into their groups with their recycled paper pulp ready to make their 3D crafts.</p> <p><b>Step 2:</b> Group leaders make sure all their members are sited in their groups.</p> <p><b>Step 3:</b> Group leaders reinforce the set criteria and safety rules to his/her group members while they listen.</p> <p><b>Step 4:</b> Students start work on their 3D crafts using their recycled paper pulp individually.</p> <p><b>Step 5:</b> Students apply the attitudes of being appreciative with their work, take care and follow safety rules. Having the attitude of 4R's Recycle, reuse, reduce, responsible.</p> <p><b>Step 6:</b> Students response to assessment questions from the teacher.</p> <p><b>Step 7:</b> Students present their individual 3D crafts made from the recycled paper pulp.</p>
<b>Conclusion:</b> (5 minutes)	1. Teacher select students to present their completed 3D products made from recycled paper pulp and the use of this product.	1. Students showcase their completed 3D crafts and the use of these products.
<b>Evaluation:</b> (Teacher and student)	1. Teacher collect and give marks to all their students 3D crafts made from recycled paper pulp.  2. Teacher evaluate his/her lessons plans and the materials used in the lesson.  3. Teacher also checks if all set objectives were achieved; if not then why?  4. If not achieved then what is next?	1. Students also check if they have made a 3D craft in line with the set criteria.  2. If student have not achieved it then what is it to do to complete the 3D craft as required?  3. Students who have completed then display their 3D crafts made from recycled paper pulp for decoration or for sale.

## Strand: Performing Arts

**Unit:** Music      **Time:** 40 minutes

**Lesson Title:** Sing with confidence

**Lesson:** One

### Teaching and Learning Activity

Lesson Title: Graphic notation and sounds		
<b>Lesson No:</b>  _____		
<b>Strand</b>		
<b>Teaching and Learning Activity</b>		
<b>Part of a lesson</b>	<b>Teacher's Activities:</b> <i>Teacher will do:</i>	<b>Students Activities:</b> <i>Student will do:</i>
<b>Objective</b>	By the end of the lesson the students will be able to: <ul style="list-style-type: none"> <li>• Sing as a class the national anthem correctly with in correct tempo and pulse confidently</li> <li>• Sing as a class in two part harmony the PNG National Anthem and keep steady pulse of the song confidently without teachers help.</li> </ul>	
<b>Teaching Aids/Materials</b>	Provides song copies of PNG National anthem, Audio recording machine	
<b>Teaching Method</b>	Child centered and discovery approach	Child centered and discovery approach Students participate in discovery process learning.
<b>Assessment Type</b> <ul style="list-style-type: none"> <li>• Assessment Method</li> <li>• Recording Method</li> <li>• Reporting Method</li> </ul>	Teacher use assessment "as/in" learning; <ul style="list-style-type: none"> <li>• Conferencing with set of questions</li> <li>• Observation Checklist</li> </ul>	

<b>Introduction/Motivation</b> (2 mins)	<ol style="list-style-type: none"> <li>1. Teacher explains that “tempo” refers to speed of the music when it is made. It can be slow medium or fast.</li> <li>2. He explains “pulse” is steady beat that one feels in the music,</li> <li>3. Tells the students that the class will rehearse the PNG National Anthem aiming to maintain correct tempo and pulse.</li> <li>4. Teacher plays the recorded PNG National Anthem by the PNG Police Brass Band</li> </ol>	<ol style="list-style-type: none"> <li>1. Student listen to the definition of the term tempo and pulse.</li> <li>2. The students get ready to sing the national anthem.</li> <li>3. Listen to recorded music of Police band once played by the teacher.</li> </ol>
<b>Explanation/Demonstration</b> (5 mins)	<ol style="list-style-type: none"> <li>1. Teacher reminds the class group to remember how police band keep steady timing when playing the national anthem, they are to sing exactly in time and about the same speed as the band.</li> <li>2. Teacher explains that in order to keep the correct time they must clap along the song while singing.</li> <li>3. Teacher encourages students to add the second part harmony just by listening and singing the second part.</li> </ol>	<ol style="list-style-type: none"> <li>1. The class listens to the recorded Police Brass Band playing the PNG national anthem. They will observe how they play the music in constant speed (tempo).</li> <li>2. The students sing with the teacher Maintaining correct tempo and pulse in singing the National anthem.</li> <li>3. The student rehearse the song at the same time clapping along as they sing to the end.</li> </ol>
<b>Body:</b> (Step by step activities) (28 mins)	<ol style="list-style-type: none"> <li>1. Teacher encourages the student to practice the song until they are ready to perform to the class.</li> </ol>	<ol style="list-style-type: none"> <li>1. The student can add second part to the song just by listening and singing.</li> <li>2. Practice the song over until they are confident to sing themselves.</li> </ol>
<b>Conclusion:</b> (5 mins)	<ol style="list-style-type: none"> <li>1. Encourage the student to always try to sing the song in steady beat.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write down one new thing the student has learnt in the lesson</li> </ol>
<b>Evaluation:</b> (Teacher and student)		

## Strand: Performing Arts

### Unit 4: Dance

#### Topic 4: Types of Western Dances and Patterns

**Content Standard: 7.3.1** Demonstrate different techniques of Western Dances and their uniqueness and perform Western Dance patterns

Performance Standard	Lesson Number	Lesson Title	Knowledge	Skill	Attitude/ Value	Assessment Task
<b>7.3.1.a</b> Identify and discuss about Western Dances and their uniqueness	1		Know about Western Dances by naming them using a mind map and why they are unique.	Identify the Western Dances and why they are unique.	Appreciate Western Dances.	Quiz/Diagnostic test – Where is this Western Dance comes from?
	2	History of Western Dances and why they are unique	Name the type of Western Dances, the country of origin and why the dances are unique.	Identify research Describe Western Dance.	Appreciate Western Dances.	
<b>7.3.1.b.</b> Identify different countries and some of the western dance patterns.	1	Dance patterns from the West Dance Movements & Patterns	Western Dance Names of Western Dances and the country where they come from	Identify the country and Western dances	Appreciate Respect of Western Dances	List and name countries and western dance.
	2	Explore dance patterns from three countries in the West	Explore dances and name them	Identify patterns of the three dances	Appreciate the dances from the West	Research and find out more about Western Dances
	3	Practice dance patterns	Name directions of movement and descriptions of dance patterns.	Practice and rehearse dance movements	Appreciate the dances from the West	Perform dance patterns

<b>71.3.c.</b> Select a western country dance and perform the dance patterns.	1	Western Country Dance	Name of country Name of dance	Demonstrate dance movement	Appreciate the dances from the West	1. Perform Western Dance pattern collaboratively
	2	Features of Western Country Dance	Name features of dance – dressings, music that goes with the dance	Identify and describe the way people dress for this dance.	Appreciate the dances from the West	Write a description of the features of this dance
	3	Performance of dance	Dance steps and movements	Perform the dance by incorporating Dance steps.	Appreciate the dances from the West	

**Teacher's Notes:**

These are set notes to guide the teachers to read and prepare the lesson plans accordingly. Be mindful to plan relevant activities that will achieve the set content standards and performance standards.

**TOPIC:** Types of Western Dances and Patterns

<b>TOPIC: Types of Western Dances and Patterns</b>		
<b>Content Standard</b>	<b>7.3.1.</b> Demonstrate different techniques of Western Dances and their uniqueness and perform Western Dance Patterns	
<b>Performance Standard</b>	<b>7.3.1.a.</b> Identify and discuss Western Dances and their uniqueness,	
<b>Description</b>	By the end of the lesson each student will be able to: <ul style="list-style-type: none"> <li>• identify and demonstrate the different techniques of Western Dances and their uniqueness.</li> </ul>	
<b>Knowledge</b>	<b>Skill</b>	<b>Attitude and Value</b>
Discuss meaning of demonstrate, techniques, unique and dance patterns. Importance of using these in the dances	Identifying, Demonstrating, Describing, Comparing	Appreciate the uniqueness and techniques of Western Dances.
<b>Assessment Task:</b> Select two Western dances and describe the dance patterns and how they are unique to each other.		
<b>Assessment Types</b>	<b>Assessment Method</b>	<b>Assessment Tool</b>
Assessment “as/in” Learning	Descriptive writing Demonstration of techniques	Rubrics Criteria for descriptive writing
<b>Resource materials</b>	Recording of two Western dances, Boom Box, (Hip, Line dance, Country Western – 2 steps)	
<b>References</b>	SBC Arts syllabus, SBC Grade Six Teacher Guide.	



**Lesson Title:** A comparison between two Western Dances

**Lesson:** One

**Strand:** Performing Arts

**Unit:** Dance      **Time:** 40 minutes

### Teaching and Learning Activity

Part of a lesson	Teacher's Activities: <i>Teacher will do:</i>	Students Activities: <i>Student will do:</i>
<b>Objective</b>	By the end of the lesson each student will be able to: <ul style="list-style-type: none"> <li>• Identify two western music.</li> <li>• Observe and Listen to two western dances.</li> <li>• Identify dance movements and patterns used in the dances.</li> <li>• Demonstrations of the dance techniques used.</li> <li>• Follow the steps and do the activities to create a group dance.</li> <li>• Perform dance step, movements and patterns to an audience.</li> <li>• Teacher apply the assessment (as/in) learning with set criteria to assess the written description and performance of the two western dances selected.</li> </ul>	
<b>Teaching Aids/Materials</b>	Teachers give examples of western dances: Hip Hop	Students select two western dances.
<b>Teaching Method</b>	Child centered and discovery approach	Students participate in the discussion of the two western dances.
<b>Assessment Type:</b> <ul style="list-style-type: none"> <li>• Assessment Method</li> <li>• Recording Method</li> <li>• Reporting Method</li> </ul>	Teacher use assessment "as/in" learning: <ul style="list-style-type: none"> <li>• Descriptive writing – A comparison between two Western Dances</li> <li>• Observation Checklist</li> <li>• Individual students</li> </ul>	Select two Western Dances and write a description. Give a demonstration of the types of moves and Dance patterns used in these dances.
<b>Introduction/Motivation</b> (2 mins)	1. Introduce the lesson by having the students listen to two western dances.  2. Tell students to discuss the details of the two dances.	1. Students imagine the types of dances steps as they listen to the music.  2. Group activity: Discuss the two Western Dances.
<b>Explanation/Demonstration</b> (3 mins)	1. In this lesson we will look at two western dances.  2. Teacher provide clear demonstration of the actual activity to be done during the lesson.	1. Student per attention to the explanation of what to do in the actual activity.  2. Student observe the demonstration and explanation done by the teacher.



Part of a lesson	Teacher's Activities: <i>Teacher will do:</i>	Students Activities: <i>Student will do:</i>
<b>Body:</b> (Step by step activities) (30 mins)	<b>Step 1:</b> Ask students to get into their groups.  <b>Step 2:</b> Ask group leaders to make sure all their members are sited in their groups  <b>Step 3:</b> Provide set criteria and safety rules to use when demstrating practicing or rehearsing the dance.  <b>Step 4:</b> Allow the students now to create dance movements.  <b>Step 5:</b> Supervise and ask questions.  <b>Step 6:</b> Apply assessment type (as/ in) in learning by observing the students, having conferencing with students and assess using a checklist.  <b>Step 7:</b> Ask students to perform the dances in groups.	<b>Step1:</b> Go into their groups.  <b>Step 2:</b> Group leaders make sure all their members are sited in their groups.  <b>Step 3:</b> Group leaders reinforce the set criteria and safety rules to his/her group members while they listen.  <b>Step 4:</b> Students start work practicing dance movements.  <b>Step 5:</b> Students apply the attitudes of being appreciative and creative while practicing the dances  <b>Step 6:</b> Students response to assessment questions  <b>Step 7:</b> Students perform the dances in groups to an audience.
<b>Conclusion</b> (5- mins)	There are many types of Western Dances which we can choose from. They may vary from country to country. By writing a description and comparing two western dances make us understand how these dances are performed.	Students can present the description of the two dances to the class.
<b>Evaluation:</b> (Teacher and student)		

Lesson title	Tragedy drama using a health issue	
Lesson No	3	
Strand	Performing Arts	
Unit %	Drama	
Unit Topic		
Duration	40 minutes	
Content Standatrdr	7.4.1 Understand the features of a tragedy play and comedy play by demonstrating and appreciating their purposes	
Lesson Objective	By the end of the lesson the students will be able to use a health issue to perform a tragedy play.	
Knowledge	Skill	Attitude and Vales
<div>□Identify health issue to create a tragedy drama</div> <div>□Identify causes, symptoms and prevent of the health issue.</div>	<div>• The ability to express a health issue using tragedy drama.</div>	<div>• Appreciate the use of a tragedy drama to create an awareness using a health issue.</div> <div>• Develop an awareness of causes, symptoms and how to prevent selected sicknesses and diseases.</div>
Assessment Task	1.Use a tragedy play to demonstrate understanding of a health issue.	
Resource Materials	Health resources e.g. brochures, books, posters, websites, health experts and more.	
Reference		
Teaching & Learning Activity		
Part of a lesson	Teacher’s Activities: <i>Teacher will do:</i>	Students Activities: <i>Student will do:</i>
Introduction: Motivation (5 mins)	Step 1: Listen attentively to a tragedy story told by the teacher	Step 1: Tell a short story of a tragedy from experience and of your choice. By explaining: <div>• What the tragedy was in the story?</div> <div>• How the tragedy happened?</div> <div>• When it happened?</div> <div>• Why it happened?</div> <div>• Who was affected by it?</div>

<p><b>Body:</b> (25 mins)</p>	<p><b>Step 1:</b> Copy the definition of tragedy plays in their work books. Then provide a title of a tragedy play of a selected health issue. For example:</p> <ul style="list-style-type: none"> <li>• The strange disease</li> <li>• The killer virus</li> <li>• The village curse</li> <li>• No water, more problems</li> <li>• The fight to save a village.</li> </ul> <p><b>Step 2:</b> Use available information to identify a health issue. For example:</p> <ul style="list-style-type: none"> <li>• Tuberculous</li> <li>• Malaria</li> <li>• HIV AIDS</li> <li>• Mouth Cancer</li> <li>• Influenza</li> <li>• Diarrhea</li> <li>• Malnutrition</li> </ul> <p><b>Step 3:</b> Apply simple story writing skills to explain:</p> <ol style="list-style-type: none"> <li>1. How the plot developed from the start, middle and to the end.</li> <li>2. Who are the characters in the play?</li> <li>3. What the tragedy was in the story?</li> <li>4. How the tragedy happened?</li> <li>5. When did it happened?</li> <li>6. Why did it happen?</li> <li>7. Who was affected by the tragedy?</li> </ol> <p><b>Step 4:</b> Compile their written tragedy plays</p>	<p><b>Step 1:</b> Define what a tragedy play is and ask students to write the definition in their books. Then provide a title of a tragedy play. “A tragedy play is a serious</p> <p><b>Step 2:</b> Then provide facts and discuss one or more selected health issues for the students to use and develop a tragedy play. Use available Health resources from the school library or the local clinic to assist you.</p> <p><b>Step 3:</b> Ask students to identify different aspects of a tragedy play. This can be done in small groups or as a class.</p> <p><b>Step 4:</b> Ask students to compile their written tragedy plays.</p>
<p><b>Conclusion</b> (10 mins)</p>	<p><b>Step 1:</b> Finalize the tragedy play/s based on a health issue for display.</p>	<p><b>Step 1:</b> Edit, proof read and correct all plays in preparation for display.</p>

Lesson title	Tragedy drama using a health issue	
Lesson No	4	
Strand	Performing Arts	
Unit %	Drama	
Unit Topic	PNG Plays and Playwrights.	
Duration	40 minutes	
Content Standatrd	7.4.2 Explore some PNG plays, their Playwrights and be able to form opinions about the plays.	
Lesson Objective	By the end of the lesson the students will be able to form opinions about aspects of a Papua New Guinea play	
Knowledge	Skill	Attitude and Vales
<ul style="list-style-type: none"><li>• How to develop an opinion?</li><li>• A plot structure of a play</li><li>• Papua New Guinea (PNG) plays and playwrights</li></ul>	<ul style="list-style-type: none"><li>• Discuss to form an opinion about the storyline of a PNG play and its significance.</li></ul>	<ul style="list-style-type: none"><li>• Confidently form an opinion about the significance of the PNG play and about certain aspects of the play.</li></ul>
Assessment Task	1.Express an opinion about a short PNG play	
Resource Materials	Which way big men? By Nora Vagi Brash, A collection of Nuigini Plays. Scattered by the Wind, By Russel Soaba, Sail the midnight sun, by Joambari	
Reference		
Teaching & Learning Activity		
Part of a lesson	Teacher’s Activities: <i>Teacher will do:</i>	Students Activities: <i>Student will do:</i>
Introduction: Motivation (5 mins)	<b>Step 1:</b> Provide their views and opinions about a selected school issue affecting them.  <b>Step 2:</b> Listen carefully and write in their books what an opinion means.	<b>Step 1:</b> Gather students’ views and opinions regarding a known issue in school. For example: <ul style="list-style-type: none"><li>• Types of food sold at the school market or canteen</li><li>• Bullying in school</li><li>• Students who always come late</li><li>• Discipline issues in school</li><li>• Overcrowding in class</li><li>• School library</li><li>• Toilets and hand washing basins</li><li>• Good friends and bad friends</li><li>• The ten commands of the bible</li></ul> <b>Step 2:</b> Explain what an opinion means

<p><b>Body:</b> (25 mins)</p>	<p><b>Step 1:</b> Copy the steps basic steps in their work books.</p> <p><b>Step 2:</b> Provide their opinion on the significance of the PNG and certain aspects of the play. For example:</p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Dialogues</li> <li>• Scenes</li> <li>• Setting on the play</li> <li>• Playwright of the play</li> <li>• Storyline/plot (start, middle and end)</li> <li>• Scene.</li> </ul> <p><b>Step 3:</b> Form an opinion based on the selected area of the play, some as indicated in step 4. Then write their opinion into their work books.</p>	<p><b>Step 1:</b> Explain how to develop an opinion about an issue. Steps how to develop an opinion</p> <p><b>Step 2:</b> Presents a brief storyline of a known PNG play making known the playwright and setting by which the play was written.</p> <p><b>Step 3:</b> Ask students to select one aspect of the PNG play to create an opinion on.</p>
<p><b>Conclusion</b> (10 mins)</p>	<p><b>Step 1:</b> Confidently express using the English language their opinion orally in class about a PNG play.</p>	<p><b>Step 1:</b> Ask for students to orally express their written opinions about their selected areas of a PNG play.</p>

# Assessment, Reporting and Recording

## What is Assessment?

Student assessment, whether by standardised tests or classroom-based measures, is a cornerstone of effective teaching and learning. The term “assessment” is generally used to refer to all activities teachers use to help students learn and to monitor and measure student progress. It is an ongoing process.

Taken as a whole, good assessments can not only provide a reliable and valid measure of a student’s learning and understanding, but also help guide both teachers and students on a day-to-day basis.

## Purpose of Assessment

The purpose of assessment is to fulfil the following:

- Inform and improve students’ progress and achievements in learning,
- Provide valuable information that enable teachers, schools and NDoE to make decisions about how to improve the quality of teaching and learning in the education system,
- Inform teachers of the progress of students learning in order to adjust teaching planning to improve student learning,
- inform parents and guardians, about their children’s progress and achievements and
- schools and systems, about teaching strategies, resource allocations and curriculum; and other educational institutions, employers and the community, about the achievements of students in general or of particular students.

Whatever its purpose, assessment is seen as an integral part of the learning and teaching program rather than a separate process.

## Types of Assessments

There are three types of assessments in the Standards Based Curriculum. These are:

Assessment *as/in*,  
Assessment *for*, and  
Assessment *of*

Assessment *as* and assessment *for* are also known as *formative assessments* and assessment *of* is also known as *summative assessment*.

**Assessment as/in learning**

Assessment as learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and weakness. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

**Assessment for learning**

Assessment *for* learning, also known as classroom assessment, is different. It is an ongoing process that arises out of the interaction between teaching and learning. It is not used to evaluate learning but to help learners learn better. It does so by helping both students and teachers to see:

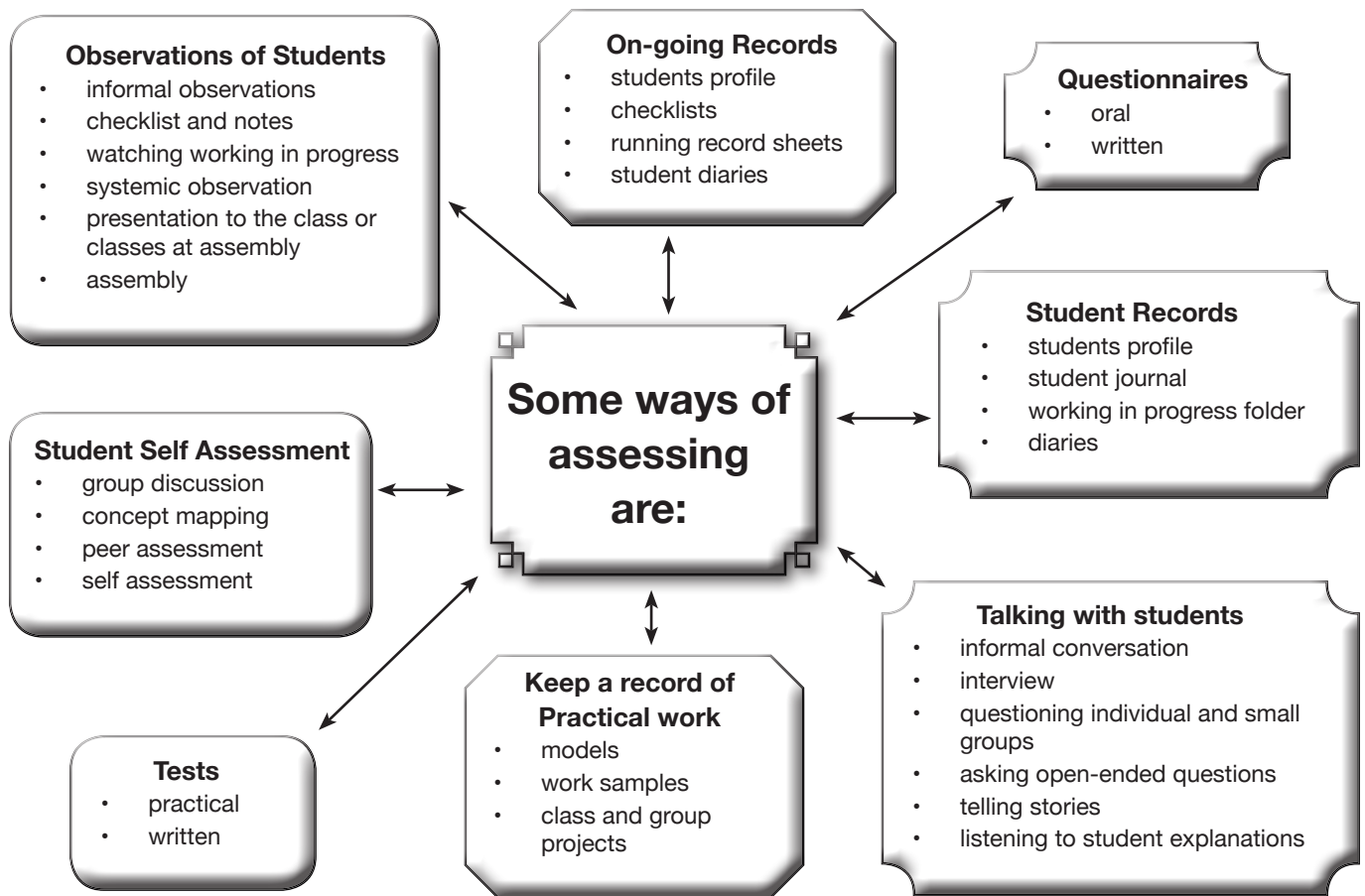
- the learning goals and criteria
- where each learner is in relation to the goals
- where they need to go next
- and ways to get there

**Assessment of learning**

Assessment *of* learning is the use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations such as unit tests and end of term or year exams.

## Methods of assessment

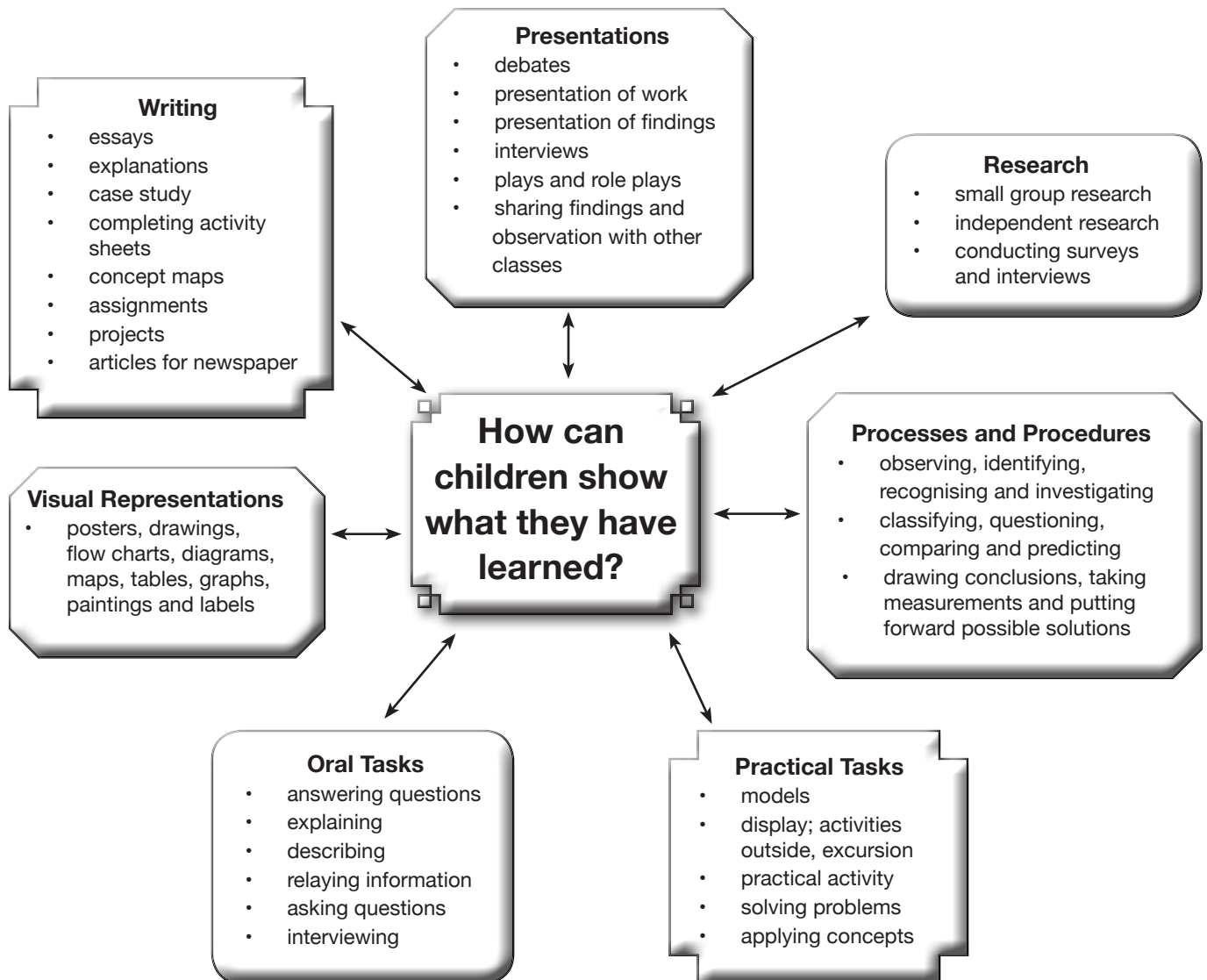
Assessment is an integral part of students learning and can be done using different methods. Below are some of these methods:





## Recording, Reporting and Evaluating

Assessment is an integral part of students learning and can be demonstrated in many ways. Below are some of these ways.



## Unit Assessment Plan Sample

What To assess			How To assess			When To assess
Performance Standard	Lesson Number	Tasks	Criteria	Mehod	Recording Method	Academic Week
<b>7.1.1</b> Draw and create depths with tonal variation.		1. Use line characteristics to draw familiar shapes.  2. Describe the line characteristics.	<b>PART A:</b> construction - correct use of materials (2 marks)  correct construction of: 1. a single line (2marks) 2. a double line (2marks)  <b>PART B:</b> demonstration - demonstrate and explain the difference between a line and a shape.	Analysis of students work Focused Analysis  10 marks	Annotated work samples  Checklist SAPS	2

## Assessment Task Samples

### Assessment Task sample: 1

#### Strand: Visual Arts

Unit: Arts Topic: Drawing	Content Standard	Performance Standards	Assessment Task	Assessment Criteria	Assessment Method	Recording & Reporting Method
	<b>7.1.1</b>	a) Produce tonal scale: gradual build up from light tone to dark tone.	1. Draw an image with pencil or a drawing medium creating depths.		Work sample	

#### Student Self-Assessment: Group Evaluation (Attitude Domain)

- How well did your group work together?    Very well / Well / Not very well
  - Overall, how would you rate your group's product?    Very well / Well / Not very well
  - What suggestions do you have for helping groups work together? .....
  - What do you think was the best part of your group's product? .....
  - How do you think your group could have improved their product? .....
- .....**Individual Student Assessment: Group Evaluation (Attitude Domain)**.....

Student Name: \_\_\_\_\_

*For questions 1 through 3, circle the words that describe how you think (be HONEST)*

- How much did you contribute to the group product?  
More than others / Same as others / Less than others
- Did you offer ideas?  
More than others / Same as others / Less than others
- Did you accept ideas from the group?  
More than others / Same as others / Less than others
- What would you like others to know about the work that you did on this product?.....

Enger, S., 7 Yager, R. Armstrong. *Assessing students understanding in Science*. ©2001 by Corwin Press, Inc

## Assessment Rubrics Samples

Assessment Rubric							
<b>Student Name:</b>					<b>Class Period:</b>		
<b>Assignment:</b>					<b>Date Completed:</b>		
Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment.	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating	
<b>Criteria 1 -</b>	10	9 - 8	7	6 or less			
<b>Criteria 2 -</b>	10	9 - 8	7	6 or less			
<b>Criteria 3 -</b>	10	9 - 8	7	6 or less			
<b>Criteria 4 -</b> Effort: took time to develop idea & complete project? (Didn't rush) Good use of class time?	10	9 - 8	7	6 or less			
<b>Criteria 5 -</b> Craftsmanship - Neat, clean & complete? Skillful use of the art tools & media?	10	9 - 8	7	6 or less			
<b>Total: 50 x 2 = 100</b> (possible points)	<b>Grade:</b>					Your Total	Teacher Total

Student Comments:

Teacher Comments:

Assessment Rubric							
<b>Student Name:</b>					<b>Class Period:</b>		
<b>Assignment:</b>					<b>Date Completed:</b>		
Circle the number in pencil that best shows how well you feel that you completed that criterion for the assignment.	Superior Justify below	Excellent	Good	Average	Needs Improvement	Rate Yourself	Teacher's Rating
<b>Composition and design</b> - does it read well?	5	4	3	2	1		
<b>Growth and progress</b> - How does the work compare to previous work? Is there growth in thought?	5	4	3	2	1		
<b>Impact</b> - Is it daring? Does it extend from past work? Is it a theme of personal expression or if 'borrowed' how did you change it?	5	4	3	2	1		
<b>The problem</b> - Is the student addressing the problem posed? Are variations made for a reason?	5	4	3	2	1		
<b>Care / effort</b> - Is the work appropriate to the style? attention to details - craftsmanship	5	4	3	2	1		
<b>Work habits</b> - efficient use of time, asking questions, recording thoughts, experimenting	5	4	3	2	1		
<b>Grade:</b>						Your Total	Teacher Total

Student Reflection:

Teacher Comments:

# Resources

Resources recommended in this Teacher Guide are listed in three parts:

- documents issued by the National Department of Education (NDOE)
- community resources
- materials published by other organisations and commercial companies. NDOE documents

## Art

NDOE (1999) *Colour*, NDOE, Waigani  
 NDOE (1999) *Drawing Skills*, NDOE, Waigani  
 NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani  
 NDOE (1994) *Batik in Ten Easy Steps*, NDOE, Waigani  
 NDOE (1994) *Face and Figure*, NDOE, Waigani  
 NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani  
 NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani  
 NDOE (1994) *Print Making in Ten Easy Steps*, 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 (1984) *Tie and Dye in Ten Easy Steps*, NDOE, Waigani  
 NDOE (1993) *Pattern*, NDOE, Waigani  
 NDOE (1993) *Print Making Using Nature*, NDOE, Waigani  
 NDOE (1982) *Art Techniques for Use in Community Schools*, NDOE, Waigani

## Craft

NDOE (1999) *Colour*, NDOE, Waigani  
 NDOE (1994) *Teaching Expressive Arts Book 1*, NDOE, Waigani  
 NDOE (1994) *Teaching Expressive Arts Book 2*, NDOE, Waigani  
 NDOE (1993) *Pattern*, NDOE, Waigani  
 NDOE (1988) *Paitim*, Winim na Meknais, NDOE, Waigani  
 NDOE (1982) *Art Techniques for Use in Community Schools*, NDOE, Waigani

## Lower primary teacher guide

### Drama

NDOE (2001–2004) *Papua New Guinea School Journals*, NDOE, Waigani  
 NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani  
 NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani  
 NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani  
 NDOE (1992) *Drama Games*, NDOE, Waigani  
 NDOE (1992) *Mime*, NDOE, Waigani  
 NDOE (1992) *The Rock Father and Other Plays*, NDOE, Waigani  
 NDOE (1992) *Voice Games*, NDOE, Waigani  
 NDOE (1988) *Dance and Movement*, NDOE, Waigani

### Dance

NDOE (2001–2004) *Papua New Guinea School Journals*, NDOE, Waigani  
 NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani  
 NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani

NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani  
 NDOE (1992) *Drama Games*, NDOE, Waigani  
 NDOE (1992) *Mime*, NDOE, Waigani  
 NDOE (1992) *The Rock Father and Other Plays*, NDOE, Waigani  
 NDOE (1992) *Voice Games*, NDOE, Waigani  
 NDOE (1988) *Dance and Movement*, NDOE, Waigani

### **Music**

NDOE (1998) *Grade 5 Arts and Crafts*, NDOE, Waigani  
 NDOE (1994) *Grade 3 Expressive Arts*, NDOE, Waigani  
 NDOE (1994) *Grade 4 Expressive Arts*, NDOE, Waigani  
 NDOE (1994) *Ideas for Teaching Expressive Arts Book 1*, NDOE, Waigani  
 NDOE (1994) *Ideas for Teaching Expressive Arts Book 2*, NDOE, Waigani  
 NDOE (1992) *Voice Games*, NDOE, Waigani  
 NDOE (1990) *Musical Instruments*, NDOE, Waigani  
 NDOE (1990) *Singing*, NDOE, Waigani  
 NDOE (1988) *Ol Singsing Bilong Ples*, NDOE, Waigani  
 NDOE (1988) *Papua New Guinea Music Collection*, NDOE, Waigani  
 NDOE (1986) *Riwain: Papua New Guinea Pop Songs*, NDOE, Waigani

### **Community resources**

#### **Art**

Community artists, elders  
 Bilas  
 Building decorations  
 Calendars  
 Drawings, paintings  
 Lap-laps, printed T-shirts, tie-dyed material  
 Murals, public art, illustrations in books  
 Newspaper articles, advertisements  
 Photographs  
 Postage stamps  
 School journals  
 Video and television programs  
*Objects from nature:* leaves, seeds, sticks, sand, flowers, fruit, vegetables, straw, grass, clay, bark, tree sap  
*Found objects:* matchsticks, cartons, bottles, newspaper, plastic, bottle tops, rags, containers  
*Bought materials:* glue, brushes, tools, paint, scissors, board, paper  
*Drawing:* lead pencils, coloured pencils, chalk, charcoal, crayons, textas  
*Painting:* oil paints, watercolour, crayons, brushes, string, straws, husks, sand  
*Designing:* pencils, ruler, set squares, compass  
*Modern technology:* camera, film, photos, video cassettes, television, computer, printing press  
*Printing:* paint, dyes, fabric, vegetables, sponges, wax, candles, wood blocks

### **Lower Primary Teacher Guide**

#### **Craft**

*Craftspeople:* members of community, artefacts, musical instruments  
*Household objects:* weapons, clothing, bilums, mats

*Bilas*: headdress, armband, necklace, leg bands, grass skirt, bilum, tapa  
*Instruments*: bamboo garamut, rattle, panpipes, Jew's harp, pawpaw flute  
*Newspaper articles*: artists, exhibitions, singsings  
*Photographs*: bilas, artefacts, artists  
*Postage stamps*: houses, pots, headdresses, masks  
*Carving*: timber, blades, knives, soap, soft stone, bamboo, improvised materials  
*Colours and dyes*: roots, flowers, seeds, clay, ash, sand  
*Constructing*: fabric, glue, nails, clay, string, wood, paper, seeds, bamboo, shells  
*Designing*: pencils, ruler, set squares, compass  
*Modelling*: sand, clay, plasticine, papier-mache, wood, plaster, metals, wire  
*Sewing*: fabric, cotton, wool, buttons, ribbon, lace  
*Weaving*: fibres, plants, wool, string, cord, pandanus, pitpit  
*Objects from nature*: leaves, seeds, sticks, sand, flowers, fruit, vegetables, straw, grass, clay, bark, tree sap, hair, fur, feathers  
*Found objects*: matchsticks, cartons, bottles, newspaper, plastic, bottle tops, rags, containers  
*Bought materials*: glue, brushes, paint, scissors, tools, board, paper, varnish, nails, twine, cottonwool, pins, sandpaper

### **Music**

Bottles, containers, tins, rice, sand, seeds, plastic pipe, tyre tube, wooden sticks, cardboard  
*Instruments*: kundu, garamut, flute, pawpaw flutes, rattles, shells, panpipes, Jew's harp, bamboo flutes, piano, drums, clapping sticks, percussion, guitar, keyboard, electronic instruments

### **Equipment if available**

Audio tapes, CDs, sound system, portable player, radio, video cassettes, video player, television

### **Other Resources**

#### **Art and Craft**

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

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

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

McInnes, D. (editor) (2002) *People of PNG*, 30 Titles, Longman, Melbourne

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

PNG Art (1995) *Artifacts and Crafts of Papua New Guinea*, PNG Art, Port Moresby

Whelan, H. (1994) *Art Works*, Macmillan, New Zealand



**Drama**

Bobom Kera, R. (1994) *City Lights*, Oxford, Port Moresby  
 Brash, Nora Vagi (1993) *Which Way Big Man and five other plays*, Oxford, Port Moresby  
 Lauer, S. (2000) *Performing*, PNGEI, Waigani  
 Tourelle, L & McNamara, M (1995) *Performance*, Rigby Heinemann, Melbourne

**Dance**

Lauer, S. (2000) *Performing*, PNGEI, Waigani  
 Tourelle, L. & McNamara, M. (1995) *Performance*, Rigby Heinemann, Melbourne

**Music**

Farmer, Belle (1982) *Springboards Ideas for Music*, Nelson, Melbourne  
 Kavanagh, A. (1995) *Music Made Easy Book 1*, Longman, Melbourne  
 PASTEP (2000) *Music* PASTEP, Waigani

**Websites**

[http://homepage.smc.edu/adair-lynch\\_terrin/ta%205/elements.htm](http://homepage.smc.edu/adair-lynch_terrin/ta%205/elements.htm)  
<https://quizlet.com/6851219/the-8-basic-elements-of-drama-flash-cards/>  
<https://www.collinsdictionary.com/dictionary/english/mime>  
<https://cassstudio6.wordpress.com/types/>  
<https://ourpastimes.com/types-of-staging-in-drama-12337020.html>  
<http://artsalive.ca/collections/imaginedspaces/index.php/en/activities-and-resources/stagespaceawareness>  
<http://www.bbc.co.uk/schools/gcsebitesize/drama/performing/stagerev2.shtml>  
<https://cdn.shopify.com/s/files/1/0994/9772/t/2/assets/Lesson-Plan-Staging-Your-Play.pdf>  
<https://www.thoughtco.com/how-to-write-a-character-analysis-1857638>  
<https://www.shmoop.com/lion-king/foil.html>  
[http://www.bbc.co.uk/schools/gcsebitesize/drama/exploring/drama\\_mediumrev6.shtml](http://www.bbc.co.uk/schools/gcsebitesize/drama/exploring/drama_mediumrev6.shtml)  
<http://www.thedramateacher.com/words-used-to-describe-gesture-in-performance/>  
<https://www.erikseanmcgiven.com/writings/acting/blocking-and-movement/>  
<https://www.thoughtco.com/blocking-a-play-2713052>  
<https://study.com/academy/lesson/stage-movement-blocking-definition-rules.html>  
<https://novaonline.nvcc.edu/eli/spd130et/audthea.htm>  
[http://homepage.smc.edu/adair-lynch\\_terrin/ta%205/elements.htm](http://homepage.smc.edu/adair-lynch_terrin/ta%205/elements.htm)



# Glossary

<b>abstract</b>	not realistic, not like a photograph, stylised.
<b>acrylic</b>	synthetic resin commonly used in an emulsion for preparing acrylic colours or in a solvent-based system for varnishes and in restoration.
<b>bar</b>	one unit which has 2,3,4 or more beats. It has a vertical line to show that the unit has finished; A double bar line (two vertical lines) shows that the music has finished. If there are two dots before the double line sign this means that the music is to be repeated.
<b>blending</b>	the physical fusion of adjacent colours on a painting to give a smooth, often tonally graded transition between areas of colour.
<b>calligraphy</b>	the fine art of lettering with a pen or brush.
<b>charcoal</b>	drawing material made by charring twigs of willow or vine.
<b>collage</b>	artwork created by assembling, juxtaposing or overlaying diverse materials which are usually glued to the support.
<b>complementary colour</b>	the colour which gives black or grey when mixed with another colour. The complementary of a primary colour, for instance, is the combination of the two remaining primary colours. Thus, in subtractive colour mixing, the complementary of blue (cyan) is orange-red - a mixture of red (magenta) and yellow. Every colour has its complementary or opposite colour, i.e. the colour of greatest contrast. It can also be said to complete or balance its partner.
<b>contemporary artist</b>	artists of this generation.
<b>contour drawing</b>	outline drawing of an object.
<b>cross-hatching</b>	(i) Short repeated strokes that cross each other. (ii) A drawing and painting technique in which tonal effects are built up by the superimposition at various angles of rows of thin parallel lines.
<b>decorate</b>	to make something look attractive by the use of patterns.
<b>dynamics</b>	is changing from soft to loud, loud to soft, fast to slow, or slow to fast
<b>engraving</b>	a technique in printmaking in which the lines or tones of an image are cut directly into the surface of a wooden (end-grain) block or metal plate.
<b>etching</b>	a method of printmaking in which the lines or tones of an image are drawn into a prepared ground on the surface of a metal plate and then bitten in acid before being printed.
<b>film</b>	layer of surface coating or paint.
<b>firing</b>	baking of clay, glass etc. in a kiln.
<b>form</b>	three-dimensional appearance.

<b>grain</b>	the texture of canvas (e.g. fine grain), or of wood.
<b>harmony</b>	different pitches which sound good when they are sung together. e.g. a high pitch and a low pitch. Different cultures like different harmonies. In PNG, many fascinating and beautiful harmonies such as different flute and singing harmonies were developed by musicians. In Papua New Guinea, traditional music seconds are common. (i.e. singing doh and re together) in early western music, fourths were common (i.e. singing doh and fah together). Today most western harmonies use many thirds and sixths (i.e. singing doh and me together; or doh and la together.) Church music has developed 4-part harmony singing around the world. i.e. Soprano, alto, tenor and bass.
<b>highlight</b>	the lightest tone in a painting (usually white).
<b>letterpress printing</b>	see Relief printing
<b>masking (or “masking out”)</b>	the protection of areas of the support from the applied paint. A common method with watercolour and acrylic paints is to use a rubber masking solution. Other methods involve using paper stencils and masking tape.
<b>medium</b>	what materials you use to draw with or draw on.
<b>melody</b>	the sounds we sing. A melody is made up of a number of phrases. If a melody has words, it is called a song.
<b>montage</b>	sticking additional material on to a painting or photograph to create juxtaposition effects.
<b>mounting</b>	placing a drawing or painting on a piece of cardboard or behind a cutout piece of cardboard in preparation for display.
<b>oil paint</b>	paint prepared by grinding pigment powder with a drying oil.
<b>palette</b>	(i) portable surface for mixing colours. (ii) the range of colours an artist chooses to work with.
<b>perspective</b>	prescribed method of representing the three-dimensional world on the two-dimensional surface of the support.
<b>pitch</b>	the height or depth of sounds. i.e. how high or how low a sound is, in relation to other sounds. If a sound is hummable or singable, it is said to be of definite pitch. If it is not possible to hum or sing a sound, it is said to be of indefinite pitch.
<b>pitch contour</b>	is the way a melody goes up and down. It can be drawn as a picture
<b>portrait</b>	photograph, drawing or painting of a person (usually just their head, but not always).
<b>primary colour</b>	light: red-orange, blue-violet and green. Pigments: red (magenta), blue (cyan) and yellow.
<b>proportion</b>	the representation of one thing or part in correct relation to another thing in terms of size.
<b>pulse</b>	the on-going movement of music. Pulse can be either regular or irregular, though it is most commonly regular.
<b>realistic</b>	accurate representation of objects and forms as seen by the eye.
<b>relief printing</b>	the bottom most layer of the Earth’s crust.

# References

## NDOE

NDOE refers to the Department of Education, Papua New Guinea, otherwise referred to as the National Department of Education.

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

NDOE 1982, *Expressive Arts: Suggested Lesson Activities for Community Schools*, NDOE, Waigani

NDOE 1986, *A Philosophy of Education for Papua New Guinea*, Ministerial Committee Report (P. Matane, chair), NDOE, Waigani

NDOE 1987, *Expressive Arts, What? Why? How?* NDOE, Waigani

NDOE 1987, *Patterns Expressive Arts Resource Book 1*, NDOE, Waigani

NDOE 1994, *Expressive Arts Syllabus for Community Schools*, NDOE, Waigani

NDOE 1994, *Social And Spiritual Development*, Expressive Arts Syllabus For Community Schools in Papua New Guinea, NDOE, Waigani

NDOE 1996, *Lower Primary Expressive Arts Syllabus*, NDOE, Waigani

NDOE 1998, *Arts and Crafts Lower Primary Syllabus*, NDOE, Waigani

NDOE 1998, *Bridging and Bilingual Education*, NDOE, Waigani

NDOE 1998, *Bridging to English for Lower Primary*, NDOE, Waigani

NDOE 1998, *The Approach for Bilingual Education and Bridging to English*, NDOE, Waigani

NDOE 1999, *Language Policy in all Schools*, Ministerial Policy Statement no. 38/99, NDOE, Waigani

NDOE 1999, *Language Policy in all Schools*, Secretary's Circular no. 38/99, NDOE, Waigani

NDOE 1999, *National Education Plan 1995–2000*, Update 1, NDOE, Waigani

NDOE 1999, *Primary Education Handbook*, NDOE, Waigani

NDOE 2000, *Facilitating and Monitoring Unit, The State of Education in Papua New Guinea*, NDOE, Waigani

NDOE 2000, *National Literacy Policy of Papua New Guinea*, NDOE, Waigani

NDOE 2002, *National Curriculum Statement 2002*, NDOE, Waigani

NDOE 2003, *Arts Upper Primary Syllabus 2003*, NDOE, Waigani

NDOE 2003, *Arts Upper Primary Teachers Guide 2003*, NDOE, Waigani

NDOE 2003, *Culture and Community Elementary Syllabus 2003*, NDOE, Waigani

NDOE 2003, *Gender Equity in Education Policy*, NDOE, Waigani

NDOE 2003, *Implementation Support Booklet for Head Teachers of Elementary Schools*, NDOE, Waigani

- NDOE 2003, *Making a Living Upper Primary Syllabus 2003*, NDOE, Waigani
- NDOE 2003, *National Assessment and Reporting Policy 2003*, NDOE, Waigani
- NDOE 2003, *Personal Development Upper Primary Syllabus 2003*, NDOE, Waigani
- NDOE 2003, *Social Science Upper Primary Syllabus 2003*, NDOE, Waigani Other
- Baker, C. 1996, *Foundations of Bilingual Education and Bilingualism*, 2nd edn., Multilingual Matters, Sydney
- Curriculum Corporation 1994, *A Statement on the Arts in Australian schools*, Keating, Carlton
- Docken Mount S. 1985, *A Report on Students' Knowledge of Traditional Art*, Educational Research Unit UPNG, Waigani
- Dutcher, N. 1995, *The Use of First and Second Languages in Education: A Review of International Experience*, Pacific Islands Discussion Paper Series, no 1, World Bank, Washington
- Farmer, B. 1982, *Springboards Ideas for Music*, Nelson, Melbourne
- Rights Act 2000, Papua New Guinea Government, Waigani Intellectual Property Office of Papua New Guinea 2002, *What is an Industrial Design?* IPOPNG, Port Moresby
- Intellectual Property Office of Papua New Guinea 2002, *What is a Patent?*
- Curriculum Corporation (1994): *A statement on the arts for Australian schools*
- Darby M (1994): *Art Beats*, Jacaranda
- Directorate of School Education Victoria (1993): *Art Maps*
- Division of Education – Dept of Central Province: (1996) *Programming Expressive Arts*
- McInnes D: (1995) *Dellasta Encyclopedia Papua New Guinea*, Dellasta Pacific
- NSW Department of Education (1989): *Visual Arts K-6 Syllabus* and Support Documents
- Smith R (1987): *The Artist's Handbook*, Angus and Robertson
- Austin J (nd). *Expressive Arts Workbook 1*
- Austin J (nd). *Expressive Arts Workbook 2*
- Burton B (1988). *Living Drama*, Longman: Melbourne
- Burton B (1997). *Creating Drama*, Longman: Melbourne
- Department of Education Queensland (1990). *P-10 Arts Education Framework*
- Department of Education Queensland (1994). *Constructing Realities – Media Curriculum Guide*
- Department of Education PNG (2000). *Arts – Upper Primary Syllabus 6-8*
- Department of Education PNG (1999). *Arts & Craft – Lower Primary Syllabus 3-5*
- Department of Education PNG (1994). *Teaching Expressive Arts Book 1*
- Department of Education PNG (1988). *Dance and Movement – Expressive Arts Resource Book 3*

Evans C (1992). *Acting and Theatre*, Usbourne: London

Jones K (1987). *Media in Focus*, Science Press: Marrickville

McInnes D: *Legends of Papua New Guinea* series

McMahon B and Quin R (1988). *Meet the Media*, Macmillan: South Melbourne

Rickett-Young L (1977). *Dance Sense*, Northcote House: Plymouth

Sydenham S (1996). *Drama in easy doses*, Macmillan: Melbourne

Tourelle L and McNarama M (1998). *Performance*, Heinemann: Port Melbourne

# Appendices

## Appendix 1: Sample Timetable

Here are two sample timetables for you to adopt and adjust to your need:

### Suggested weekly timetables for Grade Six

Start		End		Sessions	Minutes
8:00	~	8:25	0:25	ASSEMBLY	25
8:25	~	9: 05	0:40	1st Class	40
9:05	~	9:10	0:05	break	
9:10	~	9:50	0:40	2nd Class	40
<b>9:50</b>	<b>~</b>	<b>10:25</b>	<b>0:45</b>	<b>RECESS BREAK</b>	<b>30</b>
10:25	~	11:05	0:20	3rd Class	40
11:05	~	11:10	0:45	break	
11:10	~	11:50	0:05	4th Class	40
<b>11:50</b>	<b>~</b>	<b>12:20</b>	<b>0:45</b>	<b>LUNCH BREAK</b>	<b>30</b>
12:20	~	13:00	1:00	5th Class	40
13:00	~	13:05	0:25	break	
13:05	~	13:45	0:45	6th Class	40
13:45	~	13:50	0:05	break	
13:50	~	14:30	0:45	7th Class	40
				Daily T/L Minutes	280
				Weekly T/L Minutes without Assembly	1675
				Weekly T/L Minutes	1450

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:20	ASSEMBLY		ASSEMBLY		ASSEMBLY
8.20 -9.00		HPE (40 mins)	Social Science		
9:20 – 10:00	CCVE	ENGLISH	CCVE	ENGLISH	CCVE
<b>10:00 – 10:30</b>	<b>Recess Break</b>				
10:30 – 11:10	MATHS	MATHS	MATHS	MATHS	MATHS
11:10 – 11:50	Social Science	Arts		MAL	MATHS
11:50 – 12:30	Science	Science	CRE (60 mins)	Science	Science
<b>12:30 1:00</b>	<b>Lunch Break</b>				
1:00 – 1:40	HPE (40 mins)		HPE (40 mins)	ARTS	Social Science
1:40 – 2:20		Social Science		HPE ( 60 min)	ARTS
2:20 – 3:00	MATHS	MAL	MAL		

### Subject Time Allocations

Senior Primary Time allocation			
Subject	G6	G7	G8
English	280	280	280
Mathematics	240	240	240
Science	200	200	200
Social Science	160	160	160
Arts	140	140	140
Health and Physical Education	180	180	180
Making a Living	160	160	160
CCVE	120	120	120
Religious instruction	60	60	60
Local course	(90) 10	(90) 10	(90) 10
Assembly	75	75	75
Sports	60	60	60
	<b>1650</b>		
	<b>Local course highlighted is now only 10 min.</b>		



## Appendix 2: STEAM or STEM

- By exposing students to STEAM and giving them opportunities to explore STEAM-related concepts, they will develop a passion for it and, hopefully, pursue a job in a STEAM field.
- Providing real life experiences and lessons, e.g., by involving students to actually solve a scientific, technological, engineering, or mathematical, or Arts problem, would probably spark their interest in a STEAM career path. This is the theory behind STEAM education.
- By integrating STEAM content and real life learning experiences at different levels of the curriculum process (e.g., Curriculum frameworks, content standards, benchmarks, syllabi, teachers' guides and students' books, curriculum design and development, annual and term school programs and lesson plans, teaching methodologies.
- Teaching methodologies – Problem and project-based learning, partnerships with external stakeholders e.g., high education institutions, private sector, research and development institutions, and volunteer and community development organizations.
- They underpin STEM education. They are the main enablers of STEM education.
- The 21st century skills movement, which broadly calls on schools to create academic programs and learning experiences that equip students with the most essential and in-demand knowledge, skills, and dispositions they will need to be successful in higher-education programs and modern workplaces.
- The term 21st century skills refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.
- Generally speaking, 21st century skills can be applied in all academic subject areas, and in all educational, career, and civic settings throughout a student's life.
- The skills students learn will reflect the specific demands that will be placed upon them in a complex, competitive, knowledge-based, information-age, technology-driven economy and society.



## Appendix 3: The 21st Century Skills, Knowledge, Attitudes and Values

The following list provides a brief illustrative overview of the knowledge, skills, work habits, and character traits commonly associated with the 21st century skills:

- Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information.
- Research skills and practices, interrogative questioning.
- Creativity, artistry, curiosity, imagination, innovation, personal expression.
- Perseverance, self-direction, planning, self-discipline, adaptability, initiative.
- Oral and written communication, public speaking and presenting, listening.
- Leadership, teamwork, collaboration, cooperation, facility in using virtual workspaces.
- Information and communication technology (ICT) literacy, media and internet literacy, data interpretation and analysis, computer programming
- Civic, ethical, and social-justice literacy.
- Economic and financial literacy, entrepreneurialism.
- Global awareness, multicultural literacy, humanitarianism.
- Scientific literacy and reasoning, the scientific method.
- Environmental and conservation literacy, ecosystems understanding.
- Health and wellness literacy, including nutrition, diet, exercise and public.

## Appendix 4: The Blooms Taxonomy

The learner creates new ideas and information using what has been previously learned.

- Designing
- Constructing
- Planning
- Producing
- Inventing
- Devising
- Making

Can you generate new products, ideas, or ways of viewing things?

### Bloom's Revised Taxonomy

#### **Creating**

Generating new ideas, products, or ways of viewing things  
Designing, constructing, planning, producing, inventing.

#### **Evaluating**

Justifying a decision or course of action  
Checking, hypothesising, critiquing, experimenting, judging

#### **Analysing**

Breaking information into parts to explore understandings and relationships  
Comparing, organising, deconstructing, interrogating, finding

#### **Applying**

Using information in another familiar situation  
Implementing, carrying out, using, executing

#### **Understanding**

Explaining ideas or concepts  
Interpreting, summarising, paraphrasing, classifying, explaining

#### **Remembering**

Recalling information  
Recognising, listing, describing, retrieving, naming, finding

## Appendix 5: 48 Grid Matrix

Eight ways to be smart	Bloom's Taxonomy: Six thinking levels					
	Knowing	Understanding	Applying	Analysing	Creating	Evaluation
<b>Verbal – linguistic</b> I enjoy reading, writing and speaking	list all the people in the story	explain how you will....	make a poster for ....	analyse a letter to the...	create a new cover for....	review the ....
<b>Logical-Mathematical</b> I enjoy working with numbers and science	write the formula for the following....	match the plants and animals in the....	solve this problem ( <b>Trec</b> )	investigate how a potatoe floats	devise an experiment	justify why this law should be....
<b>Visual - spatial</b> I enjoy painting, drawing and visualising	look at all the paintings relating to....	draw pictures about....	illustrate a book titled....	use a Venn Diagram to compare....	design a model of....	prepare guidelines to....
<b>Body-kinesthetic</b> I enjoy doing hands-on activities, sports and dance	name all the sports played in....	describe the movements of the girl in....	plan a physical education lesson....	use the W chart to select....	create and perform a play dealing with....	critic a dance and suggest improvements
<b>Musical-rhythmic</b> I enjoy making and listening to music	listen to a number of....	explain songs dealing with....	classify this music....	how does this music compare to....	compose a rhythm ( <b>TAP</b> )	review a usical and suggest....
<b>Interpersonal-social</b> I enjoy working with others	tell about your project	outline the issues dealing with....	prepare a group discussion....	interview a movie star ( <b>Y chart</b> )	conduct an <b>X chart</b> to....	assess and recommend changes to....
<b>Intrapersonal-intuitive</b> I enjoy working by myself	state how you felt when....	visualise that you are at....	show how you reacted to.... ( <b>A&amp;R</b> )	arrange your own <b>CM, MM</b>	predict what will happen if.... ( <b>ARC</b> )	use <b>SOWC</b> to advise changes to....
<b>Naturalist</b> I enjoy caring for plants and animals	locate all the tropical forests	how do you feel when you see.... ( <b>X or Y chart</b> )	organise a collection of insects	identify the best ways to save the....	devise an efficient way to compost ( <b>WINCE</b> )	should we drill for oil in the .... <b>SOWC</b>

Eight ways to be smart	Bloom's Taxonomy: Six thinking levels					
	Knowing	Understanding	Applying	Analyzing	Creating	Evaluation
<b>Verbal – linguistic</b> I enjoy reading, writing and speaking	Carry out a mind map and then list all the known endangered species	Explain why the whale has not become extinct	Using the <b>BROW</b> strategy, prepare a TV advertisement to protect the Bird of Paradise	Why should we prevent species from becoming extinct?	<b>Real Assessment Task</b> How will you prevent the Bird of Paradise from becoming extinct? Your action plan will be presented to various groups including students, teachers, administrators, parents, local government officials and a number of environmental experts.	
<b>Logical - Mathematical</b> I enjoy working with numbers and science	visit <a href="http://www.save.thekumul.com">www.save.thekumul.com</a> to find out how many species of Birds of Paradise we have and how many species are actually left	Use <b>Trec</b> to find out how much it will cost to prevent the Birds of Paradise from becoming extinct	use the <b>TAP</b> strategy to brainstorm all the things that you can do to prevent the Birds of Paradise from becoming extinct	Now categorize the things that you can actually do to prevent the Birds of Paradise extinction		
<b>Visual - spatial</b> I enjoy painting, drawing and visualizing	Look at a number of posters and photographs of extinct animals that your teacher will bring to class	visit <a href="http://www.save.thekumul.com">www.save.thekumul.com</a> Then, draw a map to show where most Birds of Paradise live	Make a timeline when dinosaurs were alive	Venn diagram: Birds of Paradise and whales. What do they have in common?	Create your own web page dealing with "Saving the Kumul". Then, present it to your group and receive their feedback. You may choose the LCD as an evaluation strategy	
<b>Body - kinesthetic</b> I enjoy doing hands-on activities, sports and dance	Participate in a field trip to the local Bird of Paradise sanctuary and/or visit an area where you can see the Birds of Paradise	Make cut-outs of your favourite endangered species	Role play different endangered species(W chart )	Arrange a poster for an endangered species	Create and perform a play dealing with tree clearing	Devise an environmental game that could be used to teach others
<b>Musical - rhythmic</b> I enjoy making and listening to music	Learn a song dealing with saving an endangered species	Choose a song about people caring for the environment and explain its meaning to your group	Select music to be played whilst presenting your action plan to your group or class	Pantomime the Bird of Paradise as they grow (The Rake)	Compose a rhythm to save the Kumul	Act and choreograph a dance about saving the Birds of Paradise habitat

Eight ways to be smart	Bloom's Taxonomy: Six thinking levels					
	Knowing	Understanding	Applying	Analyzing	Creating	Evaluation
<b>Interpersonal-social</b> I enjoy working with others	What can your group do to stop a species from becoming extinct? Brainstorm using <b>TAP</b>	When is an animal endangered? Discuss this with your group	Interview the manager of your local park	Use The Rake and <b>TAP</b> to design a model of "the best environment for the Birds of Paradise to live in"		Present your "best environment for the Birds of Paradise to live in" to your class ( <b>LDC</b> )
<b>Intrapersonal-intuitive</b> I enjoy working by myself	Should we keep animals in Nature parks? What is your personal opinion?	Visualize yourself as an endangered species. How do you feel? Now complete the <b>Y chart</b>	A day in the life of a young Bird of Paradise. Now, write a story to be published in the school newsletter and/or the local paper	Share with your group your concerns about tree clearing. Identify how this can be stopped	You are standing in front of a Bird of Paradise whilst its 'home' is being destroyed. Now complete the X chart	Assess whether the Bird of Paradise will be extinct by the year 2050 by using the <b>SOWC</b> analysis
<b>Naturalist</b> I enjoy caring for plants and animals	What would your life be without plants and animals? <b>TPSS</b>	How would you feel when you see caged Birds of Paradise sold for big money	How would you sell the idea of preserving an endangered species?	Analyze the things that you can do to become much more environmentally friendly	Review the book 'Where the forest meets the sea' Imagine you are the child in the book ( <b>Y chart</b> )	Determine the impact of logging on the survival of Birds of Paradise

## Appendix 6: Format For Analysing An Artwork

My artwork is of a \_\_\_\_\_  
\_\_\_\_\_.

I used (equipment, materials, procedure and techniques) to produce this artwork. The main design elements and principles that I feel are of significance in this artwork are \_\_\_\_\_.

My main intention in creating this artwork was to \_\_\_\_\_  
\_\_\_\_\_.

My personal assessment of this artwork is \_\_\_\_\_  
\_\_\_\_\_.

## Appendix 7: Rubric For Assessing Performance In Drama

Assessment Criteria/ Score	Excellent  5	Good  4	Average  3	Below Average  2	Poor  1
1. Loud and clear voice					
2. Accuracy, fluency and intonation					
3. Use of eye contact and body language to promote communicative effectiveness					
4. Group collaboration					







**'FREE ISSUE - NOT FOR SALE'**