

Music

**Upper Secondary
Syllabus**



Papua New Guinea
Department of Education

Issued free to schools by the Department of Education

Published in 2008 by the Department of Education, Papua New Guinea

© Copyright 2008, 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 electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

ISBN 978-9980-9921-7-8

Acknowledgements

The Upper Secondary Music Syllabus was written, edited and formatted by the Curriculum Development Division of the Department of Education. The development of the syllabus was coordinated by Tobias Gena.

Writers from schools, tertiary institutions and non-government organisations across the country have contributed to the writing of this syllabus through specialist writing workshops and consultations. Quality assurance groups and the Music Subject Advisory Committee have also contributed to the development of this syllabus.

This document was developed with the support of the Australian Government through the Education Capacity Building Program.

Contents

Secretary's message	iv
Introduction	1
Rationale	2
Aims	3
Strands	4
Learning outcomes	5
Unit sequence and content	6
Grade 11 units	7
Grade 12 units	16
Assessment components, weighting and tasks	23
Assessment, recording and certification.....	24

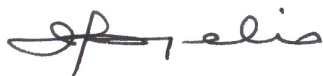
Secretary's message

This Music syllabus is to be used by teachers to teach Upper Secondary students (Grades 11 and 12) throughout Papua New Guinea. This syllabus builds upon concepts, skills and attitudes learnt in Lower Secondary and provides a sound foundation for further learning.

The Upper Secondary Music Syllabus contributes to integral human development as it is based on the students' physical environments, societies and cultures. It links to the National Education Plan's vision, which is that secondary education will enable students to achieve their individual potential to lead productive lives as members of the local, national and international communities as music is an important aspect of life in Papua New Guinea.

Society is coming to an increasing awareness that involvement with the arts is an integral and essential component of education. Such involvement encourages the development of understanding and skills required in order to not only survive, but excel, in our rapidly changing society. Education that includes the arts helps to develop people who are resilient, creative, versatile and self-assured.

I commend and approve this syllabus as the official curriculum for Music to be used in all schools with Grades 11 and 12 students throughout Papua New Guinea.



DR JOSEPH PAGELIO

Secretary for Education

Introduction

This syllabus is based on the curriculum principles from the National Curriculum Statement. It has been designed using learning outcomes that identify the knowledge, skills, attitudes and values that all students achieve or demonstrate by the end of Grade 12. It is linked to the national curriculum learning area, Culture and Community, and builds on the knowledge and skills students have learnt since elementary grades. This Music syllabus offers a number of pathways to post-secondary study and the workforce. It has specialised and general applications in both areas.

Lower Secondary Arts Strands	Lower Secondary Arts Units	Upper Secondary Music Units
Arts appreciation Skills development Expressive communication	Visual Arts 1 Performing Arts 1 Visual Arts 2 Performing Arts 2 Visual Arts 3 Performing Arts 3 Integrated Arts	Ear Training 1 Instrument Studies Papua New Guinean Music Studies 1 World Music Styles Commercial Music Studies Ear Training 2 Instrument Studies Music Technology Papua New Guinean Music Studies 2 Commercial Music

Music is a specialised subject that requires a high level of musical knowledge and skills. Learners need to be competent in reading, writing and performing music. Further, music education should prepare students to meet musical challenges after school. The Music syllabus is flexible as enrichment options are provided to allow students to study areas of interest. School-developed units can be written to suit local community needs. The local community and its resources are important for teachers to consider and to access when planning the use of this syllabus.

The Music syllabus fosters the national identity of Papua New Guinea in supporting traditional and contemporary music. Teachers are encouraged to be flexible in implementing the Music syllabus by considering cultural identity, availability of resources and students' individual needs.

The syllabus builds on the Lower Secondary Arts course. It caters for students with diverse musical backgrounds and musical interests, including those with an interest in popular music. It therefore attracts students with a formal musical background as well as those with only informal experience.

This syllabus is designed to enable students to develop as musicians through an experience-based program that provides opportunities to experience and investigate in detail the relationship between the three musical activities of creating, listening and performing. Opportunities will be provided for students to develop experience in, and to place emphasis on, their areas of interest.

Music is to be timetabled for 240–250 minutes per week in Grades 11 and 12.

Rationale

Music, as an art, is recognised as an important component in nurturing, preserving and promoting identities of various people and cultures in Papua New Guinea. In all societies, music is used to express a rich and diverse heritage of traditional and contemporary cultures. Music builds a strong sense of personal and national identity and pride.

Music is an integral part of everyday life, serving self-expressive, celebratory, social, cultural, political, educational and entrepreneurial roles. The study of music combines the development of cognitive and psychomotor affective domains in such a way that all domains contribute equally to the development of the learner. As a powerful educative tool, music contributes to the holistic development of the individual.

Music pervades cross-cultural boundaries and brings understanding, heightened enjoyment and appreciation of the art and cultures that surround it. Because music is a unique means of expression, of knowing and communicating experience, it makes a profound contribution to personal, social and cultural identities.

Music allows students to develop their capacity to manage their own learning, and to collaborate and engage in positive activities that reflect the real practice of performers, composers, educators and audience.

Music has the power to unite groups and to mobilise community involvement in improving quality of life, social healing and affirmation of human dignity. It contributes to personal growth, cultural practices that are unique, and the social and economic development of the country.

Music combines theoretical and performative genres that provide the student with a repertoire of creative and innovative experiences. It would be from these experiences that a new, positive and productive way of life may be discovered for a lifelong journey.

Music is a fast growing industry in Papua New Guinea, an industry which is enhanced by technology. The study of Music—encompassing performance and compositional techniques, styles, theory, form, listening, interpretation and history—provides access for future study and potential leisure and career opportunities.

Aims

Music education in Grade 11 and 12 aims to:

- enable students to read, write, and perform a variety of musical styles
- encourage development of the voice through singing
- enable students to develop an appreciation and respect for Papua New Guinea's diverse musical heritage and practices
- equip students with the knowledge and appreciation of the music of the world
- equip students with musical skills that are universally recognised and practised
- equip students with relevant skills to make effective use of music technology for creative processes
- enable students to develop entrepreneurial skills and attitudes that encourage self-employment
- provide knowledge of the elements of music and enable students to apply them to creative music performances and appreciation of varied musical forms
- enable students to apply creative problem solving through performance, composition and analysis of musical works
- promote artistic expression through a variety of musical instruments and available resources
- create an environment where the students' love for music is stimulated.

Strands

The study of Music is described in the following strands:

- 'Expressive communication'
- 'Skills development'
- 'Music appreciation'.

Expressive communication underpins all the arts as it involves demonstrating and presenting ideas through performing.

Skills development is integral to Music and involves planning, creating, demonstrating or performing, presenting and evaluating musical works. Skills in Music are developed through learning new techniques, practice, and use of imagination.

Music appreciation involves an understanding of a range of music forms in Papua New Guinea and other cultures.

Learning outcomes

The Music learning outcomes identify the knowledge, skills, attitudes and values all students achieve and demonstrate at the end of Grade 12.

Students can:

1. read, write and listen to music from a variety of styles and cultures
2. compose, arrange and perform music compositions and arrangements
3. produce music using knowledge and skills of the fundamentals of music
4. perform traditional music, traditional–contemporary and other styles or forms of music from Papua New Guinea and other countries
5. perform music as solo or in a variety of ensembles
6. plan, research, document, produce and present music projects
7. demonstrate music entrepreneurial knowledge and skills.

Learning outcomes mapped against units									
Learning outcomes	Units								
	11.1	11.2	11.3	11.4	11.5	12.1	12.2	12.3	12.4
1. Read, write and listen to music from a variety of styles and cultures	✓	✓		✓		✓	✓		
2. Compose, arrange and perform music compositions and arrangements	✓	✓	✓			✓	✓		
3. Produce music using knowledge and skills of the fundamentals of music		✓			✓		✓	✓	✓
4. Perform traditional music, traditional–contemporary and other styles or forms of music from Papua New Guinea			✓						✓
5. Perform music as solo or in a variety of ensembles		✓	✓	✓			✓		
6. Plan, research, document, produce and present music projects			✓	✓	✓			✓	
7. Demonstrate music entrepreneurial knowledge and skills					✓			✓	

Unit sequence and content

Grade 11 units	Grade 12 units
<p>11.1 Ear Training 1 <i>10 weeks</i></p> <ul style="list-style-type: none"> • Rhythm studies • Melody studies <p>11.2 Instrument Studies <i>10 weeks</i></p> <ul style="list-style-type: none"> • Western musical instruments • Indigenous musical instruments <p>11.3 Papua New Guinean Music Studies <i>10 weeks</i></p> <ul style="list-style-type: none"> • Traditional music studies • Religious music studies • Traditional contemporary music <p>11.4 World Music Styles <i>5 weeks</i></p> <ul style="list-style-type: none"> • Classical music • Jazz music • Blues music • Country music • Popular music • Indigenous music • Folk music <p>11.5 Commercial Music <i>5 weeks</i></p> <ul style="list-style-type: none"> • Copyright law • Intellectual property rights • Music businesses 	<p>12.1 Ear Training 2 <i>10 weeks</i></p> <ul style="list-style-type: none"> • Rhythm studies • Melody studies <p>12.2 Instrument Studies 2 <i>10 weeks</i></p> <ul style="list-style-type: none"> • Western musical instruments • Other musical instruments <p>12.3 Music Technology <i>10 weeks</i></p> <ul style="list-style-type: none"> • Sound production techniques and principles • Basic mixing principles <p>12.4 Papua New Guinean Music Studies <i>10 weeks (optional)</i></p> <ul style="list-style-type: none"> • String-band music • Pawa-band music • Oom-cha music • Contemporary music

Grade 11 units

11.1 Ear Training 1

10 weeks

In this unit students study elements of rhythm and melody, which are important aspects in music. Studying this unit enables students to read, write and perform music using rhythms and melody.

Learning outcomes

Students can:

1. read, write and listen to music from a variety of styles and cultures
2. compose, arrange and perform music compositions and arrangements.

To achieve the learning outcomes, students:

- name and draw musical notes and rests
- perform musical notes in rhythms using different time signatures
- perform musical rests in rhythms using different time signatures
- compose or arrange simple music rhythms using musical notes and rests
- name and draw musical signs, terms and symbols
- sing or perform musical intervals and melodies using different time signatures
- notate or transcribe dictated intervals and melodies
- compose or arrange simple melodies using musical notes and symbols.

Content

Students acquire knowledge and skills through the learning and teaching of this content. Students participate in reading, writing and performing rhythmic compositions and arrangements.

Rhythm studies

Musical notes

- the names, symbols and values of musical notes
 - name musical notes
 - draw musical notes
 - state values of musical notes

Time signature

- simple time signatures
 - define time signature
 - read and write rhythms using simple time signatures

- compose or arrange rhythms using simple time signatures
- perform rhythms using simple time signatures

Musical rests

- musical rests
 - define musical rests
 - read and write rhythms using rests
 - perform rhythms using rests in simple time

Grouping of notes and anacrusis

- anacrusis
 - define anacrusis
 - compose or create rhythms using anacrusis
 - perform rhythms using anacrusis
- grouping of notes
 - group notes correctly
 - read and write rhythms using anacrusis and the correct grouping of notes
 - perform written rhythms using anacrusis and the correct grouping of notes

Melody studies

Signs, terms and symbols

- musical signs, terms and symbols
 - define musical signs, terms and symbols
 - draw staff and different clefs
 - name lines and spaces of the staff

Tones, semitones, and accidentals

- tones, semitones and accidentals and how they are used in music
 - describe semitones and tones
 - draw and define accidentals
 - describe the functions of accidentals in music

Tonic Solfa in the key of C major

- the singing scale of C using tonic Solfa
 - explain tonic Solfa, numbers and letters singing methods
 - sing C major scale using tonic Solfa, numbers and letters
 - sing simple melodies using Solfa, numbers and letters

Intervals

- the concept of intervals
 - define and name intervals
 - identify and sing or perform intervals
 - write or transcribe intervals
 - compose or arrange intervals

11.2 Instrument Studies

10 weeks

In this unit students can learn to play a variety of instruments, depending on availability, such as the guitar and keyboard. Voice is considered an important instrument and so students must be introduced to and encouraged to read and sing notational music in harmonies and as choral ensembles. Listening is also an important element of instrument studies. Students are exposed to a range of listening experiences.

Learning outcomes

Students can:

1. read, write and listen to music from a variety of styles and cultures
2. compose, arrange and perform music compositions and arrangements
3. produce music using knowledge and skills of the fundamentals of music
5. perform music as solo or in a variety of ensembles.

To achieve the learning outcomes, students:

- read, write and sing music using Solfa, numbers and letters
- read, write and perform music using guitar, keyboard, piano and other instruments
- read, write and perform music using traditional instruments.

Content

Students acquire knowledge and skills through the learning and teaching of this content. Students participate in reading, writing and performing music using instruments.

Western musical instruments

Exploring and developing playing techniques on various western musical instruments, students use skills, techniques, processes and musical elements to construct musical works appropriate to the chosen style and form.

Guitar studies

- history and development of the guitar
- guitar playing methods and techniques

Keyboard or piano studies

- history and development of keyboard or piano playing
- keyboard or piano playing methods and techniques

Indigenous musical instruments

Exploring and developing techniques on various indigenous musical instruments, students use skills, techniques, processes and musical elements to construct musical works appropriate to the chosen style and form.

Idiophones

- history and development of self sounding instruments such as
 - garamut, shakers, sticks
- playing methods and techniques of selected idiophone instruments

Membranophones

- history and development of membrane-sounding instruments such as
 - kundu drum
- playing methods and techniques of selected membrane instruments

Chordophones

- history and development of string instruments such as
 - bamboo zither, mouth bow, bow instrument
- playing methods and techniques of selected string instruments

Aerophones

- history and development of wind or blown instruments such as
 - panpipes, kuakumba, water flutes

Choral studies

- reading notational music and singing techniques

11.3 Papua New Guinean Music Studies

10 weeks

This unit focuses on different styles and types of music found in Papua New Guinea. The unit explores the creative use of traditional instruments with modern instruments.

Learning outcomes

Students can:

2. compose, arrange and perform music compositions and arrangements
4. perform traditional music, traditional–contemporary and other styles or forms of music from Papua New Guinea
5. perform music as solo or in a variety of ensembles
6. plan, research, document, produce and present music projects.

To achieve the learning outcomes, students:

- study, name and describe the different styles and forms of music in Papua New Guinea
- present music works in either performance or written form.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Traditional music studies

- music of the Momase Region; the Southern Region; the Highlands Region; the New Guinea Islands Region

Religious music studies

- music of the Momase Region; the Southern Region; the Highlands Region; the New Guinea Islands Region

Traditional contemporary music

- music by bands originating from the learning institutions such as the National Arts School; University of Goroka; other tertiary institutions
- music by bands or groups from the village, communities or urban areas

11.4 World Music Styles

5 weeks

In this unit students explore different styles and forms of music from different cultures, and study at least two of the different styles of world music.

Learning outcomes

Students can:

1. read, write and listen to music from a variety of styles and cultures
5. perform music as solo or in a variety of ensembles
6. plan, research, document, produce and present music projects.

To achieve the learning outcomes, students:

- name at least two different styles and forms of world music
- describe and differentiate features of at least two world music styles
- perform at least two styles of world music.

Content

Students acquire knowledge and skills through the learning and teaching of this content. Students listen to, observe, identify, perform and develop an appreciation of different world music styles and forms.

Classical music

- introduction to classical music and classical composers
 - definition of classical music
 - examples of classical music
 - composers of the classical period
 - features of classical music
 - selected pieces of classical music
- perform classical music pieces

Jazz music

- introduction to jazz music and jazz composers
 - definition of jazz music
 - features of jazz music
 - history of jazz music
 - different styles of jazz music
 - famous composers of jazz music
 - famous jazz pieces
 - listen to and describe jazz music
- perform jazz pieces

Blues music

- introduction to blues music and blues composers
 - definition of blues music
 - features of blues music
 - history of blues music
 - different styles of blues music
 - famous composers of blues music
 - famous blues pieces
 - listen to and describe blues music
- perform blues pieces

Country music

- introduction to country music
 - definition of country music
 - features of country music
 - history of country music
 - listen to and describe country music
- perform country-style music

Popular music

- introduction to popular music, such as reggae, rock, pop, hip-hop, rap
 - definition of popular music
 - features of at least two types of popular music
 - history of at least two types of popular music
 - listen to and describe at least two types of popular music
- perform examples of popular music styles

Indigenous music

- introduction to indigenous music, such as Australian Aboriginal, Pacific Island, African
 - definition of indigenous music
 - features of indigenous music
 - listen to examples of indigenous music pieces
- perform indigenous music pieces

Folk music

- introduction to folk music
 - definition of folk music
 - features of folk music
 - history of folk music
 - listen to and describe folk music
- perform folk music

11.5 Commercial Music

5 weeks

This unit introduces students to the music industry as an entity. The unit enables students to learn about intellectual property rights and the copyright law. Students also engage in commercial music projects. They explore different types and styles of music suitable for commercial environments and occasions.

Learning outcomes

Students can:

3. produce music using knowledge and skills of the fundamentals of music
6. plan, research, document, produce and present music projects
7. demonstrate music entrepreneurial knowledge and skills.

To achieve the learning outcomes, students:

- demonstrate understanding of business opportunities related to the music industry
- demonstrate knowledge of basic rights and laws related to ownership of music
- design marketing strategies for music-related business opportunities.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Copyright law

- information about copyright law
- how copyright law affects the music industry

Intellectual property rights

- definition of intellectual property rights
- economic impact of intellectual copyright

Music businesses

- setting up a music business or group
- registering a business with government authorities such as the Investment Promotion Authority (IPA)
- managing a business or group, including
 - developing a business plan
 - basic accounting and book keeping
 - marketing, monitoring and evaluation

Opportunities for music businesses

- radio promotions and jingles
- radio and television spots
- selling music
- selling music instruments and equipment
- organising performances for
 - entertainment
 - commercial purposes
 - leisure
 - special occasions

Grade 12 units

12.1 Ear Training 2

10 weeks

This unit is a progressive development of Ear Training 1 from Grade 11. It enables students to explore, create and perform more complex rhythms and melodies in simple time and compound time.

Learning outcomes

Students can:

1. read, write and listen to music from a variety of styles and cultures
2. compose, arrange and perform music compositions and arrangements.

To achieve the learning outcomes, students:

- read, write, and perform dotted rhythms
- read, write, and perform triplet rhythms
- read, write and perform rhythms in $\frac{6}{8}$ time
- listen to and transcribe dictated rhythms
- compose rhythms using a variety of musical notes and rests
- read, write, and sing simple melodies in G, D and F major keys
- read, write, and sing tonic triads.

Content

Students acquire knowledge and skills through the learning and teaching of this content. Students participate in reading, writing, composing and performing rhythmic exercises in simple and compound time.

Rhythm studies

Dotted notes, ties and slurs

- features of dotted notes, their musical signs and respective note values
 - name, draw and state value of dotted notes
 - perform rhythms using dotted notes
- features of a tie
- features of the slur
 - differentiate the functions of a tie and a slur
 - compose and perform rhythms using ties and slurs

Triplets

- features of a triplet
 - name and draw the different triplet rhythms

- compose or arrange triplet rhythms with other kinds of notes and rests
- perform triplet rhythms using simple time signatures

Compound time

- features of compound time
 - students compose or arrange rhythms in $\frac{6}{8}$ time
 - students perform rhythms using $\frac{6}{8}$ time

Melody studies

The G, D and F major scales

- construct and sing more major scales using tonic Solfa, numbers and letters
 - the functions of key signatures in scales
 - construct G, D and F major scales using the staff
 - correct notes of scales
 - sing the major scales using Solfa, numbers and letters
 - sing simple melodies using Solfa, numbers and letters

Tonic triads

- features of triads and chords
 - construct tonic triads in keys of C, G, D and F major using the staff
 - sing intervals of C, G, D and F major

12.2 Instrument Studies 2

10 weeks

This unit is a continuous and progressive development from Instrument Studies in Grade 11.

Learning outcomes

Students can:

1. read, write and listen to music from a variety of styles and cultures
2. compose, arrange and perform music compositions and arrangements
3. produce music using knowledge and skills of the fundamentals of music
5. perform music as solo or in a variety of ensembles.

To achieve the learning outcomes, students:

- read, write and sing music using Solfa, numbers and letters
- read, write and perform music using guitar
- read, write and perform music using keyboard or piano
- read, write and perform music using other instruments
- perform music pieces as solo, duet and as an ensemble
- compose and arrange music using instruments.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Western musical instruments

Exploring and developing playing techniques on various western musical instruments, students use skills, techniques, processes and musical elements to construct musical works appropriate to the chosen style and form.

Guitar studies

- reading and playing notational music using guitar in the keys of G, D and F major
 - scale of C major in 2 octaves
 - scale of G major in 2 octaves
 - scale of F major in 2 octaves
 - reading and playing chords in the keys of C, G, D and F major
- performing minor and blues scales using guitar
 - natural minor scales of C, G, D and F major (A minor, E minor, B minor, and D minor scales)
 - harmonic minor scales of C, G, D and F major (A minor, E minor, B minor, and D minor scales)

- melodic minor scales of C, G, D and F major (A minor, E minor, B minor and D minor scales)
- C, G, D and F blues scales
- performing music pieces using guitar
 - music pieces in the keys of C, G, D and F major
 - music pieces in minor keys

Keyboard or piano studies

- reading and playing notational activities using the keyboard or piano in the key of G, D, and F major
 - scale of C major in 2 octaves
 - scale of G major in 2 octaves
 - scale of F major in 2 octaves
 - reading and playing chords in the keys of C, G, D and F major
- performing minor and blues scales using keyboard or piano
 - natural minor scales of C, G, D and F major (A minor, E minor, B minor, and D minor scales)
 - harmonic minor scales of C, G, D and F major (A minor, E minor, B minor, and D minor scales)
 - melodic minor scales of C, G, D and F major (A minor, E minor, B minor and D minor scales)
 - C, G, D and F blues scales
- performing music pieces using keyboard or piano
 - music pieces in the keys of C, G, D and F major
 - music pieces in minor keys

Choral studies using the voice

- reading notational music
- singing techniques and singing in harmony
 - read and sing melodic activities using Solfa, numbers and letters
 - arrange, compose and perform choral pieces
- harmonising techniques
- Harmony 1: singing using two-part harmony
 - sing two-part harmony using Solfa, numbers or letters
- Harmony 2: singing using three part harmony
 - sing three-part harmony using Solfa, numbers or letters
- Harmony 3: singing using four-part harmony
 - sing four-part harmony using Solfa, numbers or letters

Other musical instruments

- theoretical study of the instrument
- technical studies using the instrument (scales and study activities)
- perform musical pieces using the instrument

12.3 Music Technology

10 weeks

In this unit students study application technology in music and principles involved in creating and producing music. It focuses on the use of technology in the performance and production of music.

Learning outcomes

Students can:

3. produce music using knowledge and skills of the fundamentals of music
6. plan, research, document, produce and present music projects
7. demonstrate music entrepreneurial knowledge and skills.

To achieve the learning outcomes, students:

- define terminologies used in music technology
- describe principles and techniques involved in music production
- demonstrate basic set up of sound production equipment
- record, mix and produce music.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

Sound production techniques and principles

- recording terminologies
- the physics of sound
- set up of audio system and amplifiers
- set up production equipment and instruments
- record using simple analogue equipment
- practical techniques and application in two-track, four-track, multitrack recording
 - analogue and digital
- record using digital recorders (include software packages)

Basic mixing principles

- audio mixing
 - explain the process of signal flow
 - set up mixers and amplifiers
 - participate in audio mixing.

12.4 Papua New Guinean Music Studies

10 weeks

This is an optional enrichment unit. Papua New Guinean Music Studies involves the study of music from the different cultures and traditions of Papua New Guinea, and its values in the traditional and contemporary context. The study provides an overview of traditional, string-band, pawa-band and other styles of music. This study leads to a rediscovery and appreciation of these different styles of music with students drawing from their own cultures and traditions.

Learning outcomes

Students can:

3. produce music using knowledge and skills of the fundamentals of music
4. perform traditional music, traditional–contemporary and other styles or forms of music from Papua New Guinea.

To achieve the learning outcomes, students:

- listen to and/or view examples of selected musical styles
- describe the various styles of music
- perform selected styles of music.

Content

Students acquire knowledge and skills through the learning and teaching of this content.

String-band music

- development and history of string-band music
 - string-band music of the Southern Region
 - string-band music of the Momase Region
 - string-band music of the Highlands Region
 - string-band music of the New Guinea Islands Region

Pawa-band music

- feature of the pawa-band style of music or electrified music
- development of pawa-band music in Papua New Guinea
- different styles of pawa-band music in Papua New Guinea
- arrange, compose, and perform creative music pieces
 - pawa-band music of the Southern Region
 - pawa-band music of the Northern Region
 - pawa-band music of the Highlands Region
 - pawa-band music of New Guinea Islands Region

Oom-Cha music

- development of Oom-Cha music
- features of Oom-Cha music
 - Oom-Cha as a style of music
 - examples of Oom-Cha music
 - popular Oom-Cha musicians or artists
 - perform Oom-Cha music with an emphasis on traditional contemporary concepts and traditional musical instruments

Contemporary music

- different styles and forms of music in Papua New Guinea
 - choirs, peroveta, ute styles
 - listen to and observe other styles and forms of music
 - describe the features of styles and forms of music
 - arrange and perform selected styles and forms of music

Assessment components, weighting and tasks

The suggested components, weightings and tasks for Grades 11 and 12 are detailed below. Final assessment must be based on a range and balance of the assessment components.

Components, weighting and tasks for Grade 11 units

Component	Weighting	Tasks
Theory tests	100	<ul style="list-style-type: none"> Administration of a variety of tests (multiple choice, short answer, true or false, matching) Assignments Research findings
Practical tests and products	100	<ul style="list-style-type: none"> Presentation of created works Aural dictation (Rhythm and Melody studies) Equipment systems set up
Performance <ul style="list-style-type: none"> solo duet ensemble 	100	<ul style="list-style-type: none"> Presentation of created musical works Sight reading Group work
Marks	300	

Components, weighting and tasks for Grade 12 units

Component	Weighting	Tasks
Written theory tests	100	<ul style="list-style-type: none"> Administration of a variety of tests (multiple choice, short answer, true or false, matching) Assignments Research findings
Practical tests and products	100	<ul style="list-style-type: none"> Presentation of created works Aural dictation (Rhythm and Melody studies) Equipment systems set up
Performance <ul style="list-style-type: none"> solo duet ensemble 	100	<ul style="list-style-type: none"> Presentation of musical works Sight reading Group presentation
Marks	300	

Note

The distribution of weightings for Music is to be such that the final outcome is determined by 30% theory and 70% practical.

Assessment, recording and certification

Assessment and reporting practices described here are detailed further in the *National Assessment and Reporting Policy for Papua New Guinea* (2003) and in other support materials produced by the Department of Education.

Assessment

The main purpose of assessment is to improve student learning.

Assessment needs to be *for* learning as well as *of* learning. It is used to evaluate and improve learning and teaching, report achievement and provide feedback to students on their progress.

Assessment measures students' achievement of learning outcomes as described in the syllabus. It is the ongoing process of identifying, gathering and interpreting information about students' achievement of the learning outcomes.

Learning and teaching using an outcomes approach requires teachers to plan their teaching and assess learner performance in relation to outcomes, using criteria derived from those outcomes. Assessment involves focusing less on whether a learner has 'passed' or 'failed' and more on what outcomes a learner has achieved and in which areas further support is required.

Assessment in Music

A student's achievement in Music at the end of Grade 12 will be assessed against the learning outcomes. Assessment of student progress towards achieving these learning outcomes is cumulative throughout Grades 11 and 12.

It is important that teachers plan the learning and teaching sequence so that there is a balanced spread of assessment during the year. Some tasks, such as investigations or case studies in the form of projects, can be designed so that they are completed over a period of time rather than at the end of the unit. Other tasks can be done immediately the relevant section of the unit or topic has been covered.

Assessment for certification

A student's overall achievement in Music will be internally assessed. Successful completion of the subject will be recorded on the national certificate.

Internal assessment

Internal assessment provides a measure of a student's achievement based on a wide range of syllabus content and outcomes. For Music the internal assessment marks will provide a summation of each student's achievements in Grades 11 to 12. The assessment tasks used to determine the internal

assessment mark must comply with the components, weightings and types of tasks specified in the table on page 23. A variety of tasks gives students the opportunity to demonstrate all the learning outcomes in different ways to improve the validity and reliability of the assessment.

All schools must meet the requirements for internal assessment as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

Recording

All schools must meet the requirements for maintaining and submitting student records as specified in the *Grade 12 Assessment, Examination and Certification Handbook*.

Certification

Students will be awarded the national certificate only if they meet all requirements for internal assessment. Eligibility rules for the award of certificates are specified in the *Grade 12 Assessment, Examination and Certification Handbook*.